

PLEASANT VALLEY SCHOOL DISTRICT
Brodheadsville, PA 18322

2017-2018



ANNUAL REPORT

Excellence in Education: A Community Commitment

**ANNUAL REPORT
2017-2018**

Table of Contents

Office of the Superintendent.....	2
Assistant to the Superintendent for Curriculum & Instruction.....	4
Business Management.....	6
Director of Human Resources.....	9
Director of Support Services.....	12
K-12 Reading Supervisor.....	14
K-12 Mathematics Supervisor.....	17
Supervisor of Special Education	19
ACCESS Coordinator.....	22
Coordinator of Child Accounting.....	25
Cyber Academy/Technology Services Coordinator.....	28
Pleasant Valley High School Principal.....	30
Pleasant Valley Middle School Principal.....	33
Pleasant Valley Intermediate School Principal.....	35
Pleasant Valley Elementary School Principal.....	38
Director of Buildings and Grounds	41
Director of Food Services.....	43

Office of the Superintendent
Annual Report for 2017-2018
David F. Piperato

Introduction:

The 2017-18 school year was one of change for the Pleasant Valley School District. Upon his hiring, the Superintendent conducted an environmental scan and a thorough needs assessment through the use of research, interviews, observations, and a review of archival documentation. The results clearly indicated a need to focus on trust, communication, transparency, and the rebuilding of relationships. The Superintendent concluded that any improvement in the district's overall performance could only be accomplished by establishing a culture and climate supportive of students and employees.

Although faced with several obstacles throughout the year, the district leadership team improved communications, transparency, morale, collaboration, engagement, empowerment, overall ethical leadership, as well as, the overall accessibility and visibility of the Superintendent (as per end of year employee survey). In addition, the leadership team facilitated the following changes:

- The selection of a new district solicitor
- New start and end times at all schools beginning 2018-19 that will deliver our elementary students home much earlier in the afternoon
- Rebuilding the district's webpage
- A differentiated supervision model that will increase teacher to administrator dialogue, provide teachers more opportunity to reflect, allow teachers choice in the evaluation model, and grant administrators more opportunities to observe teacher practice
- Transparency in board practice including a complete agenda for every meeting attendee and a more effective and user friendly agenda management system
- New starting time for board meetings that takes the public's needs into consideration
- An open and collaborative Executive Session atmosphere resulting in far more conversation among board members than has been experienced in the past
- Comprehensive and ethical hiring practices that eliminate favoritism, create a standard system for evaluating applicants, and assure the selection of the most qualified candidate

- A Superintendent's Advisory Council opened to all faculty and staff. Meetings were well attended and members established district-wide goals for the 2018-19 school year: Respect/Adult Bullying, Accountability, Technology, Faculty and Staff Empowerment, and Communication
- Director of Curriculum and Instruction position created
- Director of Technology position created

Summary:

The primary goal of establishing a positive and trusting environment was achieved through the collaborative work of teachers, administrators, and board members. Moving forward, the focus will remain on the district's culture and climate while work continues on enhancing teaching and learning, improving student performance, and infusing technology throughout the educational process.

Office of Curriculum and Instruction

Annual Report for 2017-2018

Kenneth V. Newman

Introduction:

The Curriculum Department at Pleasant Valley actively works to improve the learning experience for students by providing for professional development that is related to state mandates, curricular needs, student need(s), and teacher need(s). This department oversees various state grants and federal programs. This office also directs and assists with the development and design of all curricular programs which are articulated through the Pleasant Valley Planned Course Curriculum Guides (PCCG). This office works with teachers, building principals, curriculum and special education supervisors, and district level administrators to implement Pennsylvania's Teacher Effective Initiative which is a multifaceted system that focuses on student growth and achievement and the roll an effective teacher has in providing high quality instruction. This office also supports in the administration of a diverse range of educational, support and ancillary services. These areas include oversight and direction of issues relating to school and workplace safety, including personal, physical and environmental safety; supervision of professional and non-professional staff; and extensive involvement with the planning, management, and enhancement of the school district's Comprehensive Plan. The opportunity to oversee many of our grant programs provides knowledge about various funding streams available to the district. This wide range of job responsibilities provides a keen understanding of the overall operations of the entire school district.

Review of Student Learning Objective (SLO): Personalized Learning Pleasant Valley High School:

During the months of August and September 2017 initial baseline data was reviewed to determine this year's SLO. A Personalized Learning initiative was undertaken at the PVHS which involved Geometry and Chemistry teachers revamping instructional practice. Through collaboration with the math supervisor, PVHS and central office administrators, this office was able to support the shift in instructional practice to promote increased personalized learning opportunities for students. Professional development, planning time and technical assistance from LearnSTEMic LLC was provided to teachers of Geometry and Chemistry that are using an instructional strategy called station rotation infused with technology to formulate hybrid/personalized learning in their classrooms.

There was collaboration between the PVHS Principal, Department Chair, Assistant Principals, Math Teachers and students in order to problem-solve and analyze student progress. Student progress was measured compared to the prior year final exam results for both Geometry and Chemistry as well as STAR math assessment progress. In Geometry the final exam average increased from 71% in 2016-2017 to 79.9% for 2017-2018 for students receiving technology infused personalized learning. In Chemistry the final exam average increased from 58% in 2016-2017 to 72.2% 2017-2018 for students receiving technology infused personalized learning. Growth on the STAR math assessment was also noted with an increase of 28 points on the end of year assessment average. The success of this initiative was rooted in the commitment and dedication of teachers and hard work of our students.

Summary:

The 2017-2018 school year has been a tremendously challenging as well as rewarding time. I sincerely appreciate the multifaceted opportunities and experiences that I have been afforded here at Pleasant Valley. I have worked closely with the Board of School Directors, principals, and fellow administrators on serious issues that often require immediate response and on projects that require long-term planning and collaboration to ensure an effective and efficient operation.

The combination of hard working students, dedicated parents and staff members within a supportive community has helped to generate positive growth for Pleasant Valley. I am proud and honored to be a part of this community effort towards Excellence in Education.

Office of Business Management

Annual Report for 2017-18

Susan Famularo, Business Manager

Stacy Stair, Administrative 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.

The business office has faced challenges this past year with the transfer of the payroll specialist to another department and the retirement of the long-time administrative assistant to the business manager. Positions changed, internal applicants advanced, and two new bookkeepers were hired and all staff was trained in their new positions. Despite these challenges, the 2018-2019 General Fund Budget was developed within legal timelines and approved at the June 14, meeting. The Food Service Fund Budget was approved on May 28. After seven (7) years of millage at the same rate, the 2018-2019 budget contained a 2 mill increase. This increase will allow the district to continue programs and provide for capital improvements while minimizing the long-term financial impact on the taxpayer. The PFM model was used to develop various scenarios for consideration during the budget process. The Finance Committee met to discuss budget development and other issues that impact the school district

financially and formulated recommendations to the entire School Board. The administrative assistant to the business manager is performing a greater role in the budget process. The accountant is trained and overseeing month end close and account reconciliations.

