

PLEASANT VALLEY SCHOOL DISTRICT
Brodheadsville, PA 18322

2018-2019



Excellence in Education: A Community Commitment

**ANNUAL REPORT
2018-2019**

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Office of the Superintendent
Annual Report for 2018-2019
David F. Piperato

Introduction:

The 2018-19 school year was one of ongoing change and improvement for the Pleasant Valley School District. With the support of the School Board, the Superintendent was able to continue building leadership capacity within the organization. A restructuring of the district office administrative team resulted in the hiring of a Director of Curriculum and Instruction, a Director of Technology, a Director of Operations, and a new Assistant to the Superintendent. In addition, Pleasant Valley Middle School will welcome a new principal for the 2019-2020 school year.

The Superintendent established three comprehensive goals for the 2018-19 school year including the inaugural inception of All-day Kindergarten, the development and implementation of Project Lead the Way, and the collaborative creation of a Profile of a Graduate.

The first goal of All-day Kindergarten for the 2019-2020 school year has been accomplished. Mr. Pomposello and his team of administrators, counselors, and kindergarten teachers conducted research, visited all-day programs, developed curriculum, and established a schedule for the upcoming school year. Students have been registered, furniture and materials have been ordered, and rooms have been designated. After many years of discussion, All-day Kindergarten will finally be a reality for Pleasant Valley students in 2019-2020.

The second goal of implementing Project Lead the Way at the high school has also been accomplished. Dr. Mowrer Benda and Mr. Triolo worked with high school teachers and guidance counselors to research the program, determine the best methods for implementation, and identify appropriate space in the building. Minor renovations are in progress, the needed technology has been ordered, and teacher training is ongoing. In addition to offering STEM for the first time at PVHS, Dr. Mowrer Benda established a STREAM initiative team that has also identified additional opportunities K-12 for STEM education. Pleasant Valley School District is making progress in becoming a progressive school district.

Finally, the third goal of the collaborative creation of a Profile of a Graduate was completed in May and we are waiting on the final design. The process included teachers, administrators, support staff

and community members. Once distributed to all stakeholders in August, the Profile of a Graduate will become the foundation for examining and transforming PV's educational system to ensure that the overall student experience will prepare students to be effective employees, regardless of the careers they pursue or the geographic area in which they settle. The Profile of a Graduate is another step in the journey to becoming a 21st century education system.

Beyond the above mentioned goals, the Board and administration developed a comprehensive five-year plan for all areas of the district, the Board has begun the long process of planning the renovation of our high school, and the administrative team worked to align curriculum, streamline processes, and establish protocols for standard operating procedures.

Summary:

The administration has made substantial progress in driving systemic change throughout the district during the last two years. While teaching and learning has remained a priority, organizational structure and protocols were severely lacking. Moving forward, the district is much better positioned to focus on revolutionizing instruction through personalized learning.

Office of the Assistant to the Superintendent

Annual Report for 2018-2019

Josh Ziatyk

Introduction:

The 2018-2019 school year was one of transition for the Office of the Assistant to the Superintendent. With the hiring of a new position, the Director of Curriculum and Instruction, and through organizational restructuring, the former position of the Assistant to the Superintendent for Curriculum and Instruction has been changed to the Assistant to the Superintendent in the effort to reflect new responsibilities. This position is responsible for supervising 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. Upon hiring, and beginning in March of 2019, the Assistant to the Superintendent conducted an environmental scan, not only in the effort to assimilate himself to the district, but also to identify key strengths and areas of improvement within the district. Through personal conversations and interviews with key individuals within the organization, as well as with individual meetings with the School Board of Directors, the Assistant to the Superintendent concluded that areas to focus upon include, but are not limited to, effective communication and appropriate procedures/systems within each department. Extending upon the accomplishments of each department within the Assistant to the Superintendent's oversight, other areas of focus identified upon joining the District have been:

- 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.)
- Fundraisers (a critical look at policy, timeliness, and effectiveness)

- 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)
- Review of Child Accounting and instructional hours
- District Website improvements
- Revision of District All Hazards Plan (District Crisis Plan)
- The need for district-wide Run/Hide/Fight training
- Title I, II, III, IV, Ready to Learn Grant money plan for next year

Summary:

The Office of the Assistant to the Superintendent continues to assess areas of need within the first year of joining 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.” With the incorporation of Project Lead the Way at the high school level as well as a focused approach regarding STREAM, we will be exploring new avenues to further develop and strengthen our STREAM instruction. 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 Business Management

Annual Report for 2018-2019

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, 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 2019-2020 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. Budget approval occurred at the June 13, 2019 meeting. The budget included a modest 1.4% tax increase to address the educational needs of the students and begin preparing the district 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, 2018 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. Several procedures have been updated and created during the year. Staff met with grant program administrators monthly during the year to review budget and spending status. Education was provided to staff as required.

Special Objectives:

Provide support to the negotiations' process for support staff, Act 93 and other groups as required, update the Student Activity Manual, document year-end student activity procedures, upgrade the Frontline AESOP Absence Management System, evaluate district charge accounts.

Negotiations meetings were attended and support was provided. All remaining labor contracts were settled during the year. The Student Activity Manual was updated during the summer of 2018. Administrators were educated during the 2018 Summer Administrative Workshop and the updated Manual was distributed to all Principals and Advisors. The AESOP upgrade occurred November 2018 and was successfully completed. The business office is in a well-established routine for month-end and year-end processes. Reclasses, account analysis and reconciliations are performed on a current basis. Charge accounts were reviewed and evaluated. Inactive accounts were closed.

