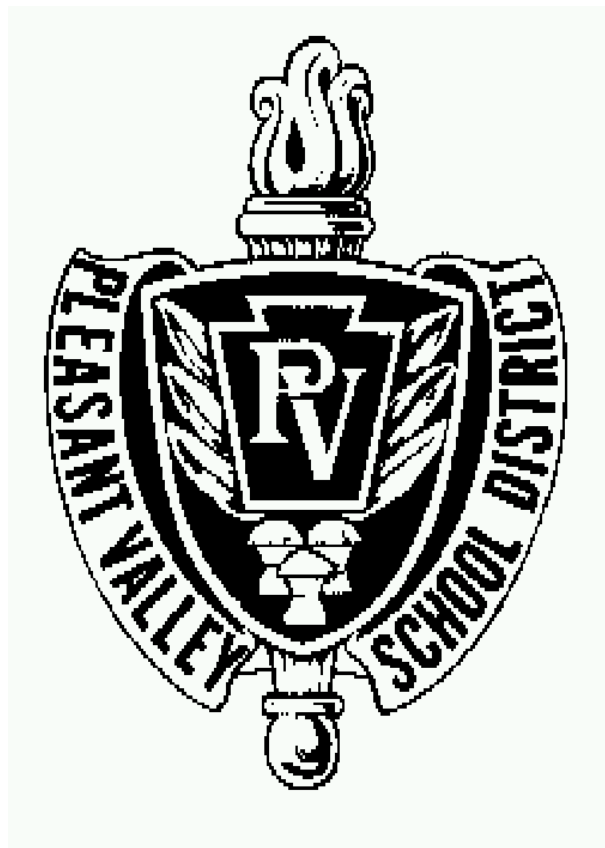


PLEASANT VALLEY SCHOOL DISTRICT
Brodheadsville, PA 18322

2016-2017



ANNUAL REPORT

Excellence in Education: A Community Commitment

**ANNUAL REPORT
2016-2017**

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Office of the Superintendent
Annual Report for 2016-2017
Carole Geary

Introduction:

During the 2016-2017 school year, the Office of the Superintendent continued in its efforts to provide our students and community with a highly effective and cost-efficient educational system. Possessing a School Board that is dedicated to providing educational opportunities that develop competent, competitive, and well-rounded students, along with an outstanding administrative, professional and support staff, our school district benefits from a team approach to delivering a top-quality education to our students in a fiscally responsible manner. As Superintendent, I am fortunate to have the opportunity to work with such highly dedicated and talented people.

Review of Objectives:

The Superintendent's office is involved in every aspect of the school district. The following objectives continue to be the focus of my work this year.

1. **Board Superintendent Relations/Organizational Leadership:** Superintendent worked collaboratively with the Board to develop a vision for the School District, worked collaboratively with the School District administration to ensure best practices for instruction, supervision, curriculum development, and management are being utilized and works to influence the climate and culture of the School District.

2. **Communication and Community Relations:** Superintendent communicated with and effectively engaged the staff, the Board and members of the community, clearly articulating the School District's goals and priorities, addressing local and broader issues affecting the School District, and building support for School District initiatives, programs and short/long-range plans.

3. **Human Resources Management:** Superintendent incorporated best practices for human resource management and oversight, coordinating staffing, recruitment, and other human resource functions.

4. **Student Growth and Achievement:** Superintendent used multiple data sources to assess student success and growth as appropriate, specific to the needs within the School District and as determined periodically in collaboration with the Board. Such sources include Pennsylvania System of School Assessment (PSSA), Keystone Exams, Pennsylvania Value Added Assessment System, STAR, DIBELS, Classroom Diagnostic Tools and other assessment tools.

5. **District Operations and Financial Management:** Superintendent managed effectively, ensuring completion of activities associated with the annual budget; overseeing distribution of resources in support of the School District priorities; and directing overall operational activities within the School District.

Summary:

The 2016-2017 school year has proven to be a very challenging one. The issues that result from a consistent decline in student enrollment continue to challenge us as we move forward. Likewise, the persistent uncertainty in state and federal funding also presents an ongoing challenge. However, Pleasant Valley can remain steadfastly proud of the way the Board, the administration and the staff has worked to meet these challenges.

Lastly, as an organization we have made the promotion of a positive school and district environment a propriety. This year the district was again recognized as one of five Top Workplaces with over 500 employees in the Lehigh Valley area by the Morning Call. This honor was a direct result of input provided by our staff. Additionally, through our traditional and social media sources we have been able to provide our community with all of the wonderful things that are happening within the school district. From our successes in the classroom, on the fields, on the stage and in our academic competition, there is much to be proud of. Add to that success a student body willing and eager to promote HOPE throughout the schools and the community and you have what is needed for a great school and a great school district. It has been my honor to serve as Superintendent.

Office of Curriculum and Instruction
Annual Report for 2016-2017
Kenneth V. Newman

Introduction:

During the 2016-2017 school year, the Office of Curriculum and Instruction continued efforts to enhance our district mission of Excellence in Education: A Community Commitment. The curriculum department at Pleasant Valley actively works with teachers and administration to improve the learning experience for students by providing support for professional development that is related to state mandates, curricular needs, student need(s), and teacher need(s). 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) as well as implementation of the Pleasant Valley School District Comprehensive Plan and Federal Programs related to Titles I, II, and III. This office supports various community involvement and outreach programs such as “A Night of Unity”, Senior Citizens’ Dinner Theatre, the Academic Fair, training and support for English Language learners and their families, and Diversity Task Force.

The Office of Curriculum and Instruction is supported by two curriculum supervisors as well as district and building level administrators, support staff members and teacher curriculum leaders.

Review of Objective: Student Learning Objective (SLO) Fifth Grade Math Performance Improvement

Objective: To increase mathematics scores at the fifth grade level. Fifth grade performance on the state level assessment has been historically low with minimal over recent years. The goal was to increase students’ scores on the Classroom Diagnostics Tests (CDT) and PA System of School Assessments (PSSA). Working with Ms. Liddic we reviewed mid-year math data and adjusted the plan as needed. Actions steps included: Follow-up with the previous year’s Dr. Riccomini strategy training and classroom coaching, the addition of GoMath! training and coaching provided by Houghton Mifflin, classroom observations, continuing 5th grade math morning meetings and grade level data meetings. Support for basic facts growth was provided through the ability for classes to use the “First in Math” computer program and participation in the Colonial I.U. 20 SumDog competition. Training and resources for the implementation of Daily 3 Math was provided in fifth grade as well for teachers willing to pilot the implementation. CDT progress: From September 2016 to May 2017 the 5th grade had an average growth of 120 points. This was an improvement upon the average growth of 104 points during the previous school year. PSSA Progress: Progress on the PSSA assessment will be reviewed after receiving the PSSA results from the state.

