



*Raising  
Expectations*

*Fostering  
Connections*

*Improving  
Performance*

Pleasant Valley  
School District

**2018-2019  
Annual Report**

## Dear Pleasant Valley Community,

The 2018-2019 school year has been a busy one. The district is proud of the many advances that were made this year, but more importantly, our progress has established a foundation for future accomplishments. Pleasant Valley School District is: *Raising Expectations, Fostering Connections, Improving Performance!*



The focus of the 2018-2019 Annual Report is on the district's most significant advances and developments. Their impacts are wide-ranging and designed to facilitate our students' academic, social, and emotional development – all factors that are essential to equip them for success.

Addressing the demands of the 21st century workforce requires us to collaborate and communicate with stakeholders, anticipate emerging technologies and advances, and create an environment – including the physical space – that is conducive to learning and supports students as they take on a more active role in the learning process.

Our commitment is to the following curriculum goals that underscore our actions. Educating the "whole" student means that in the future, as in 2018-2019, we will continue to:

- Encourage students to think critically and globally to innovate and problem solve complex problems.
- Equip students to communicate effectively with the varied and diverse individuals and groups with whom they interact locally, regionally, nationally, and globally.
- Empower students to be active learners who demonstrate initiative and independence in the learning process.
- Inspire students to embrace the idea that through hard work and persistence they can reach their goals and experience the confidence that comes with mastery.
- Provide the skills and resources to help students flourish and become well-balanced, civic-minded, and socially and emotionally savvy members of society.

As you review the 2018-2019 Annual Report, I hope you are as proud as I am of the initiatives the district has introduced and the progress we are making to prepare our students to grow, explore, achieve, develop skills for life, and participate in a changing world with courage, expertise, confidence, drive, and a sense of purpose.

**Best Regards,**  
**David F. Piperato, Superintendent**

## Full-Day Kindergarten Comes to Pleasant Valley

The district is set to launch full-day kindergarten in September 2019. The proposal received Board approval in the fall of 2018, making it possible for the full-day program to begin at the start of the 2019-2020 school year.

The transition to the all-day program follows a rigorous, balanced academic model that includes age-appropriate social and emotional experiences. The program utilizes Second Step, a social skills curriculum that promotes relationship building. Our kindergarten classrooms will also be teaching a new reading curriculum, Units of Study, which will be taught next year at all grade levels and utilizes a workshop model.

Students will be provided with lunch at school and have the opportunity for breakfast each day. There will be two "wellness" breaks: one in the morning and the other in the afternoon. Teachers can opt to use the time for outdoor recess as well as structured play.

Initial startup costs for all-day kindergarten are anticipated to be \$973,697, with \$728,064 in annual operating costs. The bulk of the budget has been earmarked for teachers' salaries. Seven classroom teachers, along with an additional math support teacher and reading support teacher, will be added. Other costs include curriculum development and materials, furniture, technology considerations, and additional services, such as expanded nursing and guidance.

An entire wing of the building, parallel to the existing kindergarten, will be dedicated to full-day kindergarten. Each classroom will have its own bathroom and teachers currently located in those classrooms will be relocated.

According to Pleasant Valley Elementary School Principal Roger Pomposello, who led several presentations about the program, "The plan to implement full-day kindergarten received enthusiastic support from administrators, staff, parents, and the Board."

There will be opportunities throughout the school year for parents to share their feedback about the kindergarten experience and building administration will be instituting Parent Advisory Council meetings.



# Why Full Day Kindergarten?



Several large-scale research studies conducted by national associations have identified numerous benefits of full-day kindergarten.\*

- Children in full-day kindergarten classes show greater reading and mathematics achievement gains than those in half-day classes.

- Full-day K can produce long-term educational gains, especially for at-risk students.
- Full-day K teachers have more time to get to know students and identify and address their learning challenges early — increasing the odds that children will be successful later in school and saving money and resources over the long term.
- Full-day K offers social, emotional, and intellectual

benefits to kindergartners, giving them more time to focus and reflect on activities, and transition between them.

- Investments in quality early childhood programs generate returns of 3-to-1 or even higher, which translates to \$3 saved for every \$1 invested. An early investment in children's social, emotional, and intellectual skills means lower grade retention and dropout rates for students later in life.
- Full-day kindergarten provides a bridge between prekindergarten programs and more structured learning in first grade.
- Teachers and parents prefer full-day kindergarten. Teachers cite several benefits of having additional time to work with young students.