Summary:

The Business Office was fully staffed during the 2018-2019 year. All staff had the opportunity to deepen their knowledge of their positions and operate more efficiently as a team. At the end of the year, we sadly said good-bye to Joyce Gower. We wish her well for her well-earned retirement. She will be greatly missed. 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 Director of Human Resources

Annual Report for 2018-2019

John T. Burrus

Introduction:

The Human Resource Office works with each building and department level administration as well as the central office administrators to review staffing based on enrollment, course selection, program development and/or student need. The Human Resource 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 Human Resource Office notifies and tracks staff transfers, posts vacancies through the district website, local newspapers, PSBA Career Gateway, and PA-REAP. This office also works with the buildings and departments to ensure 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 the Pleasant Valley Education Association Officers and Pleasant Valley Education Support Professionals Association Officers.

Recruiting for future regular employees and substitutes occurred each semester at East Stroudsburg University. This year Pleasant Valley also partnered with ESU under Act 86 to provide education majors who have completed at least 60 credits the opportunity to substitute. Six ESU students participated during the 2018/2019 school year. Retirees were another avenue to increase the number of substitutes. Letters were sent to retirees notifying him/her of the new PSERS guidelines for retirees returning to work in the public school system under specific circumstances. Three retired professional staff and three retired support staff responded and were board approved to substitute at Pleasant Valley.

The Human Resource Office processed one thousand one hundred and seventy (1,170) applications associated with one hundred and fifteen (115) vacancy notices. To expedite the process and move away from the cumbersome DocuShare system, Ms. Snyder after processing and scanning all the documents submitted as part of the application process, creates a Google Doc which is shared with building administrators and/or department administrators, Superintendent and the Director of Human Resources. The building and/or department administrators review the applications to select the candidates who will be invited 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 now consists of a panel style which includes some or all of the following individuals: Superintendent, Assistant to the Superintendent, Director of Curriculum, Director of Human Resources, the building Principal and Director of Pupil Services. Form “A” information is also used to send a letter to each individual notifying him/her that their application was reviewed but were not selected to move forward in the interview process. This ensures consistency; a means to track the process and determine which applications must be retained and then discarded at the required time period per the District’s Records Retention Policy.

The Human Resource Office throughout the year completed eighty-eight (88) 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 the Act 168 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-five (35) Right-to-Know requests received and processed.

The Human Resource Office has 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 Human Resource Office also works with the building or department to help implement process or procedure which resulted from the resolution. In addition, this office works in conjunction with the Business Office on Worker Compensation Claims. The Director of Human Resources attends Worker Compensation Hearings when requested by the Insurance Carrier.

The Director of Human Resources facilitates the collection of data and then inputs the information required to complete the Civil Rights Data Collection for school year 2017/2018. Information on students, curriculum, discipline, employees, and finances from each district building and Vision Quest is used to answer each section of the data collection tool.

To remain current on human resource topics, the Director of Human Resources attends monthly HR meetings at the Colonial Intermediate Unit 20, HR topic seminars presented by the KingSpry Law Firm, Pennsylvania Association of School Business Officers webinars, Pennsylvania Association of School Personnel Administrators conference, and Pennsylvania School Boards / Pennsylvania Association of School Administrators conference. The Internal Investigation workshop / certificate, not

only provided a broad overview, but also specific forms and process that can be used for various issues. The PASCD Evaluation Academy hosted by the IU 20, has provided additional information that will be helpful in assisting building administrators or department directors in developing meaningful and solid improvement plans for professional educators. I also completed the DeSales MBA program with a concentration in Human Resources which will be conferred on September 1, 2019.

The Director of Human Resources is working with the Board Policy Committee to review current policies and recommendations by PSBA as well as establishing new policies. Since December 2018, updates or changes have been made to thirty eight (38) policies which have been or are at some point in the approval phase by the school board. In addition, two (2) policies have been reviewed with no changes required. These policies are marked with a review date and will re-evaluate as needed or at the latest three years.

A Strategic Analysis of the varied and interconnected processes and procedures was created to determine gaps and/or more efficient means of accomplishing the workflow of the Human Resource Office. This analysis will provide the information as the District formalizes the Five Year Plan.

Office of Director of Curriculum and Instruction

Annual Report for 2018-2019

Susan Mowrer Benda, Ed.D.

Introduction:

The Department of Curriculum and Instruction oversees the critical aspects of Teaching and Learning for students of the Pleasant Valley School District. At the outset of the 2018-2019 school year, the Department grew to include a Director of Curriculum and Instruction focused on the following priority areas:

- Strengthen educational programming by expanding creative, collaborative and critical thinking,
- Continue to use and integrate technology to support instruction synchronously and asynchronously,
- Promote positive relationships,
- Respond to the learning needs of all students, and
- Maintain fiscal responsibility through informed research and decision making.

These priority areas have informed the cumulative goals of:

- Aligning K-12 Programming: Curriculum and Process,
- Continue to build a positive Culture and Climate between and among all stakeholders,
- Build and provide K-12 STREAM opportunities for all students,
- Practice frequent, transparent inclusive communication with all learning community members, and
- Work collaboratively with the Director of Technology to prepare the district infrastructure, personnel and students for a 1:1 device implementation.

