

Profile and Plan Essentials

LEA Type		AUN
Pleasant Valley School District		120455203
Address 1		
2233 Rte 115 Suite 100		
Address 2		
City	State	Zip Code
Brodheadsville	PA	18322
Chief School Administrator		Chief School Administrator Email
James R. Konrad		konrad.james@pvbears.org
Single Point of Contact Name		
Jonathan Ayre		
Single Point of Contact Email		
Ayre.Jonathan@pvbears.org		
Single Point of Contact Phone Number		
5704021000		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
James Konrad	Administrator	Pleasant Valley School District-Superintendent	konrad.james@pvbears.org
Susan Kresge	Board Member	Pleasant Valley School District	kresge.susan@pvbears.org
Ronald Reynolds	Community Member	Syncogen Industries	syncgen@gmail.com
Roger Pomposello	Administrator	Pleasant Valley Elementary School	pomposello.roger@pvbears.org
Jason Van Voorhis	Administrator	PVSD - Director of Instructional Technology and Innovations	vanvoorhis.jason@pvbears.org
Tim McCutchan	Administrator	Pleasant Valley Middle School	mccutchan.tim@pvbears.org
Brian Boylan	Administrator	Pleasant Valley High School	boylan.brian@pvbears.org
Julie Harris	Administrator	Pleasant Valley School District-Director of Special Education	harris.julie@pvbears.org
Rae Lin Howard	Administrator	Pleasant Valley School District-Assistant Superintendent	howard.rae@pvbears.org
Bernadette Fierro	Administrator	Pleasant Valley School District - Curriculum Supervisor	fierro.bernadette@pvbears.org
Lisa Eick	Community Member	The Growing Place/Preschool	tgpleick@ptd.net
Linda Barney	Community Member	The Growing Place/Preschool	tgplbarney@ptd.net
Brian Morgan	Staff Member	Pleasant Valley High School Counselor	morgan.brian@pvbears.org
Jessica Svetz	Staff Member	PVSD - Psychologist	svetz.jessica@pvbears.org
Sarah Rodvelt	Staff Member	Pleasant Valley Middle School - Counselor	rodvelt.sarah@pvbears.org
Charles Tomori	Administrator	Pleasant Valley School District - Technology Coordinator	tomori.chuck@pvbears.org
Trevor Kresge	Staff Member	Pleasant Valley School District - Pleasant Valley Cyber Academy	kresge.trevor@pvbears.org
Nicholas McCutchan	Student	Pleasant Valley Middle School	110673@pvbears.org
Jillian Hansen	Staff Member	Pleasant Valley Elementary School - Counselor	hansen.jillian@pvbears.org
Lorraine McCutchan	Community Member	Pleasant Valley School District	mccutchan.lorraine@pvbears.org
Lauren Nelson	Parent	Pleasant Valley School District	nelson.lauren@pvbears.org
Dennis Virga	Other	Monroe Career Technical Institute - Director	dvirga@monroecti.org
Mira Giunta	Student	Pleasant Valley High School	107043@pvbears.org
Suzanne Burnett	Staff Member	Pleasant Valley Elementary School - Reading Specialist	burnett.suzanne@pvbears.org
Heather Heimer	Other	Colonial Intermediate Unit #20	hheimer@ciu20.org
Valerie Palmieri	Staff Member	Pleasant Valley Middle School - Reading Specialist	palmieri.valerie@pvbears.org
Raberta Hans	Staff Member	Pleasant Valley School District - Special Education Supervisor	hans.raberta@pvbears.org
Abigail Nelson	Student	Pleasant Valley High School	108016@pvbears.org
Julie Romanisko	Staff Member	Pleasant Valley Intermediate School - Counselor	romanisko.julie@pvbears.org
Vickie O'Rourke	Staff Member	Pleasant Valley School District - Secretary	orourke.vickie@pvbears.org
Tracy Pio	Staff Member	Pleasant Valley Intermediate School - Math Specialist	pio.tracy@pvbears.org
Christine Deutsch	Staff Member	Pleasant Valley School District - Special Education Supervisor	deutsch.christine@pvbears.org
Kerry Freeman	Staff Member	Pleasant Valley High School - Special Education Teacher	freeman.kerry@pvbears.org

Jonathan Ayre	Administrator	Pleasant Valley School District - Curriculum Supervisor	ayre.jonathan@pvbears.org
Sabrina Albright	Administrator	Pleasant Valley Intermediate School	albright.sabrina@pvbears.org

LEA Profile

The Pleasant Valley School District is located in the rural area of northeastern Pennsylvania, within Monroe County, and covers about 120 square miles. This vibrant community is on the southern edge of the greater Pocono Mountain recreation area, close to New Jersey and New York.

The district includes four townships: Chestnuthill, Eldred, Polk, and Ross. Recreation and tourism are the main employment sectors here, along with some light retail businesses. The school district is the largest employer, although many residents commute daily to work in the Lehigh Valley, New Jersey, and New York.

Our community is diverse, not only culturally but also in terms of household income, education levels, and home values. Recently, we've seen an increase in homelessness, which has led to various community initiatives. By working with the school district, the community has collected thousands of toys for children, hundreds of meals for families in need, and raised thousands of dollars to support community services. When help is needed, our community steps up.

A Pleasant Valley education is about more than just academic success. It's about preparing our students academically, socially, emotionally, and globally, following the district's Profile of a Graduate. Every day, students work on building meaningful relationships, helping our community of learners grow, explore, achieve, and develop skills for life beyond K-12 education. This includes a wide range of curricular, co-curricular, and extracurricular programs.

Mission and Vision

Mission

Excellence in Education: A Community Commitment The Pleasant Valley School District's mission statement defines what drives our district's actions, goals, decision-making processes and overall purpose. We strive for excellence in all that we do. We also understand that for students to be successful we must rely on quality educators, sound fiscal management and a strong and supportive community of stakeholders.

Vision

Pleasant Valley School District will provide a safe learning environment that promotes academic excellence for all learners. Our vision is to equip students with the skills necessary to be informed, healthy, productive and responsible citizens in a progressive society.