\*The National Education Association, Education Commission of the States, Center for Evaluation and Education Policy, National Institute for Early Education Research, Economic Policy Institute and Committee for Economic Development, Early Childhood Research Quarterly.

## 2019-2020 Budget Synopsis

The Pleasant Valley School District finalized its 2019-2020 Budget on June 13, 2019, adopting a plan that will provide high quality education programs at a reasonable cost to the community. The School Board, administration, and staff worked persistently to develop a budget that is cost-conscious and educationally sound.

This is the eighth consecutive year that PV has successfully kept its millage rate below the state index, and only the second time in eight years that the District has seen an increase in property taxes. For six years prior to the first increase in 2018-2019, the District real estate taxes were not increased and balances in the General Fund were used to mitigate tax increases.

Appropriations for the 2019-2020 Proposed Final Budget total \$103,152,236, with a real estate tax millage of 150.016 mills. This represents a 2 mill increase, or 1.4%, from the 2018-2019 tax rate of 148.016 mills, which will result in a \$42 increase from 2018-2019 for a home with an assessed value of \$21,063.

The 2019-2020 Budget includes the use of fund reserves in the amount of \$3.1 million to provide funding for full-day kindergarten, Project Lead the Way programming at the high school level, and funds for investing in improvements of the district's aging facilities.

Historically, PV has worked hard to contain costs by negotiating fair labor contracts, reconfiguring the school district, refinancing bonds, subcontracting transportation, condensing and eliminating bus runs, increasing

ACCESS reimbursements, creating the PV Cyber Academy, creating the I.C.E. program, closing three elementary schools, eliminating staff positions (over 124 professional, administrative, and support staff positions over the past ten years), joining purchasing consortiums, and performance contracting.

### History of RE Tax Increase PVSD

YEAR	MILLAGE INCREASE
2012-2013 to 2017-2018	0
2018-2019	1.4%
2019-2020	1.4%

### PV 2019-2020 Budget at a Glance

Final approved 2019-2020 Budget	\$103,152,236
Increase from 2018-2019	\$169,586
Increase in millage rate	1.4 %
PA base Act 1 Index	2.3%
Average amount PV real estate will increase	\$42

# Pleasant Valley High School is turning 60!

In 1960, punch cards were used to process data, teachers wrote on chalkboards, and students sat in neat rows of desks. Pleasant Valley High School was built in 1960 and between 1960 and 2019, technology has advanced, new styles of teaching and learning have been introduced, and energy-efficient and environmentally friendly building-rating and performance measurement systems have been adopted, which necessitated a review of whether the existing structure was able to adapt and keep up.

The original school included classrooms, a kitchen and cafeteria, industrial arts spaces, a gym, auditorium, courtyard, atrium, and several support areas. In 1996, a large gymnasium addition and the John C. Mills connection increased the footprint of the building. To the left side, a sports facility and support spaces were added. On the right side, the two-story John C. Mills Wing connection was built. The connector link contains science labs, band

room, library, classrooms, and support spaces. Then in 2004, a large addition to the east side of the school was built, adding a new auditorium, band rooms, and chorus rooms, bringing the building to its current layout.

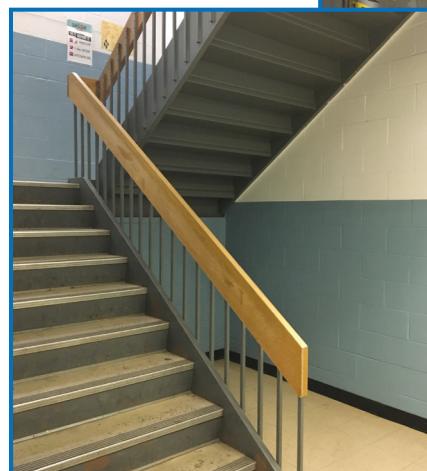
What a difference 60 years makes! It was time to determine whether the building was capable of supporting these new demands, whether its mechanical systems and other building features had reached their life expectancy, and whether the building was adequately sized to accommodate projected long-term enrollment declines. In January, the district awarded a contract to KCBA Architects to conduct a feasibility study to review the needs of the district to determine the best recommendation for the future.