Positive Pay has been implemented to provide greater fraud protection to the district. The month-end close process continues to be coordinated by the accountant. Accounts are monitored and balanced on a monthly basis as per auditor requirements. Periodic meetings have been established with grant program administrators to ensure timely reporting and streamlined compliance.

Special Objectives:

Update financial policies of the school district. Provide support to the negotiations process for all employee groups. Train the new payroll specialist. Implement the migration of the district timekeeping system to a new platform. Accountant to learn/deepen knowledge of accounting processes, account analysis and journal entries.

The business manager reviewed all financial policies and changes with the Finance Committee. Recommendations were then moved to the board level and revisions on all those policies were board-approved by February 8, 2018. Analytical support was provided for negotiations. An agreement was reached with the Pleasant Valley Education Association. Negotiations are still ongoing with all other employee groups.

The district timekeeping system transition was accomplished by December 31, 2017. All positions have been filled within the business office. Quarterly reports and reimbursement requests are filed for grant funding. Staff is trained and working as a team to meet legal requirements and accomplish its tasks.

In addition to the planned goals, the district has moved forward with financing for capital projects. The business manager worked with Public Financial Management on the sale of the General Obligation Bonds of 2018: Completing credit information for the preparation of the official statement, interviewing with Standards & Poor's, culminating in a bond sale on June 26 to obtain bonds within the desired parameters. An RFP for the investment of bond proceeds was prepared and distributed on June 28, 2018.

Summary:

The business office will continue to provide support to the operation of the school district. We continue to seek ways to operate more efficiently, while implementing sound fiscal controls, and complying with the ever-increasing load of regulations. The staff has worked very diligently and is to be commended for their efforts.

Office of the Director of Human Resources

Annual Report for 2017-2018

John T. Burrus

Introduction:

The Human Resource Office is responsible for the recruitment, selection and employment process for the support, professional and administrative staff. The office works with the other departments and buildings to ensure evaluations are done to meet district and state requirements. The annual report summarizes the accomplishments and efforts of Human Resource Office.

Continuing Objectives:

The review of forms and procedures used in the human resource office is an on-going process. Two retirees met with me personally for an exit interview and provided great insight into the changes that need to be made to the exit interview form in order to better capture an individual's true overall experiences, concerns and praises. In further review, I discovered there should be an exit interview form for professional staff and a different form for support staff.

The job descriptions are on-going with the majority of the changes occurring with the titles of the supervisors to whom the individual reports. Three new job descriptions have been created Director of Technology, Director of Curriculum and Instruction and Principal on Special Assignment. The job description for Department Chair is currently under revision to better reflect the responsibilities of non-instructional departments.

In listening to the concerns of the professional association, the vacancy filling process was started earlier and included several internal only posting notices prior to advertising through PAREAP, PSBA, Times News, Pocono Record and the Morning Call when warranted. More defined rubric and question sheets have been created for the different departments. The reporting sheet indicating the applications which have been screened, the applicants who were interviewed by the building or department leaders were modified and then used by all buildings and departments during the 2017/2018 school year. The data listed on this form is now used to send consistent letters to all who apply for a position. This also ensures we have the information needed to meet the district's records retention policy.

Ann Raines from the Center for Business and Industry out of Northampton Community College in Bethlehem worked with me to develop a partnership which was two-fold. First the leadership development program provided five half day workshops where secondary department chairpersons, technology leaders K – 12 and the support staff head cooks, head custodians and head of maintenance were introduced to leadership topics to increase the efficiency of his/her department. The second area of the partnership focused on a Train-the-Trainer component where Ken Newman and I met with Ann on how to facilitate the leadership development sessions in the future. The end of event surveys completed by the participants were positive. I look forward to continuing the program by working with elementary division curriculum leaders and rising stars in the support, professional and administrative ranks.

Special Objective:

The negotiation process for both the professional staff (PVEA) and the support staff (PVESPA) provided some new experiences. The PVEA early bird process ended in December without a ratification of a new collective bargaining agreement. The negotiation sessions began again in January with Ellis Katz representing the School Board and Matt Gruenloh representing PVEA at the bargaining table. The July 1, 2018 – June 30, 2021 PVEA collective bargaining agreement was approved by PVEA and the PVSD School Board on May 10, 2018 and after several editing reviews was officially signed in early June 2018 by both parties. Individual packets of materials for each session were created and distributed to each board negotiating member prior to the early bird or regular negotiation sessions.

The PVESPA negotiation began in February but stopped for approximately three months after the second meeting due to the fact that the PVESPA was placed in trusteeship, which required a reformatting of all committees. The negotiation process restarted in June 2018 and there are currently three sessions scheduled for the summer months. A number of items have been agreed upon by both parties and I remain optimistic that an agreement can be reached sooner than later.

Sue Kresge, Donna Yozwiak and I met with representatives from the police and security departments to discuss the employment contract. Both parties seemed to appreciate meeting and being able to dialogue directly about specific items. I am continuing to compile information in reference to some of the requests. The salary increases cannot be determined until the support staff collective bargaining agreement is ratified.

Summary:

The Human Resource Office will continue to support the staffing needs of each department and building within the District. A number of new procedures were tried and implemented throughout the course of the year. Ms. Snyder and I continue to development more efficient and effective ways of managing the numerous tasks/requirements associated with the hiring of staff and maintenance of personnel files.

Office of the Director of Support Services

Annual Report for 2017-2018

Joshua R. Krebs

Introduction:

The 2017-2018 school year was a very busy year for the Office of Support Services. We have been able to accomplish many projects improving the educational experience for our students and providing the most conducive environment for our staff to provide instruction. While doing this, we have been able to reduce cost significantly and save money in a variety of areas. We are proud of the team of Pleasant Valley employees that have worked diligently this school year for the betterment of the student experience. They all faced adversity at one time or another and they persevered with the support of one another.

Review of Objectives:

One of the objectives of this office was to carry out the process of researching the needs and renovation of the PVHS. Through this process the following has been accomplished so far:

- Have a property condition assessment completed by our engineer of record.
- Provide a Property Condition Report to the board
- Prepare and present potential options for renovation including estimated cost
- Tour PVHS with members of the school board and administration
- Tour a recently renovated school
- Discuss funding with the business office
- Discuss options for renovation with the board

As we move forward more work will be done to determine the best option for Pleasant Valley High School.

Additionally, Mr. Krebs formulated the district's first anti-bullying committee. Initial work of the committee consisted of training for committee members, the formulation of subcommittees for more focused work, student surveys and plans to increase support for students as well as improving anti-bullying education and awareness.