Summary:

Establishment of a 5-Year Curriculum Renewal Cycle and Process

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. This process has begun with the creation and implementation of a 5-Year Curriculum Renewal Cycle supported by documents that identify the expectations, key vocabulary and timeframes necessary for the completion of each phase. Additionally, updates to existing Planned Course Curriculum Guide templates and Scope and Sequence Pacing Guides were made.

The selection process of relevant and appropriately rigorous instructional materials and resources was also examined. To this end, a refined, district-wide Textbook/Instructional Materials Adoption document was created and implemented.

Establishment of a 3-Year, K-12 STEM/STEAM Alignment initiative

Best educational research and global career trends identify the need for all students to have exposure to STEM related instruction. In response to this need, a 3-5 Year Action Plan for STEM related learning was created including the establishment of a K-12 STEAM Alignment Team. The Team identified building level strengths and needs culminating in the preparation for strategic STEM instruction at each building level:

- Project Lead the Way at PVHS
- Project Based Learning at PVMS
- 19 MakerSpace Carts at PVI
- Creation and dedication of STREAM learning as an additional related art in the elementary master schedule at PVE

Curriculum Programming Enhancements

During the course of the 2018-2019 school year, the groundwork has been laid for multiple curriculum enhancements designed to align teaching and learning for all grade level learners:

- Preparation for the Full Day Kindergarten initiative set to begin in the Fall of 2019, including registration procedures, scheduling and implementation of instructional delivery,
- Training and implementation of the Units of Study for English/Language Arts instruction in grades 3-6,
- Creation and implementation of Math Pathways programming from grade 3 moving forward ensuring PVSD's ability to meet student mathematical needs through enrichment, remediation or acceleration opportunities,

- Adoption of Xello College and Career Readiness Software to support Career Readiness for all students grades K-12,
- Development of Career Pathways programming for PV students including, but not limited to internships, mentorships and job shadowing opportunities with local industries and businesses,
- Continued focus on Personalized Learning in Geometry and Chemistry classes at PVHS with plans for further expansion.

Climate, Culture and Communication

The 2018-2019 school year saw the inception of the ad hoc School Board Curriculum and Instruction Committee. This committee comprised of three members of the PVSD School Board, as well as a combination of Curriculum Supervisors, Building Principals, Directors of Curriculum and Instruction, Technology and Pupil Services, Superintendent and Assistant to the Superintendent who met monthly to communicate instructional directions and outcomes supporting transparency and open lines of communication. All programming issues itemized in this report were brought forth to the committee and then subsequently to the School Board as a whole. The committee plans to resume monthly meetings in September.

Office of the Reading Supervisor

Annual Report for 2018-2019

Lori M. Hagerman

Introduction:

The Reading and English Language Arts Department (ELA) had a busy and exciting year district-wide. The focus for Pleasant Valley Elementary School and Pleasant Valley Intermediate School was the implementation of a new reading program in grades 3 to 6, 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 grade 3 to 6. The training was successful in moving the program implementation forward. It was very well received by the teachers. Ms. Kloss continued her work with the PVE and PVI Literacy Coaches so that they were able to provide ongoing coaching and support following each professional development session. Ms. Kloss also conducted a preliminary visit with grades K-2 in order to prepare for the rollout of the Units of Study for Reading in the 2019-2020 school year. With the guidance of Ms. Kloss the K-2 teachers had their initial training in the Reading Units of Study for Reading with the PVE Literacy Coaches. At this time, they received their instructional kits. Ms. Kloss also guided the PVI Literacy Coach to train the grade 3 to 6 teachers on the implementation of the Units of Study for writing which will be implemented in the 2019-2020 school year. They also received their kits at this training.

The Middle School Reading Department focused on honing their craft with teaching students to read and analyze text. 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 close reading and text analysis, writing text-dependent analysis responses and implementing a writing workshop model using Lucy Calkins' Units of Study for Writing. An IU 20 consultant continued her work with the ELA teachers and the Literacy Coach on refining their implementation of the Writing Units of Study. Additionally, the first year with English Honors Prep course was successful.

The High School English Department began the year by doing an in-depth item analysis of each quarterly benchmark assessment. The assessments are based upon the standards that are emphasized each marking period. With the guidance of the Literacy Coach, the English Department continued their work on revising the local curriculum. 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. As a result, the High School Reading Specialists created an action plan for the addition of a course next school year that will allow them to work with those students using daily dedicated time. The course, “Literacy Workshop,” will be offered with a .50 credit. Additionally, the English Department proposed and developed an action plan to change summer reading to a “one book, one school” concept using the book, “I will Always Write Back” by Caitlyn Alfrenka and Martin Ganda. The goal is to create a common literary bond and share the love of reading.

SLO Progress:

Measurable student academic SLO: Third grade Units of Study Pilot students will demonstrate growth in reading comprehension.

Performance Indicator Target #1: Students will demonstrate growth on the spring STAR Reading Assessment with a group average scale score increase of 95 points or higher from fall to spring. (September to May).

Performance Indicator Target #2: 80% or more students will read a Fountas and Pinnell guided reading level “P” or higher or increase by 2 guided reading levels.

Distinguished:

PM #1: The average scale score growth on the spring STAR Reading Assessment will be 120 points or higher

PM #2: 90%-100% of students will read at a Fountas and Pinnell guided reading level “P” or higher or increase by 2 guided reading levels.

Proficient:

PM #1: The average scale score growth on the spring STAR Reading Assessment will be between 95 and 119 points

PM #2: 79%-89% of students will read at a Fountas and Pinnell guided reading level “P” or higher or increase by 2 guided reading levels.