Educational Values

Students

1. We believe that education is a collaboration among students, parents, educators and the community to develop the "whole" student in becoming a competent member of a civic minded, culturally diverse nation and a changing global society. Students will have responsibility for their own learning to develop an understanding of the skills necessary to become a competent member of a civic minded, culturally diverse nation and a changing global society. 2. We believe that all students can learn in a safe, student-centered environment while engaging individual differences. Students will take an active role in their education by becoming an advocate for their own learning, be knowledgeable of their individual differences and learning styles while following school safety procedures and rules. 3. We believe that all stakeholders should model and promote the skills necessary for students to positively influence the school and greater community. Students will take an active role in learning and applying the skills necessary to positively influence the school and greater community. 4. We believe that all learning community members have the responsibility to ensure a safe, positive and respectful learning environment for all stakeholders. All students have the responsibility to ensure a safe, positive and respectful learning environment for all members of the learning community. 5. We believe that high expectations, a challenging curriculum, quality differentiated instruction and an engaging learning environment develop a healthy lifestyle, foster greater student achievement and promote self esteem for all. All students will develop the cognitive, personal and interpersonal competencies identified within the district Profile of a Graduate. 6. We believe, in conjunction with the PVSD Profile of a Graduate, that students, with the support of parents and teacher-stakeholders have the responsibility to put forth their best effort to achieve their individual potential as knowledgeable, resilient and autonomous creators, collaborators, critical thinkers, communicators and citizens. 7. We believe that education is a lifelong process and key to a successful society. All students will understand the necessity and value of lifelong learning leading to the success of the society around them.

Staff

1. We believe that education is a collaboration among students, parents, educators and the community to develop the "whole" student in becoming a competent member of a civic minded, culturally diverse nation and a changing global society. School staff will teach the skills necessary to develop students who are able to engage in and with the world and change it in thoughtful ways. 2. We believe that all students can learn in a safe, student-centered environment while engaging individual differences. School staff will understand and respect individual differences and learning styles, while differentiating instruction and collaborating with other stakeholders to meet student needs. 3. We believe that all stakeholders should model and promote the skills necessary for students to positively influence the school and greater community. School staff will model and teach the skills necessary for students to positively influence the school and greater community. 4. We believe that all stakeholders have the responsibility to ensure a safe, positive and respectful community for all stakeholders. All staff have the responsibility to ensure a safe, positive and respectful learning environment for all members of the learning community. 5. We believe that high expectations, a challenging curriculum, quality differentiated instruction and an engaging learning environment develop a healthy lifestyle, foster greater achievement and promote self esteem for all. All staff will support students in the development of the cognitive, personal and interpersonal competencies identified in the district Profile of a Graduate. 6. We believe, in conjunction with the PVSD Profile of a Graduate, that students, with the support of parents and teacher stakeholders, have the responsibility to put forth their best effort to achieve their individual potential as knowledgeable, resilient and autonomous creators, collaborators, critical thinkers, communicators and citizens. 7. We believe that education is a lifelong process and key to a successful society. All staff will understand the necessity and value of lifelong learning leading to the success of their society.

Administration

1. We believe that education is a collaboration among students, parents, educators and the community to develop the "whole" student in becoming a competent member of a civic minded, culturally diverse nation and a changing global society. Administrators will provide resources, support and facilitation to all stakeholders ensuring "whole" student development to become a competent member of a civic minded, culturally diverse nation and a changing global society. 2. We believe that all students can learn in a safe, student-centered environment while engaging individual differences. Administrators will provide safety procedures and regulations to maintain stability and consistency while recognizing and promoting student differences. 3. We believe that all stakeholders should model and promote the skills necessary for students to positively influence the school and greater community. Administrators will support all stakeholders and model the skills necessary for students to positively influence the greater community. 4. We believe that all stakeholders have the responsibility to ensure a safe, positive and respectful community for all learning community members. All administration have the responsibility to ensure a safe, positive and respectful learning environment for all members of the learning community. 5. We believe that high expectations, a challenging curriculum, quality differentiated instruction and an engaging learning environment develop a healthy lifestyle, foster greater achievement and promote self esteem for all. All administrators will support students in the development of the cognitive, personal and interpersonal competencies identified in the district Profile of a Graduate. 6. We believe, in conjunction with the PVSD Profile of a Graduate, that students, with the support of parents and teacher stakeholders, have the responsibility to put forth their best effort to achieve their individual potential as knowledgeable, resilient and autonomous creators, collaborators, critical thinkers, communicators and citizens. 7. We believe that education is a lifelong process and key to a successful society. All administration will understand the necessity and value of lifelong learning leading to the success of society.

Parents

1. We believe that education is a collaboration among students, parents, educators and the community to develop the "whole" student to become a competent member of a civic minded, culturally diverse nation and a changing global society. Parents/Guardians will model and reinforce the skills necessary for students to become a competent members of a strong, culturally diverse nation and a changing global society. 2. We believe that all students can learn in a safe, student-centered environment while engaging individual differences. Parents/Guardians, in partnership with the learning community, will support and reinforce safety procedures as they advocate for their student's individual learning needs. 3. We believe that all stakeholders should model and promote the skills necessary for students to positively influence the school and greater community. Parents/Guardians will reinforce the skills necessary for students to positively influence the school and greater community. 4. We believe that all stakeholders have the responsibility to ensure a safe, positive and respectful community for all. All parents/guardians have the responsibility to ensure a safe, positive and respectful learning environment for all members of the learning community. 5. We believe that high expectations, a challenging curriculum, quality differentiated instruction and an engaging learning environment develop a healthy lifestyle, foster greater student achievement and promote self esteem for all students. All parents/guardians will support students in the development of the cognitive, personal and interpersonal competencies identified in the district Profile of a Graduate. 6. We believe, in conjunction with the PVSD Profile of a Graduate, that students, with the support of parents and teacher stakeholders, have the responsibility to put forth their best effort to achieve their individual potential as knowledgeable, resilient and autonomous creators, collaborators, critical thinkers, communicators and citizens. 7. We believe that education is a lifelong process and key to a successful society. All parents/guardians will understand the necessity and value of lifelong learning leading to the success of their society.