Obsolete electrical equipment



Obsolete phone line network



Stair rails are too low, no grab handles, and the spacing is too wide to meet current codes

The study identified the following building deficiencies:

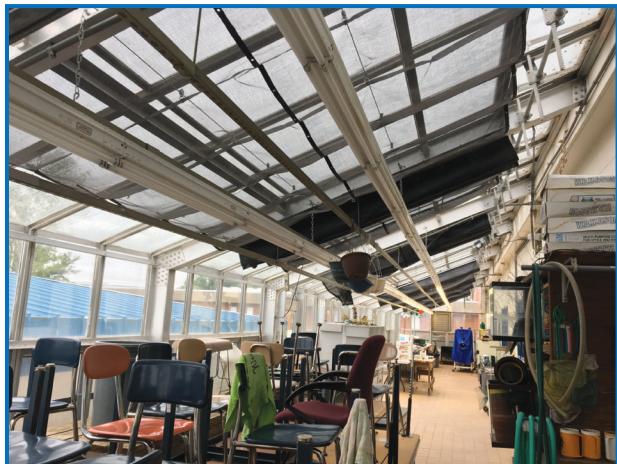
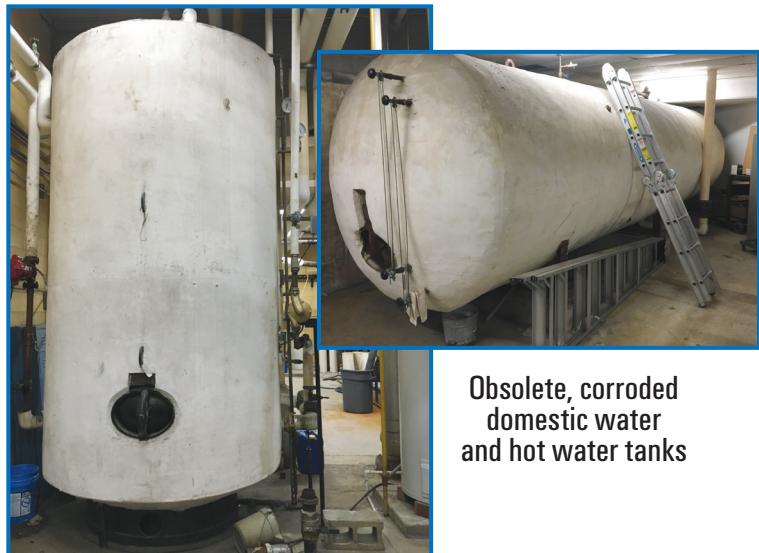
## Physical Building

- Numerous exterior repairs to the parking lot, curbing, brick, and flashing are needed.
- Nearly all mechanical, electrical, and plumbing systems need upgrades or replacement.
- Currently, there are many windowless classrooms due to an addition that filled in the courtyard spaces.
- Many spaces in the building are no longer compliant with ADA guidelines, including sidewalks, restrooms, elevators, classrooms, handrails, etc.
- Interior repairs are required.
- Inefficient mechanical systems and vintage electrical components were uncovered, many of which are obsolete and no longer supported by the manufacturer.

## Promoting 21st century learning

- Insufficient group collaboration areas for STEM/STEAM projects.
- Updated and improved technology integration needed throughout the building.
- Traditional library space is less in demand and could be transformed into a 21st century literacy and technology center.

Finally, enrollment projections indicate that the number of students in the district will decline by 15 percent over the next 15 years. Current high school enrollment is 1,500 and capacity is 1,600. The national average is 180 square feet per student, at the high school it is 207 square feet per student. The current building, with modification, may be sufficient to support future enrollment.



2nd-floor greenhouse, that is beyond repair due to leaks and framework issues

## The Options

The following options for the future of Pleasant Valley High School were considered the most viable and presented by the architects in June:

### High school renovation (minimal)

Scope of work: code compliance and HVAC upgrades.

Total construction: \$29,221,805

Total project: \$37,342,820

### High school renovation (basic)

Scope of work: Reconfigure spaces to align with the Academy Model approach that characterizes Project Lead The Way.

Total construction: \$35,379,629

Total project: \$44,916,944

### High school renovation (full))

Scope of work: Renovate all existing educational spaces and pursue more energy efficient HVAC options.

Total construction: \$42,214,363

Total project: \$53,325,665

### High school renovation (full and art addition)

Scope of work: Addition of art studio and circulation link to existing auditorium.

Total construction: \$44,783,219

Total project: \$56,483,359

## Next Steps

This is an ongoing process. Over the next few months the administration will work with the consultant to flesh out a more detailed scope of work for the basic high school option. The administration is cognizant of the financial ramifications for the community and the education implications for students and will weigh these carefully as they move toward making a decision.