Needs Improvement:

PM #1: The average scale score growth on the spring STAR Reading Assessment will be between 70 and 94

PM #2: 68%-78% of students will read at a Fountas and Pinnell guided reading level “P” or higher or increase by 2 guided reading levels.

Failing:

PM #1: The average scale score growth on the spring STAR Reading Assessment is 69 points or less.

PM #2: Less than 67% of students will read at a Fountas and Pinnell guided reading level “P” or higher or increase by 2 guided reading levels.

SLO Results	
Target #1: STAR Reading Average Scale Score Growth	STAR Average Scale Score Growth = +166 (Distinguished)
Target #2: Guided Reading Level Growth	77/84 Students met the goal = 92% (Distinguished)

Summary:

It was a highly successful year. There was a focus on student engagement and collaboration as well as high-level thinking. As grades 3 to 6 implemented the reading workshop model, the components of student choice as well as student collaboration in meaningful and sophisticated literary conversations, moved the quality of reading education at Pleasant Valley in a positive direction. The primary grades worked to incorporate genuine literature back into the curriculum, and will continue to do this as they begin implementation of the Units of Study for Reading next school year. The Middle School and High School teachers worked to begin a shift in the direction of creating highly challenging and sophisticated cognitive opportunities for the students. This work will continue as we move forward. This will allow our students to grow and sharpen their thinking skills as they move towards becoming successful Pleasant Valley School District graduates.

Office of the Math Supervisor

Annual Report for 2018-2019

Shavonne Liddic

Introduction

During the 2018-2019 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 STAR mathematics scores in Geometry and Measurement and Data in 4th grade and increase scores overall in 8th grade. Continue to incorporate personalized learning into the Geometry and Chemistry classrooms.

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. The teachers spent the year focusing on ways to improve student engagement and personalize the student learning. The 4th grade incorporated throwback Thursdays into their instruction in order to increase retention. The 8th grade increased the rigor of instruction and showed STAR Math improvement from BOY to EOY.

Summary:

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

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 Director of Pupil Services

Annual Report for 2018-2019

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, English as a Second Language and School Psychologists. Crisis management for all staff and students falls to Pupil Services staff in coordination with outside service agencies.

Summary:

Restructure the model and staffing resources of the Pupil Services Department to provide students, staff, district, families, community and stakeholders with legally defensible practices and procedures.

Throughout the course of the 2018/2019 school year the Director of Pupil Services continued to review the staff and supports within the Pleasant Valley School District. Through an extensive review of student, staff, district needs and historical data, the Pupil Services Department was able to increase the supports and services offered in the district to include a Licensed Social Worker, 2 Educational Consultants, Transition Coordinator and 1 additional Speech & Language therapist. The Office of Pupil Services includes the following personnel:

- 1 Director of Pupil Services
- 1 Access Coordinator
- 1 Coordinator of Child Accounting
- 1 Registrar
- 1 PIMS Coordinator
- 3 Special Education Supervisors

- 3 Educational Consultants
- 1 Licensed Social Worker
- 1 Transition Coordinator
- 4 School Psychologists
- 15 School Counselors
- 4 School Nurses
- 5 Health Room Technicians
- 2 Administrative Secretaries

Additional recommendations of the supports and services offered within the Pleasant Valley School District are continually being reviewed and discussed with administration.

Office of the Access Coordinator

Annual Report for 2018-2019

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 2018-19 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 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 2018-19 Random Moment Time Study (RMTS) was 98.5%. We received 67 moments of which 66 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 2017-18 which was due 12/31/18, 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. Six First Aid/CPR Certification training sessions were held during the school year for 80 paraprofessionals, 1 school nurse and 16 PE/coach staff. 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 (PSSE) as well as data verification and clean-up during and after IEP Plus migration. Created reports in PSSE and provided support/training to all special education staff members and administration staff. Responsible for support ticket submission and follow-up and participated in Advisory meetings. Also provided support for Special Education PIMS reporting. 2) Created the logo for Special Education and provided special education articles for the PVSD Newsletter. 3) Assisted the Director of Pupil

Services providing information on the SBAP and draw-down funds to the School Board. The Access Coordinator also assisted new special education staff when the Director was unavailable.

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 2018-19 school year has been a time of transformation beginning with the migration to PowerSchool. The Director of Pupil Services is working diligently to improve procedures and being a member of this process has been satisfying. The Access Coordinator has become a member of the Anti-Bullying Committee and attended the Night of Unity and has enjoyed working with the other team members on this critical issue. The 2018-19 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 2018-2019

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 2018-2019 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 2018-2019 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 2018-2019 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 the 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 2019-2020 school year with enthusiasm and excitement in anticipation of the fresh new ideas of my new supervisor. I will continue to work with integrity, loyalty and commitment to the Pleasant Valley School District and our community.

Office of Director of Technology

Annual Report for 2018-19

Dr. Lee J. Lesisko

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 1,100 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 April, a new email system was employed that provided improved functionality over the previous system and will integrate seamlessly with the Google platform. Furthermore, interactive projectors were purchased that are not dependent on a physical board in order to operate. As we begin to replace and/or install these devices, the school district will save significant amounts of money and the product will allow for more flexibility as to placement in the classrooms and laboratories.