Community

1. We believe that education is a collaboration among students, parents, educators and the community to develop the "whole" student to become a competent member of a civic minded, culturally diverse nation in a changing global society. Community stakeholders will model and reinforce the skills necessary to become

a competent member of a civic minded, culturally diverse nation in a changing global society. 2. We believe that all students can learn in a safe, student-centered environment while engaging individual differences. Community members will embrace and celebrate the individual differences of our community. 3. We believe that all stakeholders should model and promote the skills necessary for students to positively influence the school and greater community. Community members will help to identify and model the skills necessary for students to positively influence the school and greater community. 4. We believe that all stakeholders have the responsibility to ensure a safe, positive and respectful community for all community members. All community members have the responsibility to ensure a safe, positive and respectful learning environment for all members of the learning community. 5. We believe that high expectations, a challenging curriculum, quality differentiated instruction and an engaging learning environment develop a healthy lifestyle, foster greater student achievement and promote self esteem for all students. All community members will support students in the development of the cognitive, personal and interpersonal competencies identified in the district Profile of a Graduate. 6. We believe, in conjunction with the PVSD Profile of a Graduate, that students, with the support of parents and teacher stakeholders, have the responsibility to put forth their best effort to achieve their individual potential as knowledgeable, resilient and autonomous creators, collaborators, critical thinkers, communicators and citizens. 7. We believe that education is a lifelong process and key to a successful society. All community members will understand the necessity and value of lifelong learning leading to the success of their society.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Future Ready PA Index State Assessment Measures - HS	At Pleasant Valley High School, the "all student" group exceeded the statewide proficiency average of 53.9 % with a proficiency average of 63.3% in 23-24 for ELA. The "all student" group also exceeded the Standard Demonstrating Growth of 75.4% in ELA with a score of 83% for the 23-24 school year.
Future Ready PA Index State Assessment Measures - MS	At Pleasant Valley Middle School, The "all student" group improved proficiency on the Science PSSA for the 23-24 School year with a score of 50% from a proficiency of 47.1% in 22-23.
Future Ready PA Index State Assessment Measures - I	At Pleasant Valley Intermediate School, the "all student" group had an Academic Growth Score of 100% for Science in 23-24. Subgroups of "Hispanic, Economically Disadvantage and students with disabilities" exceeded the statewide growth standard of 70% in Math with scores of 83, 81, and 88 respectively for the 23-24 school year.

Challenges

Indicator	Comments/Notable Observations
Future Ready PA Index State Assessment Measures - HS	At Pleasant Valley High School, the "all student" group did not meet the Interim Goal/Improvement Target in ELA, Math, or Science for the 23-24 school year and scored below the statewide average in Math and Science.
Future Ready PA Index State Assessment Measures - HS	At Pleasant Valley High School, the "all student" group did not meet the growth standard in Math or Science for the 23-24 school year.
Future Ready PA Index State Assessment Measures - M	At Pleasant Valley Middle School, the "all student" group did not meet the Interim Goal/Improvement Target in ELA, Math, or Science for the 23-24 school year and scored below the statewide average in ELA, Math, and Science.
Future Ready PA Index State Assessment Measures - M	At Pleasant Valley Middle School, the "all student" group did not meet the growth standard in ELA, Math or Science for the 23-24 school year.
Future Ready PA Index State Assessment Measures - I	At Pleasant Valley Intermediate School, the "all student" group did not meet the Interim Goal/Improvement Target in ELA for the 23-24 school year and scored below the statewide average.
Future Ready PA Index State Assessment Measures - I	At Pleasant Valley Intermediate School, the "all student" group did not meet the growth standard in ELA or Math for the 23-24 school year.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator annual academic growth Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
	At Pleasant Valley Middle School, the "Black" subgroup exceeded the statewide average for demonstrative annual academic growth expectations of 74.9% with a 76%.

Black	
Indicator statewide growth standard Grade Level(s) and/or Student Group(s) Hispanic, Economically Disadvantage and students with disabilities	Comments/Notable Observations At Pleasant Valley Intermediate School, subgroups of "Hispanic, Economically Disadvantage and students with disabilities" exceeded the statewide growth standard of 70% in Math with scores of 83, 81, and 88 respectively for the 23-24 school year.

Challenges

Indicator Percent Proficient or Advanced Grade Level(s) and/or Student Group(s) Student with Disabilities	Comments/Notable Observations At Pleasant Valley High School, the "Students with Disabilities" subgroup demonstrated low proficiency rates on the 23-24 Keystone Exams. In Math, only 8.8% of students in this subgroup scored proficient or advanced, while in ELA, the proficiency rate was slightly higher at 14%. Similarly, in Science, the "Students with Disabilities" subgroup had only 8.8% score proficient or advanced.
Indicator Percent Proficient or Advanced Grade Level(s) and/or Student Group(s) Student with Disabilities	Comments/Notable Observations At Pleasant Valley Middle School, the "Students with Disabilities" subgroup demonstrated low proficiency rates on the 23-24 PSSA Exams. In Math, only 9.9% of students in this subgroup scored proficient or advanced, while in ELA, the proficiency rate was slightly higher at 19.6%. Similarly, in Science, the "Students with Disabilities" subgroup had only 28.2% score proficient or advanced.
Indicator Percent Proficient or Advanced Grade Level(s) and/or Student Group(s) Student with Disabilities	Comments/Notable Observations At Pleasant Valley Intermediate School, the "Students with Disabilities" subgroup demonstrated low proficiency rates on the 23-24 PSSA Exams. In Math, only 34.3% of students in this subgroup scored proficient or advanced, while in ELA, the proficiency rate was slightly higher at 27.5%. Similarly, in Science, the "Students with Disabilities" subgroup had only 60% score proficient or advanced.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

At Pleasant Valley High School, the "all student" group exceeded the statewide proficiency average of 53.9 % with a proficiency average of 63.3% in 23-24 for ELA. The "all student" group also exceeded the Standard Demonstrating Growth of 75.4% in ELA with a score of 83% for the 23-24 school year.