# PV Curriculum Transformation Will Position Students for Success

Change does not happen in a vacuum. When it does occur — regardless of where or what precipitated it — education must respond appropriately by reviewing and revamping curricula to ensure that students are equipped to face these changes. Pleasant Valley School District has been diligent and proactive about monitoring trends and advances that are taking place locally, nationally, and globally, and has introduced a new curriculum that is attended to address emerging post-graduation education requirements and the skills demanded of the workforce of the future. Adopting a curriculum that is focused on transmitting essential skills is a district priority that begins with kindergarten and continues to all grade levels for all students.

A significant driver of curriculum change is the way that student learning and classroom instruction has evolved. Mathematics and Reading, for example, are no longer taught in silos (one hour for math, one hour for reading, etc.). Subjects are intertwined. Recently introduced changes will foster the integration of subjects, build on common ground between them, and enhance students' ability to obtain and process knowledge for personal, academic, and workforce success.

## STEM/STREAM

Since the 2000's STEM (Science, Technology, Engineering, Math) has been integrated into the district's curriculum. In recent years, Arts and Reading have been absorbed into the program name, now known as STREAM. The PV K-12 STREAM Alignment Team is collaborating on the fulfillment of a 3- to 5 year Action Plan focused on equal access of this type of integrated learning and critical thinking for all students at all grade levels.

## Project Lead The Way

In the fall of 2019, Pleasant Valley High School will debut Project Lead The Way (PLTW). PLTW is an organization focused on empowering students and transforming the teaching experience. It offers a problem-based curriculum combined with a mandated teacher professional development component. PLTW's professional development component prepares teachers to facilitate and coach the program and guide students in the mastery of the engineering, computer science, and biomedical pathways. The programs are designed so that students develop sought-after, transportable skills and grow into problem-based critical thinkers. Two of the three PLTW pathways,



computer science and engineering, will be offered in the fall, with plans to include biomedical, the third pathway, in 2020. The pathways rely on hands-on, problem-based study that encourages students to learn and apply their knowledge to real world situations.

## Activities available through PLTW

Participating schools have access to several courses under each pathway. For example, computer science includes activities such as creating an online art portal or using automation to analyze and process DNA data. There is also the potential to add a cybersecurity course. The engineering pathway focuses on numerous engineering specializations including aerospace, civil, digital electronics, and more. PV will kick off PLTW by offering Introduction to Engineering Design and Computer Science Principles. As the initiative evolves, more courses will be added within each pathway.

PLTW has partnered with AP, and there will be opportunities for students to receive Advanced Placement credits based on the number of PLTW courses they complete. Colleges sometimes accept AP credit for high school courses when a student matriculates.

## MakerSpace Carts

The district will continue its efforts to expand STREAM opportunities for students in the lower grades and at the start of the 2019-2020 school year will make 19 MakerSpace carts available to teachers at PVI. A MakerSpace Cart is a mobile MakerSpace, which is a shared collaborative workspace for making, learning, sharing, and exploring that may use high tech, low tech, or no tech tools. Some of the skills that are learned in a MakerSpace pertain to electronics, 3D printing, 3D modeling, coding, robotics, and more.

While the type of equipment may vary in a MakerSpace and can include 3D printers, laser cutters, CNC machines, soldering irons, and more, these spaces are helping familiarize and prepare students to apply critical 21st century skills in STREAM content areas.

Teachers will roll the MakerSpace Carts into their classrooms for a wide variety of hands-on projects to enhance student learning and creativity. The Maker Carts will be equipped with iPads, 3D pens and more, allowing for an on-the-go, cost-effective, technologically advanced educational option in the classroom.

## Co-teaching

In the fall, the district will introduce a pilot co-teaching program. Although co-teaching is not a new concept, it will have a new look as it is adapted to the district's focus on learner-centered education, which encourages students to choose what they will learn, how they will learn, and how they will assess their learning.

*continued on p. 8*

# PV Creates Profile of a Graduate

Pleasant Valley, like all school districts, is in the business of educating students for the future. To accomplish this task, there must be a well-defined perception of what the future looks like.

The world is advancing at a dizzying pace and experts say that as robots, automation, and artificial intelligence perform more tasks there will be a massive disruption of jobs. These changes will impact every area of the economy and will be felt globally, nationally, regionally, and locally. To respond effectively, school districts are placed in the unenviable position of prepping students for jobs that may not yet exist!