This year 441 students transitioned through the Pleasant Valley Cyber Academy. Because of this, the school district saved over three million dollars in subsidies. This surplus, along with increased student enrollment in the cyber academy was an all-time high for Pleasant Valley School District. In addition, this year four academic awards were created for the top academic students in grades 9 through 12 and were presented at the annual academic award ceremony in May. Furthermore, about 44 students graduated this year from the cyber academy and the program continues to service both the traditional and blended cyber student and continues to support the ICE program at the high school and Vision Quest programs. The 2018-19 school year was both busy and productive. The 2019-20 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 2018-2019

Matthew Triolo

Introduction:

The 2018/2019 school year was one that saw more positive changes at the High School. To begin the year we welcomed new Assistant Principal Kelli George. Mrs. George had been the Dean of Students at Pleasant Valley Intermediate School for the past 6 years. Ms. Borealo, one of our Assistant Principals last school year, became the Supervisor of Special Education for grades 7 - 12 for the 2018/2019 school year. Once that created an opening on our administrative team, we were fortunate enough to bring in all of Mrs. George's experience and have her become the Assistant Principal of all students A - F. Other additions to our staff were Driver's Education teacher, John Gesiske, Driver's Education teacher, Elizabeth Negron, Art teacher, Denise Hopely, Gifted Program teacher, and Alex Wunder, Paraprofessional, making his return to the building. Alex also became our Varsity Boys Head Soccer Coach.

Another positive change that took place this school year is that it marked the end of our "Graduation Projects" being writing based through our English Department and began "Career Portfolios" as being the final product. Students now take a mandatory Career Explorations class as 9th graders where they begin their High School Career Portfolio (which is a continuation of their previous grades) and it culminates in a mandatory 12th grade Career Portfolio class where they present their portfolio to their teacher. The portfolio serves as representation of their career and college interests as well as hours they committed to community service and job shadowing throughout their high school career. This all plays a major role in our district's "Profile of a Graduate", and guides our students to the Universities, Trade Schools and job fields that best fit their skills.

Between our brick and mortar and cyber school students, our enrollment sat at around 1450 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. While the High School saw many challenges this year, our students and staff persevered through them and with every challenge, became stronger because of it. At the conclusion of the school year we 348 seniors graduated on a beautiful night that turned out to be a great culmination on what was truly a unique school year.

Review of Objective:

To begin the school year the High School set an instructional goal to enhance the educational process by creating and fostering student centered classrooms through engaging application. 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 goal within the group that would be evaluated by the administration through the observation process. Each department set forth a goal that would enhance their instruction by creating more opportunities for students to learn by doing and it all centered on real-world applications.

While instruction improved in the classrooms, innovation also occurred from this concept. Teachers wanted to do more and they wanted to provide their students the best opportunities to learn the skills necessary to enter today's job market. We began the Project Lead the Way program and provided our students with two courses they could enroll in which are "Computer Science Essentials" and "Introduction to Engineering Design". We began a "Drone Club" where students learn to fly and operate a drone where the end result is they will earn their drone license. We started a "Vex Robotics Club" where students began learning the concepts of how to build a robot, and from this created a course that we offered to our students next year that will allow them to build robots and have them compete against one another. Lastly through our district "STREAM" initiative, we developed the concept for a "STREAM Week" next school year in which all of our students will choose an activity that presents a problem and that they must solve through building and working together. These are our bigger concepts that came of our goal this year, but there are many more good things that are happening in our classrooms at the High School.

Another positive instructional change that took place this school year is that we created a new student schedule for the 2019/2020 school year. 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 now will be 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.

An important school initiative which was a priority for us was to make our school the most welcoming, family environment that we possibly could to combat bullying. To accomplish this goal we had teachers focus on empathy in their lessons and teach our students to be open-minded and understanding of everyone's differences and situations. We started an "Aevidum Club" which gave our students a way to express to one another that they "have their back" through various moral building activities and simply by their presence. And lastly our School Climate Committee worked all year long on creating a "Freshman Mentoring Program" where every incoming freshman is given an 11th grade mentor to help and guide them through the beginning of their freshman school year which can be the most stressful and frightening time for an incoming student. We feel all of these initiatives were successful and will help our students in feeling more like a family and less like strangers which can lead to bullying situations.

To conclude our school year we wanted to give back to our other schools in the District. The elementary, intermediate and middle school all played a huge role in helping our seniors reach graduation. In order to show our appreciation to them we began the "Grad Walk". On the last day of the school year we bussed every one of our seniors to each school and had them walk the halls. This allowed the students in these schools to see what they have to look forward to and work towards to become a graduate, and it allowed our senior's previous teachers to see their final product and be able to have some last words before they move on to their adult lives. The "Grad Walk" was a huge success. There were many smiles and tears but all from joy and satisfaction. It was the perfect ending for our seniors as they finished their academic careers at Pleasant Valley. This will now be a yearly tradition in the district.

While this school year saw many positive changes, the work never stops at the High School. Next year we plan on making improvements and setting goals in areas such as AP test scores and participation as well as attendance and formative assessments in the classroom. We will never stop encouraging our teachers to come up with innovative ideas to create ways to teach our students the skills they need to move on from Pleasant Valley High School. To conclude, it's important to remember that no matter what we do, it's always for our students and they are our number one priority. We never lose sight of the fact that it is our students that ultimately made the 2018/2019 school year a success.

Office of the Pleasant Valley Middle School Assistant Principal
Annual Report for 2018-2019
Josephine Fields

Introduction:

The 2018-2019 school year held many changes for our school district and for the middle school. Our building principal retired and in true PV fashion the administrative team bonded together and supported the middle school staff and students while the search for a new principal was underway.