Summary:

The 2016-2017 school year has been one of change and reward as we continue to implement the PA Core Standards and begin to implement the Every Student Succeeds Act (ESSA), which is the

successor law to the No Child Left Behind Act (NCLB). Working closely with the School Board, principals, and fellow administrators on multiple issues and projects that require long-term planning and collaboration ensures an effective and efficient operation. The Pleasant Valley “Commitment” has been evident throughout the school year in all that the district has accomplished.

The combination of hard working students, dedicated parents, and staff members, within a very supportive community, has generated much success for Pleasant Valley, as well as helped us to see where we can 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 Business Management
Annual Report for 2016-17
Susan Famularo, Business Manager
Monica Kotzmann, Administrative Assistant to the Business Manager

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 service, 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 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 has been completed. The 2017-2018 budget will be the seventh consecutive year at the same millage rate. 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.

Special Objectives:

Increase the utilization of procurement cards to increase rebates to the school district. PNC Bank provided a vendor match analysis and discussed how PNC can directly contact vendors through “Active Pay” to facilitate this process. “Active Pay” requires an amendment to our current P-Card contract with PNC. Implementation is on hold until we receive the paperwork from PNC and have it reviewed and board-approved. As of May 25, 2017, we are working towards getting the paperwork to move forward. We viewed several webinars for implementation with PNC, and are working on developing more transparent reports for board approval as we work towards increasing the spending on the cards. A procurement card is now utilized for Amazon purchases. We are also in the process of assessing the numerous credit cards that the business office holds for purchases at local businesses, to utilize procurement cards in place of all of the other cards and small accounts. This objective will continue into the next fiscal year.

Staffing in the business office was highlighted as a potential problem by the school district’s Auditor during the 2014-2015 year. The results of the 2015-2016 fiscal year audit (completed fall of 2016) further confirmed that current staffing within the office is insufficient to meet increased regulatory demands and maintain necessary internal controls. An Accountant position was created and filled.

The creation of the new position, job description, search, hiring and training has taken a significant amount of time. Ms. Stair has been working diligently with the business manager and staff to analyze the sources of issues, work flows, and processes to correct issues noted in the audit report. Procedures have been developed to increase internal control. Several findings will be eliminated due to the Accountant's role within the business office.

A great deal of time has been spent this year reacting to legislative initiatives such as property tax elimination and reverse tax appeals, and "dark store" valuation for commercial properties. Legislators were contacted, and several meetings occurred both with the board and professional organizations. Information was analyzed, compiled and provided to the board, Colonial IU 20 and legislators.

The business office also provides analytical support to the collective bargaining process. Preliminary work has begun on the professional contract, which expires June 30, 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 2016-2017
John Burrus

Introduction:

The 2016/2017 school year provided a number of opportunities to expand my knowledge and understanding in the ever changing and challenging field of human resources. The attendance at local workshops held at KingSpry and workshops held at the state level through PASBO and PASPA provide the knowledge component. The conversations and interactions with different attorneys from the various law firms help to create an understanding of the process and procedures of the various aspects of unfair labor practices, grievances and Pennsylvania Human Relations Commission proceedings.

I was able to work with Coordinated Health to expedite a partnership to provide drug and alcohol testing for employees. Through the process, I learned that the non-Department of Transportation (DOT) drug screening is a ten panel test including narcotics while the DOT screening panel is only a six panel test and does not include narcotics. This service will be used to fulfill a specific agreement as well as having the potential to be one step in helping employees get the assistance needed to overcome an issue.

Review of Objectives:

The District now has the capability to create electronic employee files. The process to connect the District technology, the CSIU data base, the SRC program and storage of data on DocuShare was cumbersome to say the least. It was a learning process on how to navigate the operations of multiple companies that have not worked together previously. Since this was not a large project for either company as far as dollars goes, it appeared as if each worked on it when time permitted which then delayed the next step for the other company. This occurred several times throughout the merging process. I was able in May to test scan employee documents into the electronic housing system. Sue Gimblet has agreed to work some days over the summer to scan and upload documents. To ensure duplicate scanning does not occur, an employee list has been created in Google Docs and will be shared with each individual who will scan employee documents. As specific documents are scanned, each will be recorded in the Google Doc.

The special objective to create a leadership development program for department/grade level chairs has expanded to include the head cooks, head custodians and head of the maintenance department. After researching various programs and training opportunities, I am currently am working with the Center for Business and Industry out of Northampton Community College. An opportunity exists with this group to not only training professional employees and support staff

employees, but to include a Train-the-Trainer component where I will work with both groups, Ken Newman will work with the professional staff group and Josh Krebs will work with the support staff group. The goal will be to become self-sustaining within three years.

The professional staff and the support staff will meet separately for 6 half day sessions throughout the 2017/2108 school year. This will decrease the possibility of one group feeling uncomfortable sharing experiences in front of individuals from a different Association. Each group will be exposed to and experience the same topics but the information and examples will be relevant to the individuals in each group. A pre and post questionnaire will determine what was gained through the workshops and act as a needs assessment for the 2018/2019 school year.

Summary:

I continue to look toward the future and how to make the human resource office a more efficient department. The attendance at a negotiations workshop as well as a webinar has provided me information to formulate stronger questions for both the Human Resource and Business office in preparation for the negotiation process. I have revised a previously created document of procedures to be used in upcoming early bird negotiations with the professional staff. The new process and documentation tracking was presented to the Board negotiation committee in preparation for the first ground rule and possible exchanging of items to be negotiated. The Board negotiation committee was very pleased with the new format. I continue to dialogue with the Business Office concerning topics covered by both departments.

Though hindsight is always 20-20, I continue to use past experiences to better prepare for similar future occurrences. The interactions with different law firms have provided the opportunity to view things different based on the differing viewpoints of each attorney. This has also helped to create more efficient system of operation when handling employee issues and/or creating procedures to prevent issues from occurring.

Office of the Director of Support Services
Annual Report for 2016-2017
Joshua R. Krebs

Introduction:

The 2016-2017 school year was a very busy year for the Office of the Director 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. I am proud of the team of people I have had the opportunity to lead throughout the school year. They all faced adversity at one time or another and they persevered with the support of one another.