Summary:

In summary, all of the supervisors working in the support services area of our school district have worked diligently as a team and have grown together through their experiences. Ms. Hendricks has been a leader in the food services area and through her work with the school district wellness committee and the Night of Unity Health and Wellness Fair. Mrs. Murphy has continued her leadership in the child accounting department utilizing her expertise to support Pleasant Valley in providing the best education and services that we can for resident students. In technology this year, we have continued to work on building the school district's WIFI infrastructure throughout our buildings so we may be able to support a one-on-one initiative in the future. Mr. Sterenchock also formulated a committee of teachers to review our district website and provide recommendations for a new website design that will be rolled out in the 2018-2019 school year. Mr. Serfass has worked diligently with this office to keep the school district operating efficiently and safely for our school community. In addition, Mr. Serfass has been a part of many of the other projects occurring throughout the school district. Lastly we cannot forget to mention the school police/security department. Under the direction of Mr. Campbell, they have made a significant difference making our staff and students feel safe. The Pleasant Valley School District is proud of all the members of the Support Services team and the valuable work they have completed this school year. The things we have been able to accomplish together will directly impact the students in our school and the community.

Office of the Reading Supervisor

Annual Report for 2017-2018

Lori Hagerman

Introduction:

The Reading and English Language Arts Department (ELA) had a busy and exciting year district-wide. The focus for kindergarten through eighth grade was the evaluation of a new reading and writing program. A thorough, comprehensive process driven by teacher input was implemented. The final decision was the Units of Study for Reading and Writing by Lucy Calkins. A two year implementation plan was developed, which includes professional development from an independent consultant. The consultant began her work with the PVE and PVI Literacy Coaches as well as conducting a preliminary visit in each building. She has proven to be very impressive and was well received by the teachers. The teachers had their initial training in the Reading Units of Study with the PVE and PVI Literacy Coaches. At this time, they received their instructional kits.

The focus at the Middle School for the Reading teachers was to hone their craft at teaching Text-Dependent Analysis (TDA). The analysis piece is essential and was addressed with the close reading strategy. The English Language Arts (ELA) teachers implemented the Writing Units of Study. The Literacy Coach worked closely with the teachers on all of those items. A consultant from IU 20 also worked with the ELA teachers and the Literacy Coach on sharpening their implementation of the Writing Units of Study.

The High School English Department began the year by dividing the standards into four marking periods. They developed quarterly benchmark assessments based upon the standards they focused on each quarter. They administered each quarterly benchmark assessment and kept track of what went well and what needs improvement. With the guidance of the Literacy Coach, the English Department began to revise local curriculum. This process began in twelfth grade and will continue in a backwards mapping sequence. The High School Reading Department focused on assessing and identifying ninth grade struggling readers who do not qualify for special education services. They developed a schedule that allowed them to support those students using a highly differentiated approach.

SLO Progress:

Measurable student academic SLO: Fourth, fifth and sixth grade students will show an understanding of key ideas and details in text and write an analysis which cites several pieces of textual evidence that support all parts of the task.

Performance Indicator Target #1: The average STAR scale score for students in grades 4 through 6 will grow from an average increase of 137 points last school year to an average increase of 145 to 150 points this school year (September to May).

Performance Indicator Target #2: Students will increase the grade level text-dependent analysis score by one rubric point from the fall task to the spring task and/or maintain proficiency (3 or 4 points out of 4 on the PSSA text-dependent analysis rubric).

Distinguished: The average scale score growth on the spring STAR Reading assessment will be 145 points or higher; 85-100% of students will increase the grade level text-dependent analysis score by one rubric point from the fall task to the spring task and/or maintain proficiency (3 or 4 points out of 4 on the PSSA text-dependent analysis rubric).

Proficient: The average scale score growth on the spring STAR Reading Assessment will be between 125 and 144 points; 75 to 84% of students will increase the grade level text-dependent analysis score by one rubric point from the fall task to the spring task and/or maintain proficiency (3 or 4 points out of 4 on the PSSA text-dependent analysis rubric).

Needs Improvement: The average scale score growth on the spring STAR Reading Assessment will be between 100 and 124 points; 70 to 74% of students will increase the grade level text-dependent analysis score by one rubric point from the fall task to the spring task and/or maintain proficiency (3 or 4 points out of 4 on the PSSA text-dependent analysis rubric).

Failing: The average scale score growth on the spring STAR Reading assessment is 99 points or less; Less than 70% of students will increase the grade level text-dependent analysis score by one rubric point from the fall task to the spring task and/or maintain proficiency (3 or 4 points out of 4 on the PSSA text-dependent analysis rubric).

SLO Results	
Target #1: STAR Average Scale Score Growth	STAR Average Scale Score Growth = +126 (Proficient)
Target #2: Text-Dependent Analysis Growth	883/954 Students met the goal = 93% (Distinguished)

Summary:

In conclusion, we all worked as a department to push for student growth. We spent time looking not only at student academic achievement, but at student motivation and engagement. This is an area of concern. A key factor in fostering student engagement is allowing for some student choice. As grades one to six piloted a reading and writing workshop model in the classroom, the element of student choice in what they read and wrote promoted a high level of student enthusiasm. As we move forward with the Units of Study in kindergarten through sixth grade, the workshop model framework will support this. Walk-throughs conducted in grades seven to twelve revealed a great deal of teacher lecture and student desks in rows. This greatly reduces the opportunity for student involvement and social learning. The use of language helps us to process information and remember. We have spent a great deal of time analyzing student assessment scores and targeted interventions. Student engagement and purposeful student talk are key factors in moving towards further academic growth. These are components of our instruction at Pleasant Valley that need to be sharpened in order to move our students forward both socially and academically.

Office of the Math Supervisor

Annual Report for 2017-2018

Shavonne Liddic

Introduction:

During the 2017-2018 school year, the Math Supervisor continued to enhance the mathematics program from Kindergarten through twelfth grade. Through collaboration and teamwork between the building administrators, teachers, and the math supervisor, Pleasant Valley School District was able to improve mathematical practices throughout the district.

Review of Objectives:

Objective: To increase mathematics scores in Geometry and Chemistry through Personalized Learning. Working with Mr. Newman we reviewed mid-year math data and adjusted the plan as needed.

Actions steps included: Professional Development for the Geometry and Chemistry teachers, along with the Learning Support Teachers and paraprofessionals that support the classrooms. The trainings were provided by the IU 20 under the guidance of LearnSTEMic (formally Dellicker Strategies). The teachers spent the year focusing on ways to improve student engagement and personalize the student learning. The Geometry teachers were able to increase their midterm average score from 75% last year to 80% average score this year. They were also able to increase their final exam average from 71% to 80%. The Chemistry teachers improved their final exam average from 58% to 72%. Throughout the year, the teachers found ways to incorporate technology into the classroom and ways to represent concepts conceptually.

Summary:

PVSD continues to improve mathematical and science instruction. The Geometry and Chemistry teachers were excited to share the benefits of personalized learning to their peers. Several classrooms began implementing Math Daily 3 into their daily math lesson. The 7th grade teachers incorporated a more rigorous 7th grade curriculum and the 8th grade teachers are planning on increasing the rigor for next year.

The combination of hard-working students along with dedicated staff members and parents within a very supportive community, has generated great success for Pleasant Valley, as well as helped us to determine where we should look to grow as a district. I am proud and honored to be a part of this community effort towards Excellence in Education.