Summary:

The middle school began to look at a plan to implement Science Technology, Reading, Engineering, Arts and Mathematics (STREAM) into the academic lives of our students. Several middle school teachers took on the leader

ship role and attended district run meetings to further the pursuit of STREAM in our schools. STREAM is still in the infancy stages; however we are excited to roll it out for our students in the 2019-2020 school year.

Our students are very well involved in the Units of Study for Language Arts. Students are writing more and choosing which of their writings they wish to publish. Students are taking ownership as they learn the mechanics and process of writing. Through the Units of Study in our Language Arts classes, students are taking an in-depth look at several genres throughout the 7th and 8th grade years.

It is evident that the hard work of our teachers, the support of the students' parents/guardians and the leadership of our administrative directors yields not only great students, but great students who, through their hard work, are meeting academic progress with success.

The Middle School is home to a great faculty and staff. They continuously work to make students' success their primary goal. With all of the external factors, the teachers never lost sight of our goal this school year. The middle school goal was to "*continue to focus on student engagement through the augmentation and creation process by implementing appropriate technology.*" Teachers continued to give students authentic, real world interaction with technology as part of the student's learning.

Students continued to be exposed to rigorous curriculum and in most cases student engagement was increased. We will continue to look for ways to engage all of our students to help them to reach their full potential and thus meeting the goals they have set for themselves.

Office of Pleasant Valley Intermediate School Principal

Annual Report for 2018-2019

Todd Breiner

Introduction:

The 2018-2019 school year brought many changes for the Pleasant Valley Intermediate School. Along with welcoming approximately 1,010 students from fourth to sixth grade and 190 professional and support staff members, the building welcomed a new principal, a new assistant principal, and a new dean of students. The mission of Pleasant Valley Intermediate School is to inspire all students towards physical, intellectual, emotional, and social growth as life-long learners. Due to recent years of administrative turnover, the 2018-2019 school year focus was 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.

This collaborative focus was immediately put to the test with a challenging start to the school year. The necessary mold remediation that was required in late August of 2018 forced the Pleasant Valley Intermediate School community to band together and move the start of the school year to Pleasant Valley Elementary School. Fortunately, after a few days on a rotating schedule at Pleasant Valley Elementary School, we were able to transition back home to continue the education of our students. Events such as this can derail effective education, but instead, the Pleasant Valley Intermediate School community united together to ensure that quality education was delivered without fail during this transitional time. This could not have been done without the support of the Pleasant Valley Elementary School, Pleasant Valley School District Central Office, Pleasant Valley School District Board of School Directors, and most of all the students, faculty, staff, and parents of the Pleasant Valley Intermediate School.

Review of Objectives:

The primary objective of the Pleasant Valley Intermediate School is to educate the whole child and support them in their physical, academic, social, and emotional growth. In order to effectively accomplish this task, we must foster a school culture that builds collaborative relationships where there is open communication, shared responsibility, shared ownership, and norms of continuous learning and improvement. To begin this work, we set a goal to enhance the professional collegial relationships of our

faculty, staff, and administration through collaboration that encouraged an environment of respect and rapport where sharing, planning, and modeling positive interactions helped expand instructional practices and promote the success of the whole student. To accomplish this goal, we executed monthly meetings with all stakeholders (students, faculty, staff and parents) to discuss building concerns, communicate changes and/or necessary information, and develop collaborative solutions to the problems that were presented. We engaged committees to analyze current practices, research best and other school practices, identify areas of need for change, and plan and develop the changes that would occur. Among the issues being addressed through these processes were scheduling, school culture/climate, positive behavior system, school safety, STREAM, diversity, mindfulness, and anti-bullying. These committees successfully collaborated to develop changes/programs/activities in all of these areas. Many of the items developed were implemented in the 2018-2019 school or are planned to be implemented beginning the 2019-2020 school year.

Academically, we continued to focus on academic growth in all subject areas. The 2018-2019 school year brought a new English Language Arts (ELA) program to the Pleasant Valley Intermediate School called *Units of Study for Teaching Reading* by Lucy Calkins. This was the inaugural year for the program that required a shift in thinking when it comes to the instruction of ELA content. Multiple faculty professional development sessions were successfully completed to support the implementation of the program in all ELA classrooms. As a result of this implementation, feedback received from students, faculty, staff, and parents is that students are reading more, diving deeper into what they are reading, able to discuss in greater depth what they are reading, beginning to increase the level of their reading, and most of all, enjoying what they are reading because they are able to select books on their reading level that they are interested in. Overall, the feedback received along with the growth in STAR benchmarking data supports the success of the program. Implementation of *Units of Study for Teaching Writing* by Lucy Calkins will begin in all ELA classes in the 2019-2020 school year.

In analyzing PSSA and end of year benchmarking data, there continues to be a need for increased growth and achievement in mathematics. The mathematics department investigated the use of a new math program throughout the 2018-2019 school year. A team of teachers along with the Office of Curriculum and Instruction met with representatives from multiple companies, reviewed materials, conducted school visits, and decided on a program to pilot in select classes for the 2019-2020 school year. A plan was also developed to implement curriculum in fourth and fifth grades to accelerate

qualified math students. This will help differentiate instruction for students by allowing them to move through the curriculum at a greater pace.