Review of Objectives:

One of my objectives was to work towards completing the scanning of student cumulative files into DocuShare using the SRC records gateway. To date we have been able to successfully establish an electronic student file for each student in the school district. We have developed a process for report cards to be electronically transferred into the files each marking period. I have also had the opportunity to work with the designated secretarial staff in each building to begin the process of scanning the old paper cumulative files into the new electronic files. The goal is to complete a grade level each year starting in September of this past school year. To date, we have been able to complete a significant portion of this work and plan to continue working throughout the summer to reach the goal. From this point, we will move on to the next grade in each building scanning older paper files into the electronic files each year until all of the files are electronic. Lastly, along the way, the team of individuals working on this project have been helpful in identifying items that need to be added to the student cumulative file that were not originally identified. I look forward to continuing with this project until its completion.

My Second Objective was to streamline the Central Registration process and align it with transportation and Child Accounting to make it function as a seamless process. To date I have had several meetings with Magen Snyder, Registration Secretary and Viola Murphy, Child Accounting. Through these meetings we have updated each of the policies related to registration and have updated the Administrative regulations relating to registration. Through several meetings and multiple observations of the registration process in action, we have been able to successfully develop a clear understanding of the role of the Registration Secretary and Child Accounting. Through this process we have become more efficient and responsive to parents and their children and are providing them with a better overall experience.

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. A few of the most noteworthy accomplishments have been the development of a Foster Care Transportation plan where PV lead the way for many of the surrounding school districts thanks to Mrs. Murphy. Ms. Hendricks has been a leader in the food services area through her work with the School Nutrition Association of Pennsylvania (SNAPA) and her work with the purchasing consortium. In technology this year, we have continued to work on building the school district's WIFI infrastructure at PVHS and are continuing to work through the buildings so we may be able to support a one-on-one initiative in the future. Mr. Serfass has worked diligently with me to get the custodial department on track so they function efficiently. In addition, Mr. Serfass has been a part of many of the other projects occurring throughout the school district. Lastly I 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. As a leader I am proud of all of the supervisors I have been able to work with and lead. The things we have been able to accomplish together will directly impact the students in our school and the community. Their growth as a team I feel is my greatest accomplishment this school year.

Office of the Reading Supervisor
Annual Report for 2016-2017
Keri I. Ramsay

Introduction:

The English and Language Arts (ELA) department had another exciting year district-wide. Writing was certainly a focus for many teachers and students. In particular, teachers in grades 1 through 8 piloted Lucy Calkins' Units of Study for Writing this year. Other teachers continued to work on their students' ability to respond to Text Dependent Analysis questioning. Teachers in each building set rigorous Student Learning Objectives (SLO) goals based on the needs of all of their students and all teachers were quite successful.

At PVE and PVI, teachers continued to use data analysis and instructional planning to target students' individual needs in order to fill any skill gaps that may exist. Third grade teachers began to use STAR data more heavily after mid-year. This gives us more specific comprehension information. At PVMS and PVHS, the teachers set rigorous goals for their students to improve on the Classroom Diagnostic Tests (CDT). They conducted data conferences with students throughout the year in an effort to make the students aware of their areas of growth. Work is being done to review the curriculum and create consistent assessments that will measure students' progress within the curriculum.

The Lucy Calkins' pilot was very challenging and also very successful. Teachers are going to continue piloting into next year as they are still ironing out the kinks of the program. Teachers in grades 1 through 5 are also going to pilot the Units of Study for Reading to see how well it coordinates with the Writing Units. Data will be monitored to determine the impact on student learning. Professional development is also going to be provided through coaching, webinars, and PLC book studies.

SLO Progress:

8th grade students will demonstrate an understanding of key ideas and details in literature by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Distinguished: 90-100% of 8th grade students will increase their score on CDT and/or maintain proficient/advanced, 8th grade students will increase by more than 1 point from the first to the last Text Dependent Analysis task and/or students will maintain proficient/advanced.

Proficient: 75-90% of 8th grade students will increase their score on CDT and/or maintain proficient/advanced, 8th grade students will increase by 1 point from the first to the last Text Dependent Analysis task and/or students will maintain proficient/advanced.

Needs Improvement: 65-74% of 8th grade students will increase their score on CDT and/or maintain proficient/advanced, 8th grade students will increase by an average of a half point from the first to the last Text Dependent Analysis task and/or students will maintain proficient/advanced.

Failing: Below 65% of 8th grade students will increase their score on CDT and/or maintain proficient/advanced, 8th grade students will decrease from the first to the last Text Dependent Analysis task and/or students will maintain proficient/advanced.

SLO Results	
Students will increase scale score and/or maintain a proficient or advanced level on the key ideas and details anchor (CDT).	342 out of 391 students met this goal = 87% (Proficient)
Increase grade level average TDA task score by 1 point from the first task to the second task and/or maintain proficiency.	373 out of 373 students met this goal = 100% (Distinguished)

Summary:

In conclusion, students and teachers are continuously working hard to strive for higher academic achievement in ELA. We are definitely seeing areas of growth. However, there is always work to be done. During summer ELA Task Force, teachers will review data and curriculum to see what adjustments need to be made to better meet the needs of all students. Additionally, we have surveyed the teachers to see what kind of professional development they feel they need. There is concern about the data we receive from our CDT assessments. Therefore, beginning with the 2017-2018 school year, PVMS will be using STAR as well. PVHS will be looking at USA TestPrep assessments which will give more specific information about student skill gaps.

K-3 DIBELS Data		
Grade	Fall 2016-2017	Spring 2016-2017
Kindergarten	58%	94%
Grade 1	74%	88%
Grade 2	80%	89%
Grade 3	80%	87%
3-6 STAR Data		
Grade	Fall 2016-2017	Spring 2016-2017
Grade 3	71%	73%
Grade 4	67%	76%
Grade 5	76%	82%
Grade 6	66%	80%

Office of the Math Supervisor
Annual Report for 2016-2017
Shavonne Liddic

Introduction:

During the 2016-2017 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 at the fifth grade level. Fifth grade performance on the state level assessment has been historically low with minimal over recent years. The goal was to increase students' scores on the Classroom Diagnostics Tests (CDT) and PA System of School Assessments (PSSA). Working with Ms. Newman we reviewed mid-year math data and adjusted the plan as needed. Actions steps included: Follow-up with the previous year's Dr. Riccomini strategy training and classroom coaching, the addition of GoMath! training and coaching provided by Houghton Mifflin, classroom observations, continuing 5th grade math morning meetings and grade level data meetings. Support for basic facts growth was provided through the ability for classes to use the "First in Math" computer program and participation in the Colonial I.U. 20 SumDog competition. Training and resources for the implementation of Math Daily 3 was provided in fifth grade as well for teachers willing to pilot the implementation. *CDT progress:* From September 2016 to May 2017 the 5th grade had an average growth of 120 points. This was an improvement upon the average growth of 104 points during the previous school year. *PSSA Progress:* Progress on the PSSA assessment will be reviewed after receiving the PSSA results from the state. The 5th grade students were 44% proficient/advanced on the PSSA Math Assessment.

