Pine Grove Area SD
Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type			AUN	
Pine Grove Area School District			129546003	
Address 1				
103 School Street				
Address 2				
City		**State**	**Zip Code**	
Pine Grove		PA	17963	
Chief School Administrator			**Chief School Administrator Email**	
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Single Point of Contact Name				
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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LEA Profile

The Pine Grove Area School District is a small, rural public school district located in southern Schuylkill County. Pine Grove Area School District encompasses a 104 square mile area serving several townships and boroughs. The district is approximately 15 miles south of Pottsville and 20 miles north of Lebanon. The industrial base of our community is composed of a mix of farming, manufacturing, and mining. The rolling farmland in our southern borders gives way to mountainous, rich anthracite coal lands on our northern tier. Pine Grove Area School District is unique in that we encompass the end of the hard coal region and begin the lush farming lands associated with both Lancaster and Lebanon counties. This blend of mining and agriculture gives our school system a rural texture that equates to a low crime rate, strong traditional values, and the availability of land for residential growth.

The Pine Grove Area School District 84-acre campus hosts three school buildings: Pine Grove Area Elementary (Grades K-4), Pine Grove Area Middle School (Grades 5-8), and Pine Grove Area High School (Grades 9-12). The total enrollment across all grade levels is approximately 1490 students. The campus is located on Route 443, three miles off of the Pine Grove Exit 100 of Interstate 81.

Our attendance ratio is 77% and the percentage of low-income families in our district is approximately 45%. Almost 2% of our students are listed as homeless. Slightly over 18% of our students have an Individualized Education Plan. Our special education department offers a wide and significant range of special education services and supports. Typically, 54% of our graduates go on to post-secondary institutions, 40% enter the workforce, and 16% enlist in the military.

The Pine Grove Area School District employs more than 200 professional and support staff. There are 131 teachers and 18 administrators, and 50 support staff.

The Pine Grove Area School District is continually working to significantly enhance the rigor and relevance of our academic programs and raise the performance expectations of all students. The standardization of materials and a more systemic approach to learning have been implemented through a five-year curriculum plan across all subject areas. Our JROTC program has a nationally acclaimed reputation and holds an honor unit with distinction designation. Our elementary school was nationally recognized for its Positive Behavioral Interventions and Supports (PBIS) program. We also have a very strong athletic program that supports teams in football, baseball, girls' softball, girls' and boys' basketball, wrestling, girls' volleyball, cross country, and track. Families participate in community and district activities that help build strong community partnerships.

Mission and Vision

Mission

It is the mission of the Pine Grove Area School District Board, faculty, and staff to Promote Growth, Achievement, Success, and Direction for all children. PGASD for all children!

Vision

We provide a supportive, safe learning environment where every student can discover and utilize their passions to become well-rounded, successful citizens.

Educational Values

Students

Students treat others with respect and dignity. They have the opportunity to grow and achieve in multiple areas. Students are held to high expectations for academics and behavior.

Staff

Professional and support staff will recognize and address learning needs in a caring, trauma-informed, and creative student-centered learning environment. They will provide engaging, high-quality, standards-based instruction for all students. They will communicate high expectations for academics and behavior.

Administration

The administration is dedicated to creating a safe learning environment. They will develop school policies and practices in the best interests of our students' learning and personal growth. They will also provide a comprehensive and meaningful curriculum and challenging learning experiences for all students.

Parents

We hope to continue to partner with parents in creating a safe and supportive learning environment for their children. We expect parents to encourage their children to attend school and engage in the learning process.

Community

We hope to be a reflection of our community's values. We hope to foster partnerships within the community to help create career opportunities and mental health supports.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PGA Elementary School scored 61.5% proficient/advanced in ELA which is 7.6% above the state average. This is also an 18.6% increase from the previous year.	
The PGA High School scored 60.7% proficient/advanced in ELA which is an increase of 6.8% from the previous year.	
PGA Elementary School scored 68.5% proficient/advanced in Math which is 8.3% above the state average. This is also an 11.1% increase from the previous year.	
PGA Elementary School scored 79.8% proficient/advanced in Science which is 20.6% above the state average. This is also a slight increase of .2% the previous year.	
PGA Elementary School showed growth score of 83 in Math which is 7.7 points above the state average and 13 points above the statewide growth standard. It is also an increase of 33 points from the previous year.	
PGA Elementary School showed growth score of 70 in Science which is equal to the statewide growth standard and a 2 point increase from the previous year.	
PGA Elementary School showed an 80.3% regular attendance rate which is 2.2% above the state average and an increase of 7.7% from the previous year.	
The PGA Middle School scored 53.9% proficient/advanced in Science which is an increase of 3.9% from the previous year.	
The PGA Middle School showed a growth score of 59 in Science which is a 9 point increase from the previous year.	
The PGA Middle School showed a 79.7% regular attendance rate which is 1.6% above the state average and an increase of 18.1% from the previous year.	
The PGA Middle School showed a 97.7% completion of the career standards benchmark which is 6.3% above the state average and a 4.4% increase from the previous year.	
The PGA High School scored at 60.7% proficient/advanced in ELA which is 6.8% above the state average and a 4.4% increase from the previous year.	
The PGA High School scored at 58.7% proficient/advanced in Algebra which is 18.5% above the state average and a 26.3% increase from the previous year.	