As the emphasis on STREAM education continues to increase, the need for additional science instructional time is a necessity. Throughout the 2018-2019 school year, a committee studied the Pleasant Valley Intermediate School schedule and developed a plan to increase instructional time in the area of science. Additionally, there are new state requirements that have been passed in the area of social studies. To better prepare our students to meet these requirements the committee identified the need to increase social studies instructional time as well. The plan that was developed to accomplish these tasks will add five minutes of time to instructional periods as well as increase both science and social studies instruction to a full year in fourth and fifth grade. Both of these changes will occur beginning in the 2019-2020 school year.

Since the Pleasant Valley Intermediate School is a Title I school, family engagement is a major emphasis. Our faculty created various events throughout the school year to involve parents and students. All of the events were outstanding and could not have been accomplished without the efforts of our amazing faculty. The annual Authors and Artists event was a great success and highlighted writing pieces from every fourth grade student. Pencil Power Parents was a new program that was offered in the 2018-2019 school year to parents. This gave parents the opportunity to learn about their writing skills and share writing pieces along with our students at the Authors and Artists event. A Spellbinding Journey was also held for all fifth grade students this year. The Math Escape room was a huge success once again. It grew in size from the previous year and gave families the ability to work together to solve math problems in order to escape the room. We also were able to showcase our students' talents through other avenues. The musical production of Shrek, Jr. was well attended as was our spring band and chorus concerts. Through our parent collaboration meetings this year (Title I Spring and Fall meetings, Principal Advisory Council), we have many wonderful suggestions for additional events and ideas on how to increase attendance at our events.

Summary:

Despite a challenging start to the school year, the Pleasant Valley Intermediate School had many accomplishments and developed multiple plans for improvement. A new schedule will be implemented in the 2019-2020 school year which will address many concerns that our community had in our current

schedule. The new schedule will help to slow the pace of the school day for students, faculty, and staff while providing a more balanced educational approach which will address the whole student instructionally in all content areas. We were able to make many changes and take huge leaps in improving the school culture and climate. We also celebrated the many accomplishments of our students and our faculty and staff throughout the year.

In conclusion, the Pleasant Valley Intermediate School had a very successful school year. We look forward to a bright future for our school, but the work must continue. Our focus for next year will be continued improvement of our school culture and climate but also enhancing student education by infusing technology in our instruction, providing more STREAM opportunities, and improving our writing and mathematics curriculums.

Office of the Pleasant Valley Elementary School Principal

Annual Report for 2018-19

Roger Pomposello

Introduction:

Pleasant Valley Elementary School welcomed approximately 1,200 Kindergarten through 3rd grade students and over 175 professional and support staff members this year. I worked collaboratively alongside my assistant principals this year, Barbara Bradley and Sabrina Albright, as we set forth on a transformational year. Our goal for the year, which we communicated to staff at the beginning of the year, was to focus on student engagement. Society has changed dramatically in the past few decades; however, classrooms of today still look similar to classrooms from 50 years ago. As you will see in this report, we have taken many steps to transform instruction here at PVE.

After seeing the enthusiasm and success of our STREAM initiative last year, we expanded upon the STREAM activities at PVE. STREAM supplies were purchased and donated and utilized in our brand new, STREAM room. One of our large group instruction areas was converted into a STREAM room for classroom teachers to utilize as a space to do STREAM activities with their classes. Additionally, we collaborated with our PTO on our STREAM initiative. STREAM activities were included at all PTO family events. For example, on “Camp Night,” students were building structures out of toothpicks and marshmallows and using iPads to view constellations in our night sky. At the end of the year, Mad Science and Pocono Wildlife participated in engaging programming as part of our PBIS Fun Day. PVHS students came to our building and helped our students participate in the National Hour of Code and Pi Day. Lastly, we increased our building-wide STREAM days from one multi-day event to three multi-day events.

In addition to providing students with access to creativity, communication, critical thinking, and collaboration skills through STREAM, we also focused on the emotional well-being of our students. All students attended an exciting anti-bullying assembly provided by the Crimson Dragon Martial Arts Academy. Our school also took part in Unity Day, a national day emphasizing bullying prevention. One of the greatest developments of the year, was the creation of our “Sensory Room.” Through grant

funding, we were able to create a safe, therapeutic environment for students in need of this type of support.

As you are aware of, another monumental accomplishment was the final planning for and approval of Full-Day Kindergarten. Administration worked collaboratively with teachers throughout the year to figure out logistics on what a full day program would look like at PVE. We completed tours of several other schools and collected research on how other districts rolled out full day programming. As I write this, we have fulfilled all positions on our kindergarten team, placed orders for furniture and materials, and have re-structured our building and schedules to accommodate for this venture. We are excited to have the time in our schedule to focus on the “whole child” in kindergarten.

Another new initiative that we have worked on this year is the roll-out of departmentalization in 3rd grade. After meeting as an administrative team, conducting research, and taking feedback from our teachers, we are ready to roll out a departmentalized model for the 2019-2020 school year. We are confident that this model will encourage collaboration among staff members and allow teachers to teach what they love and develop a greater expertise and understanding of their content area.

2018-2019 Professional Development and Curriculum Updates:

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

Ms. Liddic and I focused on student centered instruction through a Guided Math model. After attending a Guided Math Conference last year, several teachers across all grade levels began implementing guided math workshops in their classrooms. Observation and anecdotal data shows that this model provided students with hands-on, engaging, and differentiated instruction. As we move forward next year, we plan to expand the implementation of this model.