Summary:

PVSD invited Dr. Riccomini to train the staff in math strategies. Through the course of his training, the classroom teachers and math specialists learned strategies such as; IWSS Interleave, Content Scaffolding, Number Talk, SLOT, and Frayer Model. The Kindergarten teachers loved number talk and subitizing with their students this year. 1st-3rd grade chose Number Talk, Frayer Model, and Content Scaffolding. PVMS and PVHS incorporated SLOT, content scaffolding, and IWSS Interleave into their lessons and study guides.

The combination of hard working students, dedicated parents, and staff members, within a very supportive community, has generated much success for Pleasant Valley, as well as helped us to see where we can 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 2016-2017
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 Student Learning Objective (SLO)

Objective:

- When provided with direct instruction using the Pre-Algebra Curriculum, 29% (at least 4 students) of the selected students will increase their scores from Below Basic to Basic as determined using the end of the year (Winter) 8th grade Curriculum Diagnostic Tool (CDT)
Assessments Standards: CC.2.2.8.B.1; CC.2.2.8.B.2; CC.2.2.8.B.3; CC.2.2.8.C.1; CC.2.2.8.C.2

Summary:

In December 2016, during a meeting with the Assistant to the Superintendent, the Math Supervisor, the Assistant Secondary Special Education Supervisor and I, criteria was established to determine which students would be placed into the Math 9, Math 10, Math 11 and Math 12 classes offered at the high school. The decision was that these students are students who, based on their math CBA and CDT scores, would be determined to be PA Alternate System of Assessment (PASA) eligible if their reading scores were as low as their math scores. These students do **NOT** take the Keystone assessments. Prior to this meeting, the criteria were frequently based on parent request and/or teacher subjectivity. This information was then shared with the high and middle school special education teachers.

The more difficult concern was what criteria would be used to determine which students, if any, would be placed into the Algebra I SE (Special Education) class. This class is taught using the general education Algebra I curriculum but it progresses at a slower pace and many of the students take 2 years to progress through the curriculum. They then continue on to the general education Algebra II and/or Geometry for grades 11 and 12 (thus getting 4 years of math instruction.) After analyzing the current 8th grade student data, it was determined that the **CDT Winter Algebraic Concept** score should be at least

850 (Below Basic). Students who had scores slightly below (no lower than 825) 850 would be considered based on their work ethic, their classroom performance, and their attendance. These students would take the Keystone Assessments (usually during the 2nd year of the Algebra I course.) With this in mind, instead of limiting my scope to just the **23** students, I reviewed the data of the **37** 8th grade students with math goals in their current IEPs to use data to make recommendations for math placement for the 2017-2018 school year.

The data reflected the following:

- **7 or 19%** of the students remained in the Below Basic range, but all of them increased their scores on average by **88** points (the range of scores went from a 15 point increase to a 205 point increase.) The student with the 205 point increase was recommended for the Algebra I SE math course.
- **6 or 16%** of the students moved from Below Basic to Basic. The scores increased on average by **195** points; ranging from 130 to 292 points. All of these students were recommended for the Algebra I SE class.
- **8 or 22%** of the students initially scored in the Basic range and remained there, but increased their scores, on average by **106** points. The scores ranged from 9 to 238 points. All of these students have been recommended for the general education Algebra I class with in-class special education teacher support.
- **2 or 5%** of the students were on **FIRE!** These students began in the Below Basic range and ended in the Proficient range! Their scores increased by an average of **318** points—one student increased her score by 292 points and the other student increased his score by 344 points!
- **4 or 11%** of the students were also burning the pencil at both ends. They began in the Basic range and ended in the Proficient range. The average increase was **139** points; with a low of 101 points to a high of 212 points. These students were also recommended for general education Algebra I.
- There were **7** students for whom there were either no scores or only 1 data point. For 5 of these students, 4 of them either entered or withdrew from the district before or after the testing window. One student is identified with both a disability as well as receiving ELL instruction. The other 2 students were determined to be PASA eligible in both math and reading, and were deemed to not be eligible for the CDTs.
- A review of the data also indicates that **10 (27%)** students had their scores decrease between the 1st and 2nd CDT assessment. These students averaged a loss of **100** points, ranging between a low of 13 points and high of 266 points. Reviewing the data to determine the cause for the loss included frequent

absences (5 students), one student who was withdrawn and re-registered within a 3 week period of time, and 2 students with extended excused absences (illness). The other 2 students missed 1 question (13 points) and the other student missed 2 questions (a loss of 31 points). It should be noted that 8 of the students with the highest losses were new to the district (the student with the most longevity of the 10 has been in the district since January 2015. This is important if we are looking at the performance of students who have progressed through the district vs. students who are new to the district.)

As a part of the SLO process, I attended the initial middle school training offered by Dr. Riccomini and also conducted observations of all of the 8th grade math classes in which the special education students with math goals were placed. This is what was noticed/noted in the classes:

- All of the teachers utilized the Promethean board as an instructional tool. It was not used as an electric chalkboard but as an instructional too.
- All of the students were aware of the classroom procedures. They knew the routine and followed it; sometimes reminding their fellow classmates to “do their work.”
- The students who made the greatest gains in their scores, had a teacher who “assumed competence” when instructing them. Her questioning techniques assumed that the students were knowledgeable and her questions were frequently open-ended and required higher order thinking on the part of the students. This same teacher also used the “if one succeeds, we all succeed” motto. No student was left behind and she got to meet/work with every student or small group of students as they worked independently to ask and answer questions. She employed the “I do, we do, you do” method of instruction. (Lots of we do, you do; allowing the students to model the appropriate behaviors.)

Based on the results, the objective was met by the end of the 1st quarter; however, because the course of the students’ lives, post high school, rests on the course selections, I broadened my scope to include all of the 8th grade students with math goals in their IEPs, to ensure that the students who are most capable are receiving rigorous instruction with adequate and appropriate supports. I was ecstatic that so many of the students, were able to achieve an upward trajectory and increase their knowledge base; therefore having a strong foundation upon entering the high school.