At Pleasant Valley Middle School, The "all student" group improved proficiency on the Science PSSA for the 23-24 School year with a score of 50% from a proficiency of 47.1% in 22-23.

At Pleasant Valley Intermediate School, the "all student" group had an Academic Growth Score of 100% for Science in 23-24.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

At Pleasant Valley High School, the "all student" group did not meet the Interim Goal/Improvement Target in ELA, Math, or Science for the 23-24 school year and scored below the statewide average in Math and Science.

At Pleasant Valley Middle School, the "all student" group did not meet the Interim Goal/Improvement Target in ELA, Math, or Science for the 23-24 school year and scored below the statewide average in ELA, Math, and Science.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
BOY STAR Data grades 3-10	Grades 3-5 focus on decoding strategies, vocabulary extensions and acquisition and utilization of comprehension strategies. Grades 6-10 focus on the acquisition and utilization of comprehension strategies to enhance understanding of grade/course level material across all content areas.
MOY STAR Data grades 3-10	All grade levels continue to use data to identify areas of need. These areas of need continue to drive instruction to support student mastery and proficiency.
BOY Acadience Data grades K-2	Grades K-2 focus on phonemic awareness and core phonics instruction.
MOY Acadience Data grades K-2	Grades K-2 focus on phonemic awareness and core phonics instruction.

English Language Arts Summary

Strengths

Formative Assessments given by district teachers during instruction were used to measure student understanding and progress. Additionally, this data provides frequent and timely feedback on teaching effectiveness and students' current learning. Examples of formative assessment include Venn Diagram, KWL Chart, Ticket out the Door, Mid Class Question and Handheld Whiteboard Responses.
Mid Unit Assessments are used throughout district classrooms to monitor instruction and student progress typically every 6-8 weeks relative to specific learning objectives or standards. These assessments can be disaggregated, reviewed and reported to identify learning gaps and potential for further instruction before the end of the Unit and prior to the beginning of the next Unit, semester or school year. Examples of Mid Unit Assessments used by the district include Mid Terms Assessments and Quizzes.
Summative Assessments are given to provide information regarding overall student proficiency and content mastery. Summative Assessments are representative of a graded effort for the course, Unit, semester or school year as measured against standards-based skills and knowledge. Examples of Summative Assessments include Final Examinations, PSSA and Keystone Examinations.

Challenges

Focus on direct, explicit instruction of standards based curriculum directed toward identified student areas of need.
Utilization of student data sets to drive instructional planning for strategic intervention, remediation and acceleration.
Creation of common assessments to triangulate student needs, instructional delivery and program planning.
Integration of Social Emotional Learning standards and strategies to support student wellness across all content areas.

Mathematics

Data	Comments/Notable Observations
BOY K-8 Ready Math	Initial K-8 data yielded an overall on grade level proficiency rate of: Pleasant Valley Elementary - 16% Pleasant Valley Intermediate -

Diagnostic	22% Pleasant Valley Middle - 27%
MOY K-8 Ready Math Diagnostic	Mid year data yielded a significant increase in overall grade level proficiency rates of: Pleasant Valley Elementary - 45% Pleasant Valley Intermediate - 43% Pleasant Valley Middle - 35%
Keystone Algebra 1 - Spring Results	33.6% of students in the algebra course received proficient or advanced for the 23-24 school year.

Mathematics Summary

Strengths

Consistency in our core math resources through continued used of iReady in K-8
Utilization of student diagnostic data to determine student individualized learning pathways.
Student diagnostic data informs individualized learning pathways that promote extended learning both in school and at home through additional practice and support.

Challenges

Addressing the critical need for home internet access for all students.
Using multiple data sources to personalize and differentiate instruction.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Grades 5, 8 PSSA	Grade 4 reached an 82.6% advanced or proficient rating Grade 8 reached a 50% advanced or proficient rating
Keystone Biology	Grades 9 and 10 reached 47.1% advanced or proficient ratings combined.

Science, Technology, and Engineering Education Summary

Strengths

Implementation of Esport Curriculum at PVMS
Redesigned robotic courses at PVHS
Real world learning opportunities at the newly opened Nature Trail at PVI
Continued professional development to aid in the implementation of STEELS through Grade K - 10.

Challenges

Need to increase student enrollment in STEM related electives moving into grades 9-12.
Need to increase elective offerings to align with STEM careers.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark PVI	At Pleasant Valley Intermediate School, 97.9% of students grades 4, 5 and 6 met the Career Standards Benchmark, surpassing the statewide average of 91.4% in 23-24
Career Standards Benchmark PVM	At Pleasant Valley Middle School, 91.7% of students grades 7 and 8 met the Career Standards Benchmark, surpassing the statewide average of 91.4% in 23-24.
Career Standards Benchmark PVHS	At Pleasant Valley High School, 99.1% of grades 9-12 students met the Career Standards Benchmark, surpassing the statewide average of 91.4% in 23-24.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Monroe Career Technical Institute enrollment option	PVSD students have the opportunity to enroll in one of 21 MCTI programs.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Seton Hall University

Agreement Type

Dual Credit

Program/Course Area

Social Studies

Uploaded Files

Seton Hall.pdf

Seton Hall_52cc4f8c.pdf

Partnering Institution

Moravian University

Agreement Type

Dual Credit

Program/Course Area

English and Math

Uploaded Files

PVSD_Moravian Dual Enrollment Updated 9_18_24.pdf

Partnering Institution

Delaware Valley University

Agreement Type

Dual Credit

Program/Course Area

Science/Agriculture

Uploaded Files

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

PVSD has a focused and strategic curriculum review and renewal process in place to monitor instructional programming and delivery as well as standards based, rigorously aligned learning.
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PVSD will continue to support program implementation with ongoing teacher professional development.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