Office of the Supervisor of Special Education

Annual Report for 2017-2018

Cheryl L. Caines

Introduction:

The purpose of this office is to ensure that all exceptional students are properly identified and provided with a free and appropriate public education (FAPE) consistent with federal, state and local statutes. Inherent in the purpose is to continue to enhance Pleasant Valley School District's ability to provide a quality education for all students, yet remain fiscally responsible. Therefore, it is necessary for the office of special education to seek all means to gain additional funding through grants and other local, state and federal initiatives. It is also necessary to pursue and continue staff development to remain knowledgeable about promising practices, educational research and to implement new initiatives.

Review of SLO:

Objective:

When provided with direct instruction, using the GO Math! 2nd grade curriculum, 50% (at least 15) of the selected 30 students will grow their STAR math assessment scores from **Below Basic** to **Basic**.

Standards: CC.2.1.2.B.1; CC.2.1.2.B.2; CC.2.1.2.B.3; CC.2.2.2.A.1; CC.2.2.2.A.2; CC.2.2.2.A.3; CC.2.3.2.A.1; CC.2.3.2.A.2; CC.2.4.2.A.1; CC.2.4.2.A.2; CC.2.4.2.A.3; CC.2.4.2.A.4; CC.2.4.2.A.6

The data reviewed includes the students' **EOY** 1st grade (2016-2017 SY) STAR scores as well as the **BOY** 2nd grade (2017-2018 SY) STAR scores.

A review of the evidence details that 46 of the 2017-2018 SY 2nd grade students scored Below Basic (BB) on the **BOY** 2nd grade STAR assessment. Of this number, 11 of the students are identified with a disability. (These students are not a part of the target group.) The remaining non-identified 35 students who scored BB, 18 of the students are receiving Free or Reduced meals during their school day; therefore, these students are classified as being at or below the poverty level. Research completed by Eric Jensen and others indicate that instructional methods implemented, when teaching with Poverty in Mind (of the students), should differ from those students who are not living in poverty. With this information, through the use of informal in-class observations of instructional techniques utilized by the classroom teachers/ remediation teachers, the goal is to identify which techniques best align with the

recommendations recommended when teaching students who are living in poverty, in an effort to improve student performance.

Following the submission of this SLO, there were three (3) additional students who met the criteria of this SLO. They were added to the target group, bringing the total of students to thirty-three (33).

For the targeted population, the data reflects the following:

- 21 of the 33 students (**64%**) of the students are eligible for free meals.
- 12 of the 33 students (**36%**) of the students are eligible for reduced meals.
- 2 of the 33 students (**6%**) progressed from Below Basic (BB) to Proficient (P) (achieved a STAR score equal to or greater than 493) by the MOY data collection date (January 2018)
- 17 of the 33 students (**52%**) progressed from Below Basic (BB) to Basic (B) (achieved a STAR score equal to or greater than 425) by the MOY data collection date (January 2018) and maintained this level at the EOY data collection
- 7 of the 33 students (**21%**) progressed from BB to P (achieved a STAR score equal to or greater than 535) by the EOY data collection date (May 2018)
- 2 of the 33 students (**6%**) have no EOY data (1 moved in February 2018 and another had excessive absences and was not assessed for EOY data)
- 2 of the 33 students (**6%**) have data across all three data collection points, but were determined to be eligible for Special Education supports and services in April/ May 2018 (both were identified with an Other Health Impairment for an ADHD diagnosis)

Summary:

The instructional techniques utilized with the students included opportunities for repeated practice, a multi-sensory approach (visuals, kinesthetic—including opportunities to move about the room), small group instruction, peer learning and a review of previously taught materials. Attention to the techniques is noted, as research has shown that these same instructional techniques are frequently used accommodations for students with disabilities. Although two (2) of the students of the initial targeted group were identified during the 4th quarter, the results indicate that good instructional techniques are beneficial when providing instruction for all students; those with and without disabilities.

While poverty is not a disability, it is imperative that instructional techniques grab and maintain the students' attention when direct instruction is provided. At this grade level, student absences are usually not the result of student negligence or unwillingness to attend school; (the attendance of the

students in this group was comparable to that of the students with disabilities as well as the students who were not eligible for Free or Reduced services) however, as was stressed in the video entitled, *Paper Tiger*, if as a school system we want to eliminate and prevent student drop out and a lack of disinterest in school, we must address areas of concern when the students are small enough to make a greater impact and potentially prevent problems as the children get older.

Office of the Access Coordinator

Annual Report for 2017-2018

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 2017-18 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 summary page in IEP Plus 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 within two days of the meeting, 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 received service logs for recording services provided to eligible students and EasyTrac rosters updated for SBAP-qualified speech teachers 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 2017-18 were reviewed and approved prior to the end of the following month, nursing and paraprofessional service logs, as well as special transportation claims

were entered into Excel and uploaded on a monthly basis. The Access Coordinator is currently entering paraprofessional and special transportation claims for May and June. All IU Excel upload files received were reviewed and uploaded monthly within a week of receipt. All vendor generated Exception Reports were reviewed and addressed within a couple of days. The Access Coordinator assisted several families in the Medical Assistance application process and provided information to teachers and guidance 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 result for the 2017-18 Random Moment Time Study (RMTS) was 100% which was achieved by monitoring the moments on a daily basis and sending out 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 2016-17 which was due 12/31/17, the IEP Ratio 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. Seven 1st Aid/CPR Certification training sessions were held during the school year for 137 paraprofessionals. Individual SBAP training sessions were held with paraprofessionals and other direct service staff.

Special Objective:

This year's Special Objective was 1) to present a review of the RMTS and direct service program to special education staff which was accomplished at the beginning of the school year. The presentation focused on the importance of their role in contributing to the success of the SBAP for PVSD. 2) Registration will receive materials before the end of the 2017 for new PVSD parents on accessing various services through the PROMISe system, the MA application process and information regarding Pennsylvania's PH-95 Loophole for Children with Disabilities.

Additionally, I collected infant clothing; toys and miscellaneous items for a family displaced by the hurricane in Florida and reached out to their Florida Representative to facilitate closing out their benefits in Florida so their application for Pennsylvania benefits could be submitted.

Summary:

The Access Coordinator has continued to improve processes and efficiency and has successfully continued to optimize reimbursement through the program while maintaining a good relationship with all staff. The 2017-18 school year has been one of the most successful years for reimbursement 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 2017-2018

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. New for the 2017-2018 school year, I have been given the title of Homeless Liaison, as well as additional duties of supervising Central Registration and working with Transportation during the time these duties were temporarily reassigned.

Continuing Objective:

Collaborate with the Director of Support Services to align Child Accounting and Central Registration.

I have worked with Mr. Krebs to align Child Accounting and Central Registration this objective has been accomplished. We work as one office continuously communicating working through any issues or concerns that arise. We have communicated with all buildings to great success. This year we have accomplished more together than ever before. We have revised and updated the description for the registration secretary with the assistance of the registration secretary.

Special Objective #1:

Assume the responsibility of the Homeless Liaison for the Pleasant Valley School District.