*These results have been shared with the MS principal, the Math Supervisor, the 8th grade math teachers, the 8th grade IEP case managers and the department chair.

Office of the Access Coordinator
Annual Report for 2016-2017
Nelia Marcheski

Introduction:

During the 2016-2017 school year, the Office of the Access Coordinator efficiently continued to maintain the School Based ACCESS Program (SBAP) on behalf of the special education department.

Review of Objectives:

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

Direct Service Program: IEP Plus was updated with Medical Assistance and Parental Consent status prior to scheduled IEP meetings. Special Transportation attendance logs were updated and provided to First Student prior to each month. Eligible student's IEPs were reviewed and submitted to the Certified Registered Nurse Practitioner (CRNP) and/or Physician for review and authorization. The Access Coordinator has maintained a good working relationship with Special Education staff and First Student.

All on-going objectives were met, tracking files updated timely, students were entered and/or updated in EasyTrac, Direct Service Providers were entered and licensure/certification information updated in EasyTrac. All Speech service logs for 2016-17 were approved timely, Nursing service logs were entered into Excel and uploaded on a monthly basis, with the May and June claims submitted on 6/12/17. Paraprofessional service logs were submitted throughout the school year, with the February claims uploaded on 6/09/17. Special Transportation claims were entered and uploaded monthly with the February claims submitted on 5/08/17. The Access Coordinator is currently entering Paraprofessional and Special Transportation claims for March through the end of the school year and once the Excel files have been completed, the claims will be uploaded into EasyTrac. Other services submitted on paper service logs were entered into Excel and uploaded into EasyTrac on a monthly basis. All IU Excel upload files were reviewed and uploaded monthly, with the most recent file submitted through EasyTrac on 6/13/17.

RMTS Program: The result for the 2016-17 Random Moment Time Study (RMTS) was 99%, which is well above the minimum 85% response rate. We had only one 'no response' by an IU employee during the first quarter, despite multiple attempts by IU staff and me. The quarterly staff pool rosters and calendars were submitted prior to the quarterly due dates. Explanatory e-mails were sent to all staff and contracted participants prior to each quarter and all moments were monitored on a daily basis to ensure response compliance.

On behalf of the cost settlement process for 2015-16, the IEP Ratio and One-Way Special Transportation Ratio were submitted to the Business Office prior to the due dates. The Access

Coordinator maintains a good working relationship with Monica Kotzmann 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. Five First Aid/CPR Certification training sessions were held during this school year as well as individual training sessions with Paraprofessionals and other direct service staff.

Special Objective:

This year's Special Objective was to provide comprehensive training on the SBAP targeting new paraprofessionals focusing on the importance of the whole program, direct service and RMTS. Objective was met on 1/27/2017 by presenting an overview of the SBAP (Direct and Administrative programs) to two groups of Paraprofessionals, including new and current staff.

Summary:

Although the Program continues to evolve, the Access Coordinator has successfully shifted with the changes and continues to forge ahead submitting claims timely. Processes and efficiency continue to improve in an effort to optimize the reimbursement through the program while maintaining a good relationship with all staff. The 2016-17 school year was a good year and the cooperation of all special education staff was greatly appreciated. Monica Kotzmann is wonderful to work with and is incredibly efficient, cooperative and performs a critical role in providing the financial reporting for the program.

Office of the Coordinator of Child Accounting
Annual Report for 2016-2017
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 2016-2017 school year, I have ambitiously and enthusiastically taken on the assignment of “Point of Contact Foster Liaison (“POC”)” which is derived from the federal government’s Every Student Succeeds Act (“ESSA”). ESSA reauthorizes the Elementary and Secondary Education Act of 1965.

Continuing Objective:

Continue to work with the Monroe County school districts to develop an Intra-district agreement that would enable students to remain in the district they are currently attending when placed in foster care. This will reduce the disruption to the affected student(s) during an already severely disruptive time in their lives.

In conjunction with the Pocono Mountain School District (“PMSD”), we were able to develop an agreement for a student this past year. Now with the advent of ESSA, there is no longer a need for this agreement as ESSA guidelines provide districts with the authority to keep foster students in the districts of origin, thereby eliminating the need for separate agreements between school districts.

Special Objective #1:

In close conjunction with Mr. Krebs, we seek to define Child Accounting and the integral relationship to Central Registration.

Mr. Krebs, the registration secretary and I are meeting two to four times per month, to develop and enhance registration practices, policies and procedures.

Summary:

The 2016-2017 school year has once again been busy and challenging. 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 being the Point of Contact Foster Liaison which has increased my daily duties as I

coordinate the completion of the Best Interest Determination (“BID”) forms and transportation needs for foster students. 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. I assist in identifying McKinney Vento families both currently registered in the district as well as new registrants; I assist with arranging transportation for them as well as keeping all appropriate staff informed of the student’s homeless status. I also offer the families all pertinent information on agencies that can provide the families with additional assistance. 4. This school year 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, I believe that both Mr. Krebs and I have developed a closer working relationship, which makes for a more open line of communication between us and a better understanding by Mr. Krebs of the actual duties performed by me.

Office of Technology Services/Pleasant Valley Cyber Academy
Annual Report for 2016-17
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:

Objective: “To continue to communicate with PVCA students and parents by providing more in-depth content on weekly communications”. This objective is important because it reduces and, in some cases, eliminates the exuberant amount of daily telephone calls and emails regarding processes and/or procedures. As of May 8th, 2017, 47 detailed parent/student messages were disseminated and included items such as procedures, policies, important dates, informational items, and date changes for schedules. The increased communication has also helped the department with efficiency, because more time was allotted for monitoring academic achievement and scheduling activities, thus improving department efficiency. This information informed parents and assisted students in remaining focused and positive while completing schoolwork. The increased communication has decreased the amount of routine questions from both students and parents. Going forward, this level of communication will remain the same.

Objective: “Update the intake process to better inform students and parents who enter the PVCA program”. The intake process is critical because it will determine the successfulness of the student. Thus, a comprehensive intake program will ensure the student better understands what needs to be accomplished in order to be a successful cyber student.

One of our goals is to provide the best experience for every student who steps through our door. The current intake process was evaluated in terms of usefulness and effectiveness, and a better product was derived that included the student and parent as active participants in the process. This was done to ensure everyone knows the expectations and is able to navigate the program.

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 2016-17 school year was both busy and productive. The 2017-18 academic year will certainly bring new challenges as we continue to implement the goals and objectives of the school district.