Through the Profile of a Graduate initiative, districts are engaging in collaborative efforts on the local level to gather information from key stakeholders to create a vision of the future and, relying on a number of reference points, suggest skills that will be desirable and in demand in the future.

The vision does not identify specific jobs, but rather skills that are essential for students to respond to a changing world. For example, the acceleration of technological advances may quickly make some jobs obsolete, but with a highly developed toolbox of “soft skills” — including critical thinking, problem solving, collaboration and communication — students will be able to adapt to emerging careers and progress professionally.

## The Profile of a Graduate Initiative

Profile of a Graduate is the brainchild of Battelle for Kids, a national not-for-profit organization committed to collaborating with schools and communities to realize the power and promise of 21st century learning for every student. School districts across the country are creating Portraits to guide them as they prepare their students for the future. Although Battelle provides resources and templates, each school district defines its strategy to ensure that the final report is unique to their students and their community.

## Why is PV participating in this effort?

The portrait 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. Profile of a Graduate is another step in the journey to becoming a 21st century education system.

“The process is collaborative and our reach was broad. We brought together a wide range of stakeholders, which included those associated with our schools, as well as representatives from business, technology, healthcare, higher education, journalism, manufacturing, finance, the arts, and more. Their insights were immensely helpful to furthering our understanding of future conditions and the steps necessary to prepare PV students. We appreciate their participation,” said Superintendent David Piperato.



## Getting started

PV’s Strategic Planning Profile of a Graduate Design Team included teachers, administrators, parents, students, and business/community leaders. The group initially met in February and over a four-month period held six meetings. Meetings featured guest speakers, panelist presentations, and small group discussions.

The team collaborated with local representatives in communications, the arts, business, finance, technology, engineering, science, health and human services, and other fields who identified what they perceived as the skills that future employees will need and identified the skills and attributes they value in new hires. Panelists also shared their insights into the competencies required for students to be successful.

After processing the insights contributed by stakeholders, the team developed a preliminary set of competencies for success.

## Identifying future competencies

The team divided the competencies into those that apply to self and those that apply to how the individual relates to the world around him/her. Self-competencies include:

- **Autonomy** — Knowing oneself as a learner and making appropriate learning choices
  - **Resiliency** — Controlling self both physically and emotionally in response to a disappointment and adversity and navigating to the psychological, social, cultural, and physical resources that sustain their well-being
  - **Knowledge** — Mastering foundational knowledge and any other additional content that is necessary
- Competencies that apply to how the individual relates to the world around him/her include:
- **Critical thinking** — Applying knowledge in various contexts and being able to problem solve.
  - **Collaboration** — Working successfully with others to accomplish mutual goals.
  - **Creator** — Challenging or extending current thinking in areas of passion.
  - **Citizens** — Demonstrating empathy using social skills to influence the greater community.
  - **Communicators** — Exploring and exchanging ideas with others.

The Profile of a Graduate is not just another initiative; it serves as a guidepost for system transformation. Every part of the school system, and every decision made —from the strategic plan, to curriculum, to budget decisions and more, should be aligned to the Profile of a Graduate and working toward making it a reality for every student.



## Pleasant Valley School District

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## POSTAL CUSTOMER



## Class of 2019

**Number of Graduates:** 348

**Students pursuing higher education:** 84 percent

**Students entering the military:** 3 percent

**Students entering the workforce:** 13 percent

**Students will attend:** DeSales University,  
East Stroudsburg University, Indiana University of PA,

Kutztown University, Moravian College, Northampton CC, Pennsylvania State University,  
Shippensburg University, Temple University, West Chester University of PA, Wilkes University



**Amount of Scholarship Money received:** \$1,848,647    **Average SAT Score:** 1120    **Average ACT Score:** 19.5

## PV Curriculum Transformation Will Position Students for Success

*continued from p. 6*

The pilot program will be implemented across all building levels with teams of teachers working at each building. There are several ways that co-teaching can be implemented, including simultaneous teaching, instructional teaching, supplemental teaching, and a co-teaching rotation, but generally, it involves regular and special educators working together in the same classroom to instruct and mentor groups of students.

The benefit, especially in a student-centered classroom, is that teachers can assess and differentiate instruction and provide more opportunities for students to understand and connect with content within the regular education classroom.

Curriculum changes that were identified during the 2018-2019 school year will set the stage for future changes.