I have fully assumed all of the duties of the Homeless Liaison including the state EYECH reporting. I have attended trainings, meetings and seminars for Homeless and Foster students and orchestrated a meeting with all of the Monroe County School Districts, some Carbon County Districts and Children and Youth Agencies from both counties. I have provided education information to our registration secretary as well as building staff in all of our buildings. I attend King Spry workshops to further expand my knowledge of the legal aspects of Homeless students. I have disseminated

educational information for webinars to the High School Guidance department regarding Understanding Dropout Prevention: Strategies to Support Children and Youth Experiencing Homelessness. I have worked with the community outreach programs to obtain coats, clothing and household utensils (pots, pans, dishes etc.) for families that are homeless. I am currently working on a program with a community outreach program where backpacks full of non-perishable food items will be provided to us to give to our homeless families weekly at no cost to the PVSD. I have worked diligently with First Student Transportation to arrange transportation for all of our homeless students with little to no interruption in the school enrollment. I have assisted parents with making contact with outside resources and well as putting them in touch with our guidance counselors for counseling services that can be obtained for them through outside agencies if it is needed. I have attended conferences regarding Head start programs to help me to foster relationships between them and the Pleasant Valley School District. I am gathering information on HUD availability to provide to families in need. I continue to work with community outreach programs to provide additional assistance and support to our homeless families and students. I have met with and spoken to the region 7 Homeless Liaison Coordinator to provide training for administrators and staff to further assist the Pleasant Valley School District staff in assisting our homeless population for next school year.

Summary:

The 2017-2018 school year has proven to be one of my most challenging years yet. 1. Reporting practices to the state change constantly which causes a constant need to verify and re-verify data both prior to and subsequent to our reporting to the state. 2. I have been appointed to and have assumed the responsibility of the Homeless Liaison which adds yet another state report to my duties. I also communicate with other districts that are involved with the student(s) to keep communications open in order that we may provide affected students with the best service available. 3. 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. I have worked diligently with foster agencies, students and other districts to ensure we are providing the best services available to them whether it is in educating the student here or making sure they are transported to the district which can best provide what the need. 4. This school year again I was asked by the Pennsylvania Department of Education (“PDE”) to be a presenter at the A/CAPA (Attendance / Child Accounting Professional Association) conference. It was an honor to be asked and a very special experience to participate as a presenter at the conference. PDE’s request is a validation of my knowledge, experience and dedication

to a very intricate, specialized and changing area of state rules and regulations. In addition, there was a savings to the district as there was no cost for me to attend the conference. 5. Through my special objective Mr. Krebs and I have worked to enhance the child accounting department and the Central Registration department to operate as one entity in unison. It has been a huge benefit to both departments. I have taken on any additional responsibilities that have been assigned to me to continue to provide all parents and students with the best possible service we can. In addition to the added duties I have managed to continue to report every student with accuracy in a timely manner to the state and every other entity I am required to report to. I look forward to the 2018-2019 school year, I will continue work with “integrity”, loyalty and commitment to the Pleasant Valley School District and its community.

Office of Technology Services/Pleasant Valley Cyber Academy

Annual Report for 2017-18

Lee J. Lesisko

Introduction:

This division oversees the operation of the Pleasant Valley Cyber Academy and works with educators as needed on technology integration projects and web services. Its function is to provide parents and students with a cyber-educational alternative, as well as technical resources for faculty and staff. This office works closely with school administrators, counselors, educators, students, and parents to ensure all stakeholders are successful.

Review of Objectives:

Continuing Objective:

“To create a curriculum refresh plan for the courses used by PVCA”. This objective will ensure the curriculum used in the cyber academy closely matches what is delivered in the physical building. Each course will be evaluated and prioritized in terms of how closely the courses are aligned with PVSD curriculum. A total of 26 courses are slated for a general refresh (instructional materials will be updated with no content change). Five courses will receive minor updates (new scope and sequence using the same text). Two courses will receive a new duration (change of course length). Finally, six courses will be recreated (complete overhaul using same or new text). Four additional courses will be overhauled the following school year. A plan was created in MS ExcelTM and will be executed this fall to ensure PVCA curriculum is aligned. In all, forty-five courses will be updated and available in the fall of 2018.

Special Objective:

“Develop a plan to track PVCA attendance”. The current attendance process was evaluated in terms of usefulness and effectiveness, and a more robust system will be investigated. A new procedure will be implemented to better reflect the needs of the PVCA. Microsoft ExcelTM was utilized to assist in this process. The results indicate the need to participate in scheduling SAIP meetings, truancy court when necessary, and to track attendance for those individuals who are not in compulsory education. Because of this investigation, the cyber attendance policy will be changed for the 2018-19 school year to better serve our students of PVCA.

Summary:

Since the start of the year, I have been working with staff members on website posts, revisions, and to solve technical issues. Furthermore, I routinely answer and/or forward informational requests from community stakeholders and students to the appropriate department/division.

When requested, faculty and staff were supported in the use of technology resources, related materials, and/or information to support the integration of curriculum. Prior to the beginning of the school year, Technology Professional Development courses were offered and well attended by faculty and staff. In early fall, Social Media, Internet Safety and Google Docs courses were offered to community members to sharpen their skills. The 2017-18 school year was both busy and productive. The 2018-19 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 2017-2018

Matthew Triolo

Introduction:

The 2017/2018 school year saw many changes at the high school. I began the year taking over as Principal for John Gress and we also had two new Assistant Principals in David Sodl and Angela Borealo to complete our administrative team along with Associate Principal Robert Hines. Our main goal this year was to improve upon our culture. First and foremost we wanted our students to enjoy coming to school every day. We feel we accomplished this goal by establishing our rules and expectations with them upfront and being consistent with our enforcement. We gave our students a voice and let them express their ideas and concerns to administration, which allowed them to feel a part of our processes. We celebrated their every accomplishment through announcements in school and on social media which made them feel valued. We started new traditions with them such as Senior Spirit Week in which we had a Senior Tail-Gate day. We pushed them to work harder than they have ever worked before, held them accountable to their work and decisions, and made them feel like rockstars with all of their accomplishments. In terms of our students, we feel we accomplished our goal in making Pleasant Valley High School a place they look forward to coming to everyday.

In terms of the culture regarding staff, our goal was to create an environment of trust and accountability. In order to gain our staff's trust they needed to see that we would follow through on our promises. Those promises included better communication which we took a lot of pride in making sure was accomplished. Any new initiative or major change in a schedule would be communicated to department chairs, then teachers and then would be followed up by an informational email. Staff was always in the know with what was going on in school and this did wonders and getting them to build trust in administration.

Another promise was that we would ask for their input and listen to any suggestion or concerns they ever had. We created a Faculty Advisory Board where a select group of teachers (selected by their peers, not administration) would bring new ideas or faculty concerns to the hands of administration and together we would come up with solutions or new initiatives. We also meet with the department chairs every month and one of the major changes of these meetings was we would go around the room and give each department chair the floor to suggest new ideas or address any concerns they or their

department had. These meetings were extremely productive, led to initiatives such as our new Final Exemption policy and helped to build and sustain the trust between teachers and administration.