Office of the Network Administrator
Annual Report for 2016-17
Alex Sterenchock

Introduction:

The members of the PVSD Technology Systems Department are Alex Sterenchock, Network Administrator; Elke Reeves, Mike Walters and Chuck Tomori, Information Systems Technicians. These individuals provide technology support for the students, staff, and community members within our school district.

The department's responsibilities involve many activities, which include the installation, maintenance, and configuration of computers, printers, software applications, and related resources in order to support the academic programs throughout the school district. In addition, an integrated telecommunications/network infrastructure is supported to provide online services and distance learning capabilities, as well as file and print services. Technology training for teachers, administrators, and other staff is routinely provided, and modeling technology lessons also occur.

Review of Objectives:

Continuing Objective:

My continuing objective is to implement and deploy NowDocs print service application. I worked on getting all users uploaded, set up the approval process for the teachers to receive approval from principals for print jobs and completed a step by step handout for all users. Due to the antiquated user interface as well as the laborious back-end of maintaining user accounts and approval process, I began to look in to alternatives to NowDocs. My concern is that we would be starting at a disadvantage using this program due to the fact that it isn't as user friendly as it could be.

Special Objectives:

My special objective was to implement a backup internet connection to the district to supplement the main internet connection in the event that the main internet goes down. We needed the cable company to upgrade some of their hardware that supplied service into the high school to accommodate the internet connection via cable. The connection was installed at the point of demarcation from the cable company. Lastly, we need to have a cable run internally to the server room and configure the router to failover, either automatically or manually, to the backup connection.

Summary:

The PVSD Technology Systems Department was able to add wireless to the high school for better coverage for to provide service to the laptops, wireless devices and the ever increasing number of

Chromebooks. We continued to add Google ChromeBooks through various grants and district funds. A refresh of the Xerox machines was completed throughout the district to help reduce downtime and maintenance on the aging copy machines. I want to thank all of the building level technology coordinators (Tim McCutchan, Terry McDermott, Sean Crosby, Michele Herrmann, and Christie Doll) for their assistance with all of the technological needs of their respective buildings.

I would also like to thank Elke Reeves, Mike Walters, and Chuck Tomori, for all of their hard work and dedication not only to the technology department but to the school district as well. Their efforts are greatly appreciated. They should all be commended on a job very well done.

Office of the Pleasant Valley High School Principal
Annual Report for 2016-2017
John J. Gress

Introduction:

The High School Principal's role is to provide leadership for the instructional program and to supervise the management of those activities which contribute to the effectiveness of the total educational program. The principal oversees comprehensive programs that offer students options to pursue college and university degrees, careers, vocations, military, curricular activities and interscholastic athletic and co-curricular competition.

Review of Objective:

Objective: To reinforce and enhance Literacy skills of those students currently enrolled in 10th grade English Honors classes to prepare those students for the Keystone Literature Exam.

Meetings were held with the English Department Chair, English Honors 10 teachers and Language Arts Supervisor to review concerns and direction for the year. Classroom Diagnostics Test (CDT) data was reviewed. Pre/post literature based prompts aligned with determined areas of deficiencies were developed and administered to all Honors 10 classes. CDT's were administered three times throughout the school year. A data review was conducted for all 63 students in English Honors classes based on their CDT performance. Performance percentages indicated improvement from fall baseline scores. Progress will be reviewed upon the Keystone results in July.

Action steps included: classroom observations, department meetings, data analysis, classroom walkthroughs, scheduling of teachers and students. Additional actions included: Honors teachers meeting individually with each student to review their performance on each of the CDT assessments. Both strengths and deficiencies were reviewed. Classroom instruction was modified to address the identified deficiencies as indicated on the CDT assessments. Also, prior to the Keystone assessments, Mr. Gress met with all 10th grade English classes to review the Keystone process in preparation for the Keystone Exams in May.

Summary:

The 2016-2017 school year was rewarding in light of student learning, achievement and engagement. The building vision promoting a positive approach continued with the HOPE initiative and staff and student appreciation activities. Teachers worked to provide students with the necessary reinforcement in preparation for the Keystone exams.

The high school administrative team completed building level observations and evaluations. All teacher Student Learning Objectives (SLO's) were completed by staff. The 2017-2018 Program of Studies was approved with an additional AP course in Music. Advanced Placement course enrollment

and performance continues to increase. The scheduling process for the 2017-2018 school year was successfully completed. Students and staff received their schedules prior to the end of the school year.

The year ended with a dignified and outstanding graduation ceremony with approximately 83% of students going on to post-secondary education, twenty-six into the military and others into the world of work. Over 4.3 million dollars in scholarships were awarded. We are all PV proud of our students and wishing them success in the future. Additionally, students demonstrated outstanding performances in many areas including: Honor Societies, Scholarships, State and National FBLA and MCTI and Science. There were also outstanding performances by the Band, Chorus, Drama, Musical, Art, and many more. Awards recognition ceremonies were held for Co-curricular, Academic, Athletic and Performing and Visual Arts.

We are equally proud of an outstanding staff. Thank you to the entire staff for their hard work and dedication in making this an extremely successful year.

Office of the Pleasant Valley Middle School Principal
Annual Report for 2016-2017
Rocco T. Seiler

Introduction:

The Pleasant Valley 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 fourth year as the PVMS Principal. I have been in the district for 20 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 Student Learning Objects (SLO) are for all 7th grade students to show from the beginning of year Classroom Diagnostics Test (CDT) to the end of year CDT, specifically on Measurement, Data, and Probability concepts and for all 8th grade students to show an increase from the beginning of year CDT to the end of year CDT, specifically on Algebraic concepts.

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 50% of 8th grade students will earn proficient or advanced status on the standard M08.B-E.1 (Expressions and Equations- Demonstrate an understanding of expressions and equations with radicals and integer exponents.) on the PSSA.

SLO Results	
7 th grade students will show an increase on the CDT from the beginning to middle of year or maintain proficient/ advanced, specifically on Measurement, Data, and Probability concepts.	226 out of 321 students met this goal = 70% (Proficient)
8 th grade students will show an increase on the CDT from the beginning to middle of year or maintain proficient/ advanced, specifically on Algebraic concepts.	295 out of 360 students met this goal = 82% (Proficient)

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 taken a new form at PVMS. The 7-8 grade Math teachers have 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. Math teachers' SLOs focused on these areas of concern. 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 2nd annual Mini-THON, which was a huge success, we were able to raise over \$20,000 for Childhood Cancer Research. We inducted 82 members into the Arthur A. Smith Chapter of the NJHS. For the second year in a row, we had a 7th grade student place 3rd in the State Computer Fair competition and this was the first year for our Student Government Association.