PVSD will continue to seek time for relevant teacher professional development.
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PVSD will continue to monitor and adapt instructional schedules and calendars to implement effective professional development training.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Grades 3-5 PSSA	40% of EL students in grades 3 to 5 scored proficient or advanced on the ELA portion of the PSSA. 56.7% of EL students in grades 3 to 5 scored proficient or advanced on the Math portion of the PSSA.
Grades 6-8 PSSA	36.7% of EL students in grades 3 to 5 scored proficient or advanced on the ELA portion of the PSSA. 21.4% of EL students in grades 3 to 5 scored proficient or advanced on the Math portion of the PSSA.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Grades 3-5 PSSA	40.9% of Economically disadvantaged students in grades 3 to 5 scored proficient or advanced on the ELA portion of the PSSA. 48% of Economically disadvantaged students in grades 3 to 5 scored proficient or advanced on the Math portion of the PSSA.
Grades 6-8 PSSA	36.1% of Economically disadvantaged students in grades 3 to 5 scored proficient or advanced on the ELA portion of the PSSA. 20.7% of Economically disadvantaged students in grades 3 to 5 scored proficient or advanced on the Math portion of the PSSA.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
White	White students comprise 69.7% of the student population of the Pleasant Valley School District.
Hispanic	Hispanic students comprise 18.3% of the student population of the Pleasant Valley School District.
Black	Black students comprise 5.9% of the student population of the Pleasant Valley School District.
2 or More Races	Students with 2 or more races comprise 4.7% of the student population of the Pleasant Valley School District.
Asian	Asian students comprise 1.3% of the student population of the Pleasant Valley School District.
American Indian/Alaskan Native	American Indian/Alaskan Native students comprise 0.1% of the student population of the Pleasant Valley School District.
Hawaiian/Pacific Islander	Hawaiian/Pacific Islander students comprise 0.1% of the student population of the Pleasant Valley School District.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

All students identified with special education needs (accounted for in the needs assessment) are monitored and serviced through their individualized education plans.
Science at PVI is identified as a relative strength for all student groups in grade 4 for the 23-24 school year.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Mathematics, ELA, and science are areas of relative need for students in grades K-12.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	PVSD has created a K-12 Special Education Plan that is continually reviewed and updated to meet the needs of all learners. The Plan seeks to support a myriad of instructional needs as identified by Chapter 14. Although the Plan is formally reviewed every 3 years, it is reviewed yearly within district to ensure the meeting of student needs and the professional support of district personnel.
Title 1 Program	Pleasant Valley Elementary and Intermediate Schools are Schoolwide Title I Schools. A focus of that plan is to lift the level of instruction and proficiency towards closing the achievement gap in second grade English Language Arts and Math instruction. It is imperative to provide students with a stronger entry into third grade. Pleasant Valley Intermediate School is also a Schoolwide Title I School. A focus of that schoolwide plan is to lift the level of instruction and proficiency towards closing the achievement gap in 4th and 5th grade English Language Arts and Math instruction.
Student Services	PVSD continually evaluates and responds to extend the continuum of services to meet the needs of all K-12 students. The continuum of services includes both within district extensions including, but not limited to utilization of a Licensed Clinical Social Worker and Transition Coordinator as well as services from the St. Lukes' University Health Network and Monroe, Pike and Carbon County Community Service Agencies.
K-12 Guidance Plan (339 Plan)	The K-12 Guidance Plan (339 Plan) is reviewed and updated yearly by the district Advisory Team. The Plan is focused on 3 specific domains of student development: Academic, Career and Personal/Social. The Chapter 339 Plan is a working document that provides the framework for ensuring all students experience success in school while preparing for post graduate college and career endeavors.
Technology Plan	PVSD's 1:1 Technology Implementation Plan strategically focuses on using technology to improve teaching and learning across the district, addressing infrastructure, device selection (including Chromebook refreshes), teacher professional development, student learning (both synchronous and asynchronous), and community communication.
English Language Development Programs	PVSD has developed a Handbook that identifies and clarifies best instructional programming for English Language Learners. The Handbook, which is reviewed yearly, ensures all PV educators and learning community families have key information regarding the compliance with state regulations, facilitation of family and community engagement, recruitment and training of qualified teachers and staff and perpetuating collaboration between all staff members. The Handbook is offered online as well as in print formats.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Continual renewal and implementation of programmatic and instructional updates based on student strengths and needs.
Focus on increasing student-centered instructional activities in all learning environments.
Faculty and staff dedicated to meeting all student strengths and needs.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Meeting of ever-changing and increasing student mental health needs.
Meet the needs of all students with culturally responsive education

Continued financial opportunities to provide 1:1 technology as well as internet access.

Continued implementation of Structured Literacy

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

To strengthen leadership across the district, the Pleasant Valley School District's Central Administration provides ongoing professional development and fosters dialogue in key areas such as supervision and evaluation, best instructional practices, organizational management, teacher professional development, and the

use of Professional Learning Communities.

PVSD district and building-level student services are strategically aligned to match support services to student and family needs.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

The district provides comprehensive professional development to support its instructional staff in serving students, emphasizing enhanced K-8 programs in mathematics, ELA, and science, along with attention to mental health and behavior through social and emotional learning, career pathways, and STEM integration.

The district uses its financial resources to promote academic growth and proficiency for all students, implementing enhanced curricular programs and expanding technology use district-wide.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
At Pleasant Valley High School, the "all student" group exceeded the statewide proficiency average of 53.9 % with a proficiency average of 63.3% in 23-24 for ELA. The "all student" group also exceeded the Standard Demonstrating Growth of 75.4% in ELA with a score of 83% for the 23-24 school year.	False
At Pleasant Valley Middle School, The "all student" group improved proficiency on the Science PSSA for the 23-24 School year with a score of 50% from a proficiency of 47.1% in 22-23.	False
At Pleasant Valley Intermediate School, the "all student" group had an Academic Growth Score of 100% for Science in 23-24.	False
Formative Assessments given by district teachers during instruction were used to measure student understanding and progress. Additionally, this data provides frequent and timely feedback on teaching effectiveness and students' current learning. Examples of formative assessment include Venn Diagram, KWL Chart, Ticket out the Door, Mid Class Question and Handheld Whiteboard Responses.	False
Mid Unit Assessments are used throughout district classrooms to monitor instruction and student progress typically every 6-8 weeks relative to specific learning objectives or standards. These assessments can be disaggregated, reviewed and reported to identify learning gaps and potential for further instruction before the end of the Unit and prior to the beginning of the next Unit, semester or school year. Examples of Mid Unit Assessments used by the district include Mid Terms Assessments and Quizzes.	False
Summative Assessments are given to provide information regarding overall student proficiency and content mastery. Summative Assessments are representative of a graded effort for the course, Unit, semester or school year as measured against standards-based skills and knowledge. Examples of Summative Assessments include Final Examinations, PSSA and Keystone Examinations.	False
Summative Assessments are given to provide information regarding overall student proficiency and content mastery. Summative Assessments are representative of a graded effort for the course, Unit, semester or school year as measured against standards-based skills and knowledge. Examples of Summative Assessments include Final Examinations, PSSA and Keystone Examinations.	False
Consistency in our core math resources through continued used of iReady in K-8	False
Utilization of student diagnostic data to determine student individualized learning pathways.	False
Student diagnostic data informs individualized learning pathways that promote extended learning both in school and at home through additional practice and support.	False
Implementation of Esport Curriculum at PVMS	False
Redesigned robotic courses at PVHS	False
Real world learning opportunities at the newly opened Nature Trail at PVI	False