In regards to accountability, our staff learned quickly that things would not go unnoticed and it became evident that they appreciated that. Deadlines were being enforced, behaviors were being addressed, mistakes were being worked through and with that everyone knew where they stood. They were all being treated equally the same, and even if the accountability fell on them, they knew that they weren't being singled out. All of these efforts led to a culture of trust and accountability, and we as an administrative staff believe that when teachers are trusting and happy they will perform at optimal levels. It was important we built this foundation this year, because moving forward we are going to challenge our teachers in ways educationally that they have never been challenged before.

Review of Objective:

One of our major educational initiatives this year was Hybrid Learning in Geometry and Chemistry. It was evident by our mid-term and final averages in both of these courses last year that instruction needed to improve. With the collaboration of our Assistant Superintendent of Curriculum and Instruction, our Math and Science Supervisor and myself we worked with the IU20 and Dellicker Strategies to implement Hybrid Learning in these two subject areas.

Hybrid Learning is a station rotation where every class the students would rotate between direct instruction, independent practice and collaborative work. The goal of Hybrid Learning is for the students to own their learning and not rely on the teacher to feed them information or give them the answer. It is discovery learning where the teacher acts more as a guide than an information facilitator.

With the help of the Hybrid Learning initiative we set goals for our Geometry mid-term average to increase from an average score of 75% to 83% and our Geometry final average to increase from an average score of 71% to 76%. In Geometry we use the STAR assessment to track our progress throughout the year, and we set a goal for our beginning of the year STAR average to improve by 10% by the end of the year. In Chemistry we set a goal for our final average to increase from an average score of 58% to 65%.

Through trial and error methods with the new classroom procedures, our Geometry and Chemistry teachers meeting daily during morning duty and homeroom time, professional development with the IU and Dellicker, student surveys, staff surveys and countless meetings with our Math and Science Supervisor, Hybrid Learning became more and more successful. By the end of the year the teachers had bought into the process and the students were excited about their learning process, but more

importantly, owning their learning. In terms of the goals set out, Geometry improved their mid-term average by 5.16% points which fell slightly short, but it did increase its final average to 79.8% which exceeded our goal. Geometry also exceeded our STAR goal by 7% by making an improvement of 17% from the beginning of the year average to the end. In Chemistry the final exam average grew from 58% to 72.3% which well exceeded our goal. The data shows that all the hardwork put into Hybrid Learning was a success and we look forward to continuing and growing in this educational process moving forward.

Summary:

We couldn't have had a better end to our school year. The month of May brings award ceremony season where we award our Performing and Visual Art students, our high academic achievers and our athletes. It is a time for our students to celebrate each other and enjoy one another's time at the Prom. It is also a time to test our knowledge gained throughout the year in Literature, Algebra and Biology with the Keystone tests. After a winter of temperature lows and snowfall highs, we had wonderful weather for our Graduation Commencement. We now send off the class of 2018 into their post-graduate lives and welcome in the class of 2022. We are excited to start a new school year and challenge our students and faculty like never before. Our goal this year was to build a culture and foundation for our students and faculty which I believe we achieved. Now we move forward to major improvements and gains in our educational practices which will lead to higher student performance. We had a great time being administrators of the high school this year and we are excited for the future moving forward.

Office of the Pleasant Valley Middle School Principal

Annual Report for 2017-2018

Rocco T. Seiler

Introduction:

The PV Middle School (PVMS) houses grades seven and eight. Instruction is provided by three (3) teams of teachers for each grade. My position oversees and supervises the school's instructional procedures, operations, and helps ensure the safety of the students, staff, and facilities.

This was my fifth year as the PVMS Principal. I have been in the district for 21 years and during my first 9 years I was a teacher in the middle school. I have had the wonderful privilege to be the Principal of this wonderful building and fantastic faculty and staff.

Review of Objectives:

My SLO objectives are for all 7th grade students to show an increase from the beginning of year STAR to the middle of year STAR, specifically on Ratios and Proportional Relationships and for all 8th grade students to show an increase from the beginning of year STAR to the middle of year STAR, specifically on Geometry-Pythagorean Theorem. Both of these objectives were met.

Also, 40% of 7th grade students will earn proficient or advanced status on the standard M07.A-R.1 (Ratios and Proportional Relationships -Demonstrate an understanding of proportional relationships) and 40% of 8th grade students will earn proficient or advanced status on the standard M08.C-G.2 (Geometry- Understand and apply the Pythagorean Theorem) on the PSSA.

Summary:

Through the participation of the Department Chair, Building Administrators, and the K-12 Math Supervisor, the progress of Data Analysis and Instructional planning has continued to move forward in a positive direction at PVMS. Math teachers for 7-8 grade taken ownership of the data and have started designing ways to teach these concepts more effectively in the regular math classroom and also in the other disciplines as well as using the W.I.N. period.

This year, as a result of our District Comprehensive Local Math Plan (CLMP), many changes were made at the building level. The Math department implemented a new procedure for testing/re-testing to help with the remediation of subject matter that students were weak at; 7th grade Math teachers

updated their respective curriculum during the summer and throughout the year by looking at different teaching strategies and increasing the rigor; department members were able to come together during 10th period as a PLC to discuss progress and changes in the curriculum throughout the year; the Math department started the Math Student of the Month for each teacher/each month to recognize those high achievers and also those students who were working hard.

Math teachers' SLOs utilized the STAR assessments and also focused on areas of concern that needed improvement after reviewing the previous year's data. We were also able to reduce class sizes by utilizing our Math Remediation teachers as regular classroom teachers.

Other than my specific SLO's, we also improved our instruction in all departments with the focus on student engagement and text dependent analysis.

Outside of instruction we also held our 3rd annual Mini-THON, which was a huge success; we were able to raise approximately \$20,000 for Childhood Cancer Research. We inducted 35 members into the Arthur A. Smith Chapter of the NJHS. In only its second year, our Student Government Association was awarded the Keystone Council Award for excellence in leadership development, council organization, activities, evaluation, financial procedures, community outreach, and communication. We were 1 of 6 middle schools in the state to receive this honor.

I feel that we had another very successful school year. I continue to learn and grow every year as principal. I will continue to foster the positive changes that we put into place during my first year as principal. Our faculty, staff and students continue to be positive and work hard which has made learning more enjoyable for everyone.

I am grateful for the opportunity that I have had as principal of the middle school. I will continue to develop personally so that I can help move our school in the right direction both in instruction and climate.

I look forward to the 2018-19 school year as we continue to meet the educational needs of our students and to spread positivity throughout our PVMS community. As always, "Positive IS Powerful."

Office of the Pleasant Valley Intermediate School Principal

Annual Report for 2017-2018

Cassandra M. Herr

Introduction:

Pleasant Valley Intermediate School welcomed approximately 1,030 students from fourth to sixth grade and 190 professional and support staff members during the 2017 – 2018 school year. Mr. Brian Faust, Assistant Principal, was a wonderful addition to Pleasant Valley Intermediate School. We worked diligently to continue building strong and positive relationships with staff members, families, students, and community members in order to foster a positive and welcoming environment for all stakeholders.