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 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 am also thankful for the guidance from Ms. Geary, Mr. Gress, and Mrs. Ramsay have given me throughout my years at the Pleasant Valley Middle School and wish them all a very happy retirement and good luck in all of their future endeavors.

I look forward to the 2017-18 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 2016-2017
Cassandra M. Herr

Introduction:

During the 2016 – 2017 school year, Pleasant Valley Intermediate School welcomed approximately 1,010 students from fourth to sixth grade and 196 professional and support staff members on daily basis. Assistant Principal, Mr. Mark Boos and I worked collaboratively with our dedicated staff members to continue building positive relationships, maintain a strong school culture and climate, and increase parent involvement. All staff members worked diligently to ensure that Pleasant Valley Intermediate was a safe and supportive learning environment for our students.

Pleasant Valley Intermediate administration provided support and instructional leadership, listened to feedback from all stakeholders, responsibly managed the building budget, involved parents and community members in numerous events and activities, provided positive behavior support, and worked diligently to support district goals. The Pleasant Valley Intermediate SHARE Team was able to support students and work closely with families. This year, the SHARE Team educated all students and referrals are now able to be made by all PVI students, an essential component of the Student Assistance Program.

As always, academic growth and achievement in all subject areas was the main goal this year. In order to best meet the needs of our teachers and to support their growth as professionals, conference style Act 80 days were held in which they had the ability to select from a variety of subject areas and topics. This helped to individualize professional development and growth. Additionally, Professional Learning Communities began during faculty meetings at PVI. Teachers worked together on various topics in order to enhance instruction, problem solve, and work collaboratively.

Pleasant Valley Intermediate worked with Mrs. Ramsay to continuously improve English Language Arts. The utilization of the comprehension lesson template remained in place for Remediation and was instrumental in tracking student progress and data and in turn, informing instruction. The writing screener was administered to all students and great growth was observed from the beginning to the end of the year. STAR was once again utilized to measure growth throughout the year and progress monitor students. At the end of the school year, the following percentages reflect the students who are advanced or proficient: 76% Fourth Grade, 82% Fifth Grade, 80% Sixth Grade. This school year also introduced the Lucy Caulkins’ writing pilot for two teachers in each grade level. The feedback from the pilot has been positive from both teachers and students. Students are authentically engaged in the writing process and excited about writing time!

In the area of Mathematics, PVI worked closely with Math Supervisor, Mrs. Liddic. The Fact Fluency program continued, as well as the implementation of strategies introduced last year by Dr. Riccomini. There was also professional development and coaching provided by Go Math. Teachers discovered the Daily 3 and numerous professionals began to transform their classrooms. This approach

allows students to meet with their teacher and also focuses on small group station work to support learning and mastery.

Social studies and science continued to be implemented across the curriculum and students had numerous opportunities for engaging labs and geographical study utilizing Chromebooks. We will continue to focus on delivering a rigorous curriculum which will prepare our 21st century learners to compete globally.

Overview of Principal Student Learning Objective (SLO) and Professional Development:

Upon review of benchmark and Pennsylvania System of School Assessment (PSSA) data, the continued need for improvement in writing and comprehension was evident. For my personal SLO, I elected to focus on Text Dependent Analysis and growth on STAR. This was also a focus area for numerous teachers and to be able to share that this was my personal goal created a connection and made evident that we share the same values and work together to achieve a common goal.

Additionally, this year I attended several professional development opportunities in order to grow as an instructional leader and best support teachers and students. Most impressive was the Evaluation Academy, which focused on the Danielson Model and effective evaluations. This opportunity helped to focus professional and building level goals for the upcoming school year. Serving on the comprehensive planning committee and being involved in all professional development sessions allows me to best support staff. I am very excited for the Units of Reading pilot for the upcoming year and will continue to learn along with the teachers and support their efforts.

Summary:

The main goal at Pleasant Valley Intermediate was to support our students and help them grow academically, emotionally, and socially. Our students were welcomed each day into a positive school setting with teachers and staff members who encouraged their love of learning and worked diligently to improve student achievement in all subject areas.

Administration worked closely with the PTO to support students. The Funnel Cake stand was able to bring in a nice amount of revenue that went right back to the students. We are thankful that school supplies, Chromebooks, field day shirts, books, and much more was provided by the generosity of the PTO. We thank each volunteer for the countless hours that they donated to PVI in order to support our students.

Pleasant Valley Intermediate students are talented in many areas and had the opportunity to share their talents in various capacities. Our second annual “Authors and Artists” evening was a huge success, welcoming over 300 individuals that night. Students displayed their artistic talents and showcased their love of writing with displays of their work. Fourth, fifth, and sixth grade chorus students each had a concert at the end of the school year. Under the direction of Mrs. Nadine Snyder, students sounded phenomenal. Our beginning and intermediate band students, under the direction of Mr. Steve Bitto and Mr. Ron Bielecki, performed for family and friends during their end of the year band concert. We are extremely proud of our students who represented PVI at the Spelling Bee, Sixth Sense, and Marywood

Math. We look forward to a wonderful 2017-2018 school year which will continue to challenge our students with a rigorous curriculum and help them achieve academic excellence.

Office of the Pleasant Valley Elementary School Principal
Annual Report for 2016-17
Erica L. Greer

Introduction:

At Pleasant Valley Elementary School we welcomed approximately 1,200 students from Kindergarten through 3rd grade and 175 professional and support staff members daily. This year was filled with student success, professional development and ongoing initiatives. Interim Principal Ms. Barbara Bradley, Assistant Principal Mr. Roger Pomposello, Dean of Students Ms. Valerie Rudawski, and I are pleased to lead the wonderful students, dedicated staff and supportive families within our school community. PVE is a flourishing community school that continues to develop and evolve each year.

2016-2017 Professional Development and Curriculum Updates

The roles and responsibilities of the Pleasant Valley Elementary Principal aligned with the Pleasant Valley School District goals and five year planning process including: providing support and instructional leadership to all staff, coordinating student activities and field trips that are aligned with the curriculum and fiscally responsible, ensuring student and staff health and safety, communicating with the school community to provide help, guidance and support, monitoring attendance and student behavior. This year, we welcomed nine new teachers the PVE family. These teachers participated in new teacher orientation and were provided a mentor with whom they worked very closely throughout the 2016-2017 school year.

All classroom teachers, special education teachers and math support teachers worked with Dr. Paul Riccomini to provide professional development and coaching in the area of mathematics instruction. Dr. Riccomini provided training in the areas of mathematical content scaffolding, problem solving, number talk, Frayer model and fact fluency. Teachers incorporated this training into their instruction and worked with grade level peers to support their teaching.