	Comments/Notable Observations
The PGA High School scored 50.5% proficient/advanced in Biology which is a 6.4% increase from the previous year.	
The PGA High School showed a 71.4% regular attendance rate which is an increase of 11.4% from the previous year.	
The PGA High School showed a 94.1% completion of the career standards benchmark which is 2.7% above the state average and 2.4% increase from the previous year.	
The PGA High School graduated 91.9% of students which is 4.3% above the state average and an increase of 5.4% from the previous year.	

Challenges

Indicator	Comments/Notable Observations
The PGA Elementary School did not show any growth in ELA and was 25 points below the state growth score.	
The PGA Middle School scored 37.6% proficient/advanced in ELA which is 16.3% below the state average and a decrease of 10% from the previous year.	
The PGA Middle School scored 28.5% proficient/advanced in math which is 11.7% below the state average and a decrease of 2.5% from the previous year.	
The PGA Middle School scored 53.9% proficient/advanced in science which is 5.3% below the state average.	
The PGA Middle School did not show any growth in ELA and was 25 points below the state average.	
The PGA Middle School lost growth in Math by 1.4 points and is 21.3 points below the state average.	
The PGA Middle School scored 59 points in growth for biology but that is 16.1 points below the state average.	
The PGA High School scored 50.5% proficient/advanced in biology which is 8.7% below the state average.	
The PGA High School scored 50 points in ELA growth which is 25 points below the state average and a decrease of 12 points from the previous year.	
The PGA High School scored 64 points in Math growth which is 11.3 points below the state average and a decrease of 36 points from the previous year.	
The PGA High School did not show any growth in Biology and was 25.1 points below the state average.	
The PGA High School showed 71.4% regular attendance which is 6.7% below the state average.	

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

Strengths

Indicator Grade 3 showed an increase of 5.4% proficient/advanced in ELA from the previous year. **Grade Level(s) and/or Student Group(s)** Grade 3	**Comments/Notable Observations**
Indicator Grade 4 showed an increase of 13.3% proficient/advanced in ELA from the previous year. **Grade Level(s) and/or Student Group(s)** Grade 4	**Comments/Notable Observations**
Indicator Grade 4 showed an increase of 22.6% proficient/advanced in Math from the previous year. **Grade Level(s) and/or Student Group(s)** Grade 4	**Comments/Notable Observations**
Indicator Grade 6 showed an increase of 7.2% proficient/advanced in Math from the previous year. **Grade Level(s) and/or Student Group(s)** Grade 6	**Comments/Notable Observations**
Indicator Grade 8 showed an increase of 3.7% proficient/advanced in Math from the previous year. **Grade Level(s) and/or Student Group(s)** Grade 8	**Comments/Notable Observations**
Indicator Grade 8 showed an increase of 2.3% proficient/advanced in Science from the previous year. **Grade Level(s) and/or Student Group(s)** Grade 8	**Comments/Notable Observations**
Indicator The PGA Elementary School economically disadvantaged subgroup scored 59.2% proficient/advanced in ELA which is an increase of 12.1% from the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**
Indicator	**Comments/Notable Observations**

The PGA Elementary School economically disadvantaged subgroup scored 60.6% proficient/advanced in Math which is an increase of 9.4% from the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	
Indicator The PGA Elementary School students with disabilities subgroup scored 32.5% proficient/advanced in Math which is an increase of 2.1% from the previous year. **Grade Level(s) and/or Student Group(s)** Students with disabilities	**Comments/Notable Observations**
Indicator The PGA Elementary School economically disadvantaged subgroup showed 83 points in growth in math which is an increase of 27 points from the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**
Indicator The PGA Elementary School economically disadvantaged subgroup showed 71 points in growth in science which is an increase of 7 