On a daily basis, we have the privilege of parents entrusting their child(ren) to us. Therefore, safety is paramount and, as always, it is crucial to provide a safe learning environment for our students and staff. With the help of the Pleasant Valley School District police and security, along with the Pennsylvania State Police, we were able to hold numerous drills, walkthroughs, and improve our building and district safety teams.

Review of Objectives (Including Ongoing and Special Objectives):

The primary goal of Pleasant Valley Intermediate School was to educate the whole child and support them in their academic, social, and emotional growth.

Academically, there was a continued focus on overall academic growth in all subject areas. In analyzing PSSA and end of the year benchmark data, a need for continuous growth and achievement in mathematics was evident. The curriculum was reviewed, along with the scope and sequence. Many teachers implemented Daily 3, which is student centered approach in which students may work on math individually, with a partner or group, and also have the opportunity to work with a teacher. Additionally, Accelerated Math was implemented, as well as STAR for benchmarking. In English Language Arts, Text Dependent Analysis continued to be a key area of focus. We will continue to ensure instruction is rigorous and aligned to state standards and eligible content. Students in the Units of Study pilot classrooms excelled and solidified their love of reading. In the content areas of Science and Social Studies, departments continued to work closely to ensure we are adequately preparing our students for their future courses.

We are beyond fortunate to have wonderful educators in the Pleasant Valley School District and they have taken an active role in their Professional Development and supporting the school in various ways. Professional staff members worked together to create topics for the Professional Learning Communities. This allowed collaboration for all, as well as a supportive environment for teachers to share ideas and problem solve.

Family engagement was both a building goal, as well as a goal for Title I. Our teachers did a phenomenal job in creating various events to involve parents and children. The annual Authors and Artists event was a great success and highlighted writing pieces from every fourth grade student. A Spellbinding Journey was a special event held for fifth grade students who were in a pilot class for Units of Study. We look forward continuing this event for all fifth grade students. Through our parent collaboration meetings this year, we have many wonderful suggestions for additional events, including a special evening event for sixth grade students and families. We would be remised to not mention the Escape Room; this was an absolutely fantastic event with a wonderful turnout. Not only did students have the opportunity to apply mathematical skills, they were also able to work as a family and utilize teamwork to successfully “escape” the classroom. In addition to all of our wonderful academic opportunities, our students also showcased their talents through other avenues. The play, “Dear Edwina Jr.” was well attended and we are very thankful to our drama teachers and volunteers. Moreover, the musical talents of our students were highlighted in our many band and chorus concerts. We are so very proud of our students!

As our students continue to be adept with technology, it is our responsibility to provide the necessary tools to enhance their learning. Our building was able to add several Chromebook carts for all students to utilize and the goal is to continue to enhance technology in the building. Trainings for professional and support staff members were offered in order to best support our students and their utilization of technology.

It is well known that in order for students to be successful and grow academically, they need to be present in school on a regular basis. The team did an amazing job of coming up with a Superhero Attendance Program to promote daily attendance. Each grade level has a superhero mascot and attendance was tracked daily. At the end of a week, the class with the lowest absence percentage was awarded the superhero flag and this was announced to all students and staff members. The program was a success and attendance rates improved throughout the year.

Summary:

Pleasant Valley Intermediate School continues to be a welcoming, caring, and nurturing environment. There are many exciting opportunities on the horizon that will continue to support the mission of the school. All students will have the opportunity to work with the newly adopted Units of Study. Teachers will continue to be supported and receive professional development to help our students reach their full potential while being challenged and engaged in the learning process. Additionally, building leadership capacity and empowering teacher and student leaders will continue to be an area of focus.

Truly, it is the efforts of many that make our school and district a great success. By working as a team and supporting one another, we are able to best meet the needs of our students. Having the opportunity to serve as the leader of Pleasant Valley Intermediate School has been a distinct privilege and I am excited to see the continued growth of the district in the years to come.

Office of the Pleasant Valley Elementary School Principal

Annual Report for 2017-18

Roger Pomposello

Introduction:

At Pleasant Valley Elementary School, we welcomed approximately 1,200 students from Kindergarten through 3rd grade and over 175 professional and support staff members daily. Ms. Barbara Bradley, my Co-Principal for much of the year, and I worked collaboratively with our PVE team members to lay a foundation of trust and high expectations for staff and students alike. We encouraged teacher empowerment and proactively moved the entire culture of PVE to a more student centered concentration. The availability of technology was increased dramatically for student use. PVE went from zero iPads to 120 iPads which were being signed out daily. The STEM movement brought big change to PVE this year. PVE held 4 days of STEM activities this spring that included one day for each grade level. Collaboration among peers and the use of higher level thinking strategies were the highlights of these days. By the closing of this school year, STEM lessons were being integrated in several classrooms throughout the school.

PVE also started holding Kindergarten roundtable meetings several times this year. The entire Kindergarten staff attended these meetings. Curriculum was reviewed and after much discussion and analysis, changes were made. This roundtable served as a focus group on the feasibility of full-day Kindergarten here at PVE. We discussed all the pros of moving to full-day kindergarten and created a smaller study group that would further investigate what a full day in kindergarten should look like. Our Math Supervisor, Reading Supervisor and I have scheduled three visits to other school districts that offer full day kindergarten. This spring, we conducted our first visit. Several teachers, our literacy coach, reading supervisor and I visited Middle Smithfield Elementary School in the East Stroudsburg Area School District. Next fall, we will be visiting two additional school districts to further review full day kindergarten.

2017-2018 Professional Development and Curriculum Updates:

As the Principal of the Pleasant Valley Elementary School, I worked very closely with our Math Supervisor, Shavonne Liddic, and our Reading Supervisor, Ms. Lori Hagerman. Ms. Liddic and I focused on student centered instruction. We attended a Math conference with first grade teachers that focused on guided math groups. Ms. Liddic and I have both worked collaboratively with our PVE staff

to steer away from teacher centered instruction and having students complete worksheets. We provided professional development on student centered instruction that requires the use of manipulative, hands-on cooperative learning and infusing technology in all areas of the curriculum. We also kept mastery of facts in the forefront of our PVE math curriculum.

Ms. Hagerman and I completed a new reading program survey and the staff at PVE overwhelmingly voted to adopt the Units of Study/Lucy Calkins Reading Program. PVE currently has 10 classrooms that are using this reading program. Next year, the entire third grade will adopt this program and the following year all K-2 classrooms will adopt this program. In addition to all the hard work the staff put into reviewing the different reading programs this year, Ms. Hagerman and I have focused our efforts with staff to teach the whole child. I personally emphasized using the “all hands on deck approach.” Cross grade level and inter-departmental communication has increased significantly this year.

This year the K-3 Science task force teachers met as a K-12 group to help align instruction and reduce any redundancy in the Science curriculum. The entire K-12 scope and sequence was reviewed to ensure that our PV science curriculum is teaching the essential content identified in the PA Science Standards.