Continued professional development to aid in the implementation of STEELS through Grade K - 10.	False
PVSD has a focused and strategic curriculum review and renewal process in place to monitor instructional programming and delivery as well as standards based, rigorously aligned learning.	True
PVSD will continue to support program implementation with ongoing teacher professional development.	False
All students identified with special education needs (accounted for in the needs assessment) are monitored and serviced through their individualized education plans.	False
Science at PVI is identified as a relative strength for all student groups in grade 4 for the 23-24 school year.	False
Continual renewal and implementation of programmatic and instructional updates based on student strengths and needs.	True
Faculty and staff dedicated to meeting all student strengths and needs.	False
Focus on increasing student-centered instructional activities in all learning environments.	False
To strengthen leadership across the district, the Pleasant Valley School District's Central Administration provides ongoing professional development and fosters dialogue in key areas such as supervision and evaluation, best instructional practices, organizational management, teacher professional development, and the use of Professional Learning Communities.	False
PVSD district and building-level student services are strategically aligned to match support services to student and family needs.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
At Pleasant Valley High School, the "all student" group did not meet the Interim Goal/Improvement Target in ELA, Math, or Science for the 23-24 school year and scored below the statewide average in Math and Science.	False
At Pleasant Valley Middle School, the "all student" group did not meet the Interim Goal/Improvement Target in ELA, Math, or Science for the 23-24 school year and scored below the statewide average in ELA, Math, and Science.	False
Focus on direct, explicit instruction of standards based curriculum directed toward identified student areas of need.	False
Utilization of student data sets to drive instructional planning for strategic intervention, remediation and acceleration.	False
Creation of common assessments to triangulate student needs, instructional delivery and program planning.	False
Integration of Social Emotional Learning standards and strategies to support student wellness across all content areas.	True
Addressing the critical need for home internet access for all students.	False
Using multiple data sources to personalize and differentiate instruction.	False
Need to increase student enrollment in STEM related electives moving into grades 9-12.	True
Need to increase elective offerings to align with STEM careers.	True
PVSD will continue to seek time for relevant teacher professional development.	False
PVSD will continue to monitor and adapt instructional schedules and calendars to implement effective professional development training.	False
Mathematics, ELA, and science are areas of relative need for students in grades K-12.	True

Meeting of ever-changing and increasing student mental health needs.	False
Meet the needs of all students with culturally responsive education	False
Continued financial opportunities to provide 1:1 technology as well as internet access.	False
Continued implementation of Structured Literacy	False
The district provides comprehensive professional development to support its instructional staff in serving students, emphasizing enhanced K-8 programs in mathematics, ELA, and science, along with attention to mental health and behavior through social and emotional learning, career pathways, and STEM integration.	False
The district uses its financial resources to promote academic growth and proficiency for all students, implementing enhanced curricular programs and expanding technology use district-wide.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Integration of Social Emotional Learning standards and strategies to support student wellness across all content areas.	To address students' mental health needs, PVSD commits to implementing grade-appropriate support programs throughout the district.	True
Need to increase student enrollment in STEM related electives moving into grades 9-12.	We have begun the practice of regularly surveying students to assess their interests and needs.	True
Need to increase elective offerings to align with STEM careers.	We continue to explore STEM-related opportunities for our students.	True
Mathematics, ELA, and science are areas of relative need for students in grades K-12.	We are developing plans to improve instruction and assess student progress with normed data.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
PVSD has a focused and strategic curriculum review and renewal process in place to monitor instructional programming and delivery as well as standards based, rigorously aligned learning.	It has become the Department chair's duty to review and revise their curriculum as needed in conjunction with the curriculum department.
Continual renewal and implementation of programmatic and instructional updates based on student strengths and needs.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	PVSD commits to implementing grade-appropriate mental health support programs throughout the district.
	To prepare students for future STEM careers and opportunities, increasing enrollment in STEM-related electives in grades 9-12, along with promoting Pennsylvania's Standards for Career Education (STEEL) and student engagement.
	The district prioritizes increasing student access to relevant STEM career pathways by expanding elective offerings that align with current and future industry needs.
	To increase student growth and achievement, PVSD is committed to improving our instruction, increasing rigor, and implementing a standards-aligned, normed testing system for diagnostics and benchmarking.