Pleasant Valley Elementary continues to show progress and tremendous growth on English Language Arts and Math benchmark, quarterly and local assessments. Two classrooms in first, second and third grade piloted the Lucy Catkins' Writing Units of Study throughout the 2016-2017 school year. Teachers worked with our District Reading Supervisor and Ms. Deborah Matz from IU 20 to support the implementation of this initiative. In addition, we are in the process of expanding Daily 5 into more classrooms at PVE with the work of Literacy Coach Ms. Susan Price.

In the area of science instruction, the science task force members updated the instructional materials in first, second and third grade. The K-3 science department chair coordinated training to support the transition of the SCT science kits in first and second grade. In October, third grade teachers participated in a half day STC Electric Circuit unit training. This was an essential addition to the K-6 scope and sequence to ensure science instruction is covering the essential content identified in the PA Science Standards. The Electric Circuit unit training was provided by Carolina Biological Supply

Company. At PVE, are dedicated to setting and reaching high expectations for performance and success in all academic areas for all our students.

Overview of Principal Student Learning Objective (SLO):

Throughout the 2016-2017 school year the Student Learning Objective of the PVE Principal was:

- a. At MOY Benchmarking 85% of Third Grade students will score proficient or advanced on standards ELA 1.2.3B “Ask and answer questions about the text and make inferences from text, refer to text to support responses.”
- b. On Unit 3 Text Dependent Analysis Question, third grade students will improve one performance level on the TDA Rubric from Unit 2 or 60% will score 3 or a 4.

Both SLO goals were met. The overall the success of this SLO goes to the hard work of the students and teamwork between teachers and administrators to find the necessary resources to provide the best learning opportunities for our children.

Summary:

At Pleasant Valley Elementary School we are focused on engaging our students, staff and community each day. We view our role in the community to support all the needs of our children. I am confident we will continue to meet our students’ academic, social and emotional development through staff development and explicit, systematic, and data informed decision making.

Our parent/guardian involvement at PVE continues to grow with participation in family events and activities due to the leadership and dedication of our PTO President Heather Blum and the PTO Board of Directors. In addition, through their hard work and fundraising the PVE PTO provided funding for a swing set playground and classroom grants to support instruction at each grade level.

PVE staff members Mr. Christopher Becker and Ms. Valerie Rudawski held ongoing trainings to encourage parents/guardians to become Board Approved Volunteers and invest their time in our school. The PTO worked hand in hand with our staff to provide and support instruction and activities throughout the entire school year. We were able to honor our 200 volunteers at our end of year End of Year Volunteer Celebration in May 2017.

Finally, this year PVE provided a supplemental curricular in building activities that were directly connected to the individual grade level curriculum. Each grade level attended a field trip which was connected to their grade level science curriculum. I am truly proud of the wonderful accomplishments of our students and staff at PVE.

Office of the Director of Buildings and Grounds Director
Annual Report for 2016-2017
Travis C. Serfass, LEED GA

Introduction:

The Buildings and Grounds Department mission is to maintain a safe and comfortable school environment through skill, knowledge, and dedication. The current Maintenance Department consists of a Head of Maintenance and 11 crew members with a wide range of duties including: building trades, building automation, work order processing, grounds management, athletic field maintenance, and event set-ups. The Custodial Department consists of 4 Head Custodians and 39 crew members who work in shifts 24 hours a day to keep events running smoothly and the building safe and clean for the students and staff.

Review of Objectives:

Continuing Objective:

My continuing objective was to create a report annually that would outline all upgrades, improvements, repairs, renovations, major purchases, and procedural changes within the Maintenance Department. Additionally this would apply to Custodial Department, and would describe and personal changes, reassignments, large equipment and cleaning chemical purchases. For simplicity the report will be prepared in September to cover the summer work in the current 2016-2017 school year. This report will provide historical documentation moving forward of when items are repaired, replaced, or purchased. Annual budget information will also be available in the report for the 2016-2017 school year.

Special Objectives:

Implement a playground safety inspection program. I attended a workshop on playground safety inspection and maintenance from the PA Recreation and Park Society. In this workshop, I was able to gather the knowledge to build a playground inspection program. At this point playground inspection check lists have been developed, and 2 maintenance technicians will be attending the Playground Maintenance Workshop in September 2017 to allow them to perform the inspection on a weekly and monthly basis. The weekly inspection being less detailed and the monthly being more in-depth. Have staff members able to perform these inspections will help PVSD ensure the students and public are safe while playing on the playgrounds.

Summary:

After completing my first full school year at PVSD I feel I have made changes for the better in the maintenance and custodial departments. I was able to implement many procedural changes to improve employee accountability in both departments as well as improve efficiency and reduce operating costs. Getting the departments to high operating level will take time but this year I feel was a success and was a move in the right direction. These objectives provide documentation of all the hard work the staff puts in, and also offers ways for them to have ownership services that they provide the district. My annual report discussed two objectives, however; I feel many other objectives are being set or met each day within these departments, some small but none the less important, which can improve the overall efficiency, maintain taxpayer investments, and most importantly produce a clean, safe, comfortable learning environment for students.

Office of the Food Services Director
Annual Report for 2016-2017
Beverly Hendricks

Introduction:

The Food Service Department throughout the 2016-2017 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:

My Continuing Objective included developing Etrition (our POS system) to be an accurate data base for student's information as it pertains to the Food Service Department. To achieve this objective, we developed a communication network with each building school nurse to have accurate information on the POS for allergies. We update student information on a regular basis for correct email address to email information to parents to save money on mailing. We mail letters from the Food Service Department regarding monies owed to cafeteria and Direct Certification. We will continue to work with Technology on the new processes as they become available to keep data clean, accurate and up to date.

My Special Objective includes working with both the Business Manager and Lenorco group into acquiring services from a Procurement Company to comply with Procurement regulations that will be audited by both PDE & Auditor General. The regulations have been in place but were never a part of the CRE review which will be starting this year. It is an intercut process purchasing any items for the Food Service program depending on the dollar amount spent. We have created forms to be in compliance, added policies and statements where needed. We have acquired a Procurement Specialist

K12 Services along with continual work with the Lenorco group to feed our students good quality healthy nutritious foods at best possible price.

Summary:

The 2016-2017 school year was very productive with the new regulations on procurement that were handed down from the USDA and creating an accurate database for allergies, parents memos and email for communicating to not only Cafeteria Staff but to parents as well. 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.