Ms. Hagerman and I monitored the continued roll-out of the Units of Study reading program this year. Teachers piloting the program in 1st and 2nd grades along with all 3rd grade teachers participated in innovative teacher professional development labs 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. Again, observational and anecdotal data shows positive results. Students took ownership of their learning, setting goals and monitoring their own progress. Through conferencing, teachers provided each student with individualized instruction to help them meet their goals. Student engagement was extremely evident. We are excited to embark on the full implementation of Units of Study in all classrooms next year.

Overview of Principal Student Learning Objective (SLO):

Throughout the 2018-2019 school year, the Student Learning Objective of the PVE Principal was:

1. At BOY, 32 % of the 1st grade students scored proficient or advanced on the STAR Math Assessment. By EOY STAR Math Assessment, 50% of 1st grade students will score proficient or advanced.
 1. 44% of 1st grade students scored proficient or advanced
2. At BOY, 61% of 1st grade students scored proficient or advanced on the DIBELS screener. By EOY DIBELS screener, 65% of 1st grade students will score proficient or advanced.
 1. 65% of 1st grade students scored proficient or advanced (this goal was met)
2. 1st grade students will increase their BOY STAR Math average by 150 points by the EOY STAR Math assessment.
 1. 1st grade students increased their math average by 151 points on the EOY STAR Math assessment (this goal was met)

Summary:

In reflecting on the 2018-2019 school year, I see what a pivotal year this was for our students and staff. The PVE staff went above and beyond this year to provide our students with a safe, nurturing, and engaging educational experience. They were utmost professionals, from the beginning of the year when they collaborated and shared their space with PVI staff to providing their valuable feedback and expertise as we embarked on new initiatives and continued with initiatives from last year.

Through the formation of committees like our STREAM committee and Full Day Kindergarten committee, surveys, and an open door policy, staff members were encouraged and empowered to share

their ideas and expertise with administration. The initiatives from this year and the upcoming initiatives would not have happened without the valuable work of our staff.

Staff members, parents, and students have all provided administration with positive feedback on our initiatives to increase student engagement. It is powerful to walk through the building to see enthusiastic, happy students engaged in learning.

While many of our successes have been shared in this report, we actually have much more to celebrate. Our partnership with the PTO this year enabled us to provide our students and families with so many activities and resources. Our 3rd grade chorus students provided us with two outstanding performances. Students demonstrated empathy and a sense of community through various fundraising and service efforts throughout the school year. Our connection with the high school grew as high school students were seen all throughout the school year supporting PV's youngest students. These are only just a few of the many amazing things that have happened at PVE. While I reflect on the positive things from this past school year, I also see the groundwork that was laid this year that will yield even greater results next year. The PVE staff is excited for what is yet to come.

Office of Director of Operations

Annual Report for 2018-1019

William E. Gasper

Introduction:

I started my position as Director of Operations in March 2019. My department is responsible for overall general maintenance, repairs, small renovations of facilities, building management, vendor pricing/cost control, cleaning/custodial, transportation and grounds. I was lucky to be introduced to a hardworking staff that operates 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. I believe in a team approach and I believe communication is of utmost importance, this philosophy has worked very well in my past 30 years of management in the facility/maintenance field.

Objectives:

- Working 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 Transportation.

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.

Some of the larger projects that were discussed during the 2018-2019 school year, and are currently being worked on prior to the start of the 2019-2020 school year are:

- Modify several PVHS classrooms to make them more useful for the newly planned curriculum.
- Install a new turf field in the stadium with better drainage along with cleaning and painting the track.
- Modify seven classrooms at PVE for all-day Kindergarten.
- Demolish and rebuild the loading dock at PVI.
- Clean all Uni-Vents, HVAC units, and duct work at PVE.
- Fix and coat PVI roof.
- Coat last two sections of roof at PVHS.
- Modify PVHS entrance to make it more safe and secure.

Office of Director of Food Services

Annual Report for 2018-2019

Beverly Hendricks

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 36 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. 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:

One of my first objectives this year was to update the Food Service Policies. I was able to work with Dr. Burrus and through connections with different local school districts help to update the districts policies and procedures regarding food service. When the USDA handed down the new guidelines regarding lunch shaming and all the associated meaning connected to it, it made it quite challenging to hold parents financially responsible to pay the increasing charges of school lunch meals on their children's account. The Lunch Shaming Policy states that a school district is not allowed to deny a student a meal or give them a lesser meal "Cheese Sandwich" in place of meal. A parent can deny their child a meal if they put a written note in his/her file stating they are not allowed to charge a meal. Our

current policy removed the incorrect verbiage and was updated with the correct practice of meal charges and the process we are taking to try to retrieve the funds from parents. The policy was board approved on March 28, 2019. Other procedures that were updated include receiving financial donations, negative balance letters sent by the district, Bad Debt and Unpaid Meal charges. These policies will continue to be reviewed and updated as needed.

My special objective was to work with the Business Office to analyze revenue, expenses and create an equipment assessment. I held a meeting with Singer Equipment and they assessed the equipment at the buildings, age of equipment, lifespan and cost of buying new. To date we have put together a five year plan for replacing equipment and repairing vs. replacing depending on costs. I created excel spreadsheets that lists all of Pleasant Valley's Equipment , quotes received and rental equipment that is in all four of the kitchens. This too is constantly updated as changes occur.

Summary:

As each year passes, I see the Food Service Staff together work more and more 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.