Goal Setting

Priority: To prepare students for future STEM careers and opportunities, increasing enrollment in STEM-related electives in grades 9-12, along with promoting Pennsylvania's Standards for Career Education (STEEL) and student engagement.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
To increase student interest and enrollment in STEM-based electives, the district will utilize professional development in order to integrate Pennsylvania's STEEL standards and student-centered practices into all existing and newly developed STEM-related electives. This integration will be measured by documenting alignment with relevant STEEL standards and the incorporation of at least three student-centered practices (e.g., project-based learning, inquiry-based learning, collaborative learning) in 100% of STEM-related electives, as evidenced by class enrollment numbers increasing by 15%,		
Measurable Goal Nickname (35 Character Max)		
STEM-based electives		
Target Year 1	Target Year 2	Target Year 3
To increase student interest and enrollment in STEM-based electives, the district will utilize professional development in order to integrate Pennsylvania's STEEL standards and student-centered practices into all existing and newly developed STEM-related electives. This integration will be measured by documenting alignment with relevant STEEL standards and the incorporation of at least three student-centered practices (e.g., project-based learning, inquiry-based learning, collaborative learning) in 100% of STEM-related electives, as evidenced by class enrollment numbers increasing by 5%,	To increase student interest and enrollment in STEM-based electives, the district will utilize professional development in order to integrate Pennsylvania's STEEL standards and student-centered practices into all existing and newly developed STEM-related electives. This integration will be measured by documenting alignment with relevant STEEL standards and the incorporation of at least three student-centered practices (e.g., project-based learning, inquiry-based learning, collaborative learning) in 100% of STEM-related electives, as evidenced by class enrollment numbers increasing by 10%,	To increase student interest and enrollment in STEM-based electives, the district will utilize professional development in order to integrate Pennsylvania's STEEL standards and student-centered practices into all existing and newly developed STEM-related electives. This integration will be measured by documenting alignment with relevant STEEL standards and the incorporation of at least three student-centered practices (e.g., project-based learning, inquiry-based learning, collaborative learning) in 100% of STEM-related electives, as evidenced by class enrollment numbers increasing by 15%,

Priority: The district prioritizes increasing student access to relevant STEM career pathways by expanding elective offerings that align with current and future industry needs.

Outcome Category
STEM
Measurable Goal Statement (Smart Goal)
The district will ensure that STEM electives align with current and future industry needs. This alignment will be measured by continual review and revision of all STEM electives in order to connect with relevant industry-recognized skills and/or competencies. Achievement of this goal will be measured by science electives that are 100% aligned with STEM industry needs.
Measurable Goal Nickname (35 Character Max)

STEM Alignment		
Target Year 1	Target Year 2	Target Year 3
The district will ensure that STEM electives align with current and future industry needs. This alignment will be measured by continual review and revision of all STEM electives in order to connect with relevant industry-recognized skills and/or competencies. Achievement of this goal will be measured by science electives that are 30% aligned with STEM industry needs.	The district will ensure that STEM electives align with current and future industry needs. This alignment will be measured by continual review and revision of all STEM electives in order to connect with relevant industry-recognized skills and/or competencies. Achievement of this goal will be measured by science electives that are 60% aligned with STEM industry needs.	The district will ensure that STEM electives align with current and future industry needs. This alignment will be measured by continual review and revision of all STEM electives in order to connect with relevant industry-recognized skills and/or competencies. Achievement of this goal will be measured by science electives that are 100% aligned with STEM industry needs.

Priority: To increase student growth and achievement, PVSD is committed to improving our instruction, increasing rigor, and implementing a standards-aligned, normed testing system for diagnostics and benchmarking.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 academic year, PVSD commits to the increase of the number of students demonstrating proficiency or higher on the PSSA and Keystone exams in ELA, math, and science by 10% through the implementation of rigorous instructional strategies aligned with state standards and a comprehensive assessment system that includes normed diagnostic and benchmarking components.		
Measurable Goal Nickname (35 Character Max)		
Academics		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 academic year, PVSD commits to the increase of the number of students demonstrating proficiency or higher on the PSSA and Keystone exams in ELA, math, and science by 3% through the implementation of rigorous instructional strategies aligned with state standards and a comprehensive assessment system that includes normed diagnostic and benchmarking components.	By the end of the 2026-2027 academic year, PVSD commits to the increase of the number of students demonstrating proficiency or higher on the PSSA and Keystone exams in ELA, math, and science by 6% through the implementation of rigorous instructional strategies aligned with state standards and a comprehensive assessment system that includes normed diagnostic and benchmarking components.	By the end of the 2027-2028 academic year, PVSD commits to the increase of the number of students demonstrating proficiency or higher on the PSSA and Keystone exams in ELA, math, and science by 10% through the implementation of rigorous instructional strategies aligned with state standards and a comprehensive assessment system that includes normed diagnostic and benchmarking components.

Priority: PVSD commits to implementing grade-appropriate mental health support programs throughout the district.

Outcome Category
Social emotional learning
Measurable Goal Statement (Smart Goal)
The district will improve students' emotional regulation skills as a key component of prioritizing student well-being. This improvement will be measured by

decreasing the number of student referrals for behavioral issues related to emotional dysregulation by 15% district-wide. This goal will be achieved by June 2028 through the implementation of evidence-based SEL programs focused on emotional regulation and by tracking behavioral referrals through existing school systems.

Measurable Goal Nickname (35 Character Max)

SEL

Target Year 1	Target Year 2	Target Year 3
The district will improve students' emotional regulation skills as a key component of prioritizing student well-being. This improvement will be measured by decreasing the number of student referrals for behavioral issues related to emotional dysregulation by 5% district-wide. This goal will be achieved by June 2026 through the implementation of evidence-based SEL programs focused on emotional regulation and by tracking behavioral referrals through existing school systems.	The district will improve students' emotional regulation skills as a key component of prioritizing student well-being. This improvement will be measured by decreasing the number of student referrals for behavioral issues related to emotional dysregulation by 10% district-wide. This goal will be achieved by June 2027 through the implementation of evidence-based SEL programs focused on emotional regulation and by tracking behavioral referrals through existing school systems.	The district will improve students' emotional regulation skills as a key component of prioritizing student well-being. This improvement will be measured by decreasing the number of student referrals for behavioral issues related to emotional dysregulation by 15% district-wide. This goal will be achieved by June 2028 through the implementation of evidence-based SEL programs focused on emotional regulation and by tracking behavioral referrals through existing school systems.

Action Plan

Measurable Goals

STEM-based electives	STEM Alignment
Academics	SEL

Action Plan For: Implementation of SEL strategies

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Provide professional development opportunities		2025-08-20	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration Professional Staff	Support from IU Professional Learning Community Protocols and Templates	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reduce the amount of SEL-related discipline referrals.	Yearly SIS data review by building administration.