Overview of Principal Student Learning Objective (SLO):

Throughout the 2017-2018 school year, the Student Learning Objective of the PVE Principal was:

- a. At BOY 44% of the second grade students scored proficient or advanced on the STAR Math assessment. By EOY STAR Math assessment 55% of Second Grade students will score proficient or advanced. 66% of the students were proficient or advanced on 2nd Grade STAR Math. 88% of Second Grade students scored proficient or advanced.
- b. At BOY 82% of the second grade students scored proficient or advanced on the DIBELS screener. By EOY DIBELS screener 86% of Second Grade students will score proficient or advanced. 88% of Second Grade students scored proficient or advanced.

Summary:

The 2017-2018 school year at Pleasant Valley Elementary School saw a noticeable transition to a more whole child approach of learning. Faculty and staff were encouraged to collaborate more to meet

the needs of our students at each child's developmental level, regardless of the child's grade level. In addition, our motto became "all hands on deck". The feeling of collaboration with all staff being valued members of the process permeated the school.

As a Professional Learning Community, our primary focus was and continues to be student engagement. Our goal was to provide students with quality classroom experiences in every curricular area. This year, we added one day of STEM learning opportunities for each grade level. Students and staff loved the activities. We were amazed at the depth of students' learning. They were able to use the knowledge that they acquired and apply it during another station experience. The entire faculty and staff were very proud of the way students embraced the day.

This year PVE administration and faculty worked closely with our Math Supervisor, Ms. Shavonne Liddic and our Reading Supervisor, Ms. Lori Hagerman. Both supervisors were invited and collaborated closely during all important curriculum meetings here at PVE.

Finally other proud moments included the success of our annual Mini-thon, proceeds from this event help fight pediatric cancer, our fun-filled field days, Girls on the Run, our Third Grade Chorus concert, Mad Science and much more. We appreciate every member of our PTO. They did a fantastic job supporting our students and staff with many events.

Office of the Director of Buildings and Grounds Director

Annual Report for 2017-2018

Travis C. Serfass, LEED GA

Introduction:

The Maintenance and Custodial Departments' mission is to maintain a safe and comfortable school environment through skill, knowledge, and dedication. This school year has had a lot of changes in the department Maintenance and Custodial Departments. We have hired a new Head of Maintenance, a new HVAC Maintenance Technician, a new courier, along with multiple new full time and substitute custodians. The departments have been looking forward with new techniques, procedures, and equipment to increase efficiency, safety, and quality of work. We have strived to work closely with each buildings administration and the tenants of PV's leased properties to maintain a high level of service and responsiveness when called upon for building daily cleaning, general maintenance, special events, facility emergencies, and capital projects.

Review of Objectives:

Continuing Objective:

The continuing objective was to develop an in-house, trained maintenance technicians that are capable of performing monthly playground inspections at Polk Elementary, Chestnuthill Elementary, PVE, and PVI. The crew members attended a playground safety inspection seminar in the fall of 2017. They were then assigned to specific playgrounds to perform the inspection, note any deficiencies, make repairs, or contact the Director of Buildings and Grounds for vendor repairs. This has greatly increased the speed at which repairs are made before a potential injury may occur. All reports are then filed for record in the operations office.

Special Objectives:

The special objective was to develop and implement a new custodian training program. This was developed with the input from the Building Head Custodians based on what they felt the new hires lacked when starting work at PV. The program is generally a one or two day onboarding/training program which begins at the district office with the department administrator and covers general school policies and procedures, required safety videos, and an overview of the position. From there the

employee is directed to their assigned building and the remainder of the training is hand-on with the Head Custodian. This training covers, safe use of chemicals, housekeeping, equipment operations, familiarizing themselves with the building, and meeting the buildings administration and other crew members. To verify that all the training has been completed the employee and the supervisor initial each task as they are completed and the document is then returned to the HR department for filing.

Summary:

Entering my third summer of working for PVSD a lot of things have changed, and will continue to change. Nearly every inefficient procedure has been addressed, allowing the departments to purchase new equipment and remain under previous years budgets. We continue to track, inventory, and age all MEP equipment in the district so we can move forward with long term maintenance, and capital improvement projects in an organized and planned fashion. Looking forward to addressing our aging facilities, I feel PVSD is entering a new era, and it is has come time for Pleasant Valley's facilities to be a symbol pride in the communities. My annual report discussed two objectives, however; I feel many other objectives are being set or met each day within this department which will improve the operations of the department, maintain taxpayer investments, and most importantly produce a clean, safe, comfortable learning environment for students.

Office of the Director of Food Services

Annual Report for 2017-2018

Beverly Hendricks

Introduction:

The Food Service Department throughout the 2017-2018 school year, as a partner with education, is committed to provide the students, faculty and staff a variety of nutritious options in an environment that promotes healthy choices and wellness. We support learning by encouraging everyone to eat breakfast and lunch that are in compliance with the National School Lunch Program, HHFKA Healthy Hunger Free Kids Act and Smart Snack Standards. Our meals include a variety of fresh fruits, vegetables, grains, proteins and milk. We follow the rules and regulations that are set from the Pennsylvania Department of Education (PDE) Food and Nutrition Division and the U.S.D.A. We have unannounced inspections by the Department of Agriculture. Our Staff in the 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 funding. The Food Service Department serves breakfast and lunch daily to students, faculty and staff, caters special functions from coffee services up to large athletic banquets, award programs and the Senior Dinner. We support professional associations with breakfast & lunches, field trips, and other various functions. We make healthy birthday baskets for parents to purchase for students from kindergarten through sixth grades.

Review of Objectives:

Continuing Objective:

My continuing objective included leading the Wellness Committee at Pleasant Valley. To achieve this objective, we developed sub committees to address the areas of wellness that are not necessary parts of food service to have coverage in all aspects of wellness. These committees are to follow the wellness policy that the Wellness Committee established for Pleasant Valley. We held meetings, gathered tips to be announced to the students daily on wellness and fitness. The committee worked together to change our location to be more centrally located at the Academic Fair.

Special Objective:

My Objective included working with both the Director of Support Service and Business Office to analyze revenue and expenses, including staffing to reduce costs. To achieve this I will continue to be active in the Lenorco Purchasing group along with K12 services to decrease food costs and evaluate staffing as enrollment decreases. For the 2018-2019 I have been elected to be secretary of the Lenorco Purchasing group as well I will continue to be a participant in the Procurement committee.

Summary:

The 2017-2018 school year was very productive with the having our CRE Review, Procurement Audit as well as the USDA audit. All audits were successful with no financial findings. The Health Fair section of the Academic Fair had the best participation from both Committee members and students that I have seen so far since joining the Pleasant Valley Team. I believe that going forward the Wellness Committee is now a strong committee of students, principals and department heads to name a few that will continue to promote the wellness goals of Pleasant Valley. 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 child when spoken to. We are here for the kids and connecting with them is the first step to make it a successful program.