Action Plan For: STEM

Measurable Goals:
- To increase student interest and enrollment in STEM-based electives, the district will utilize professional development in order to integrate Pennsylvania's STEEL standards and student-centered practices into all existing and newly developed STEM-related electives. This integration will be measured by documenting alignment with relevant STEEL standards and the incorporation of at least three student-centered practices (e.g., project-based learning, inquiry-based learning, collaborative learning) in 100% of STEM-related electives, as evidenced by class enrollment numbers increasing by 15%, - The district will ensure that STEM electives align with current and future industry needs. This alignment will be measured by continual review and revision of all STEM electives in order to connect with relevant industry-recognized skills and/or competencies. Achievement of this goal will be measured by science electives that are 100% aligned with STEM industry needs.

Action Step		Anticipated Start/Completion Date	
Professional development and curriculum review		2025-08-20	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration Professional Staff	Support from IU Professional Learning Community Protocols and Templates	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student enrollment and STEM electives that align with career pathways.	Yearly review by building administration and professional staff through POS and SIS.

Action Plan For: STEM

Measurable Goals:
- To increase student interest and enrollment in STEM-based electives, the district will utilize professional development in order to integrate Pennsylvania's STEEL standards and student-centered practices into all existing and newly developed STEM-related electives. This integration will be measured by documenting alignment with relevant STEEL standards and the incorporation of at least three student-centered practices (e.g., project-based learning, inquiry-based learning, collaborative learning) in 100% of STEM-related electives, as evidenced by class enrollment numbers increasing by 15%, - The district will ensure that STEM electives align with current and future industry needs. This alignment will be measured by continual review and revision of all STEM electives in order to connect with relevant industry-recognized skills and/or competencies. Achievement of this goal will be measured by science electives that are 100% aligned with STEM industry needs.

Action Step		Anticipated Start/Completion Date	
Professional development and curriculum review		2025-08-20	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration Professional Staff	Support from IU Professional Learning Community Protocols and Templates	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With administrative support, teachers will be able to write an improved, standards-aligned and career-focused curriculum for their STEM courses.	Ongoing support and continued review of curriculum documents by curriculum supervisors

Action Plan For: Academics

Measurable Goals:
By the end of the 2027-2028 academic year, PVSD commits to the increase of the number of students demonstrating proficiency or higher on the PSSA and Keystone exams in ELA, math, and science by 10% through the implementation of rigorous instructional strategies aligned with state standards and a comprehensive assessment system that includes normed diagnostic and benchmarking components.

Action Step	Anticipated Start/Completion Date	
Professional development, assessment implementation, and curriculum review	2025-08-20	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	NWEA training SAS Curriculum Frameworks and Standards	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With professional development and administrative support, teachers will be able to write a rigorous, standards-aligned curriculum for their courses and to use data from normed diagnostic testing in ELA, math, and science to inform and differentiate instruction.	Ongoing support and continued review of curriculum documents by curriculum supervisors and classroom observations by building administration

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implementation of SEL strategies	Provide professional development opportunities
STEM	Professional development and curriculum review
STEM	Professional development and curriculum review
Academics	Professional development, assessment implementation, and curriculum review

STEM

Action Step		
• Professional development and curriculum review		
Audience		
Professional Staff		
Topics to be Included		
emerging stem careers, stem skills needed in existing careers, and changing needs of the stem field.		
Evidence of Learning		
information from professional development as evident in the revision of stem electives curriculum documents.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2025-08-20	2028-06-01

Learning Format

Type of Activities	Frequency
Inservice day	yearly
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

STEM electives

Action Step
• Provide professional development opportunities
Audience
Professional Staff
Topics to be Included
STEEL integration and student-centered learning strategies.

Evidence of Learning		
Lesson plans and observations as well as student feedback.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2025-08-20	2028-06-01

Learning Format

Type of Activities	Frequency
Inservice day	Yearly
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

SEL

Action Step		
Provide professional development opportunities		
Audience		
Professional Staff		
Topics to be Included		
De-escalation strategies, SEL programs, inclusive and culturally responsive practices		
Evidence of Learning		
reduction of discipline referrals		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration and professional staff	2025-08-20	2028-06-01

Learning Format

Type of Activities	Frequency
Inservice day	Yearly
Observation and Practice Framework Met in this Plan	
2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Academics

Action Step	
Professional development, assessment implementation, and curriculum review	
Audience	

Administration and teachers		
Topics to be Included		
Writing and revising curriculum, using SAS resources to support curriculum development development and standards-alignment, using NWEA MAP Growth assessments to improve instruction		
Evidence of Learning		
Curriculum documents, lesson plans, classroom observation, data analysis records		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2025-08-20	2028-06-30

Learning Format

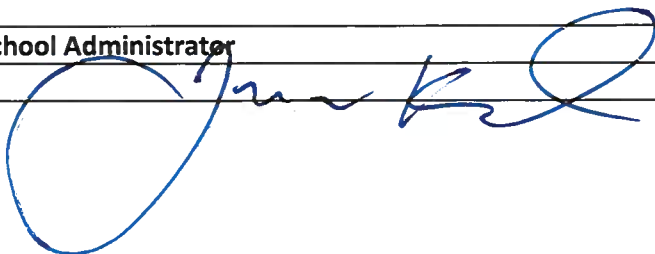
Type of Activities	Frequency
Inservice day	several times per year for three years
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

SEL					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Provide professional development opportunities	Student and Families	Classroom Strategies, Relevant change to policies and procedures, Individual student progress.	Administration, Professional Staff	08/20/2025	06/01/2028
Communications					
Type of Communication			Frequency		
Other			Yearly and as needed		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
	3/27/25



Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **Pleasant Valley School District** reviewed and approved the plan(s) at the following Board Meeting, held on 3/27/2025. The plan(s) was (were) approved by a vote of 8 (yes) and 0 (no).

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).



Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)



School Plan(s)

List school name and plan type on the next page.

Affirmed on this 27th day of March, 2025

By: Susan A. Kresge (Signature of Board President)

Susan A. Kresge (Print Name)

Pleasant Valley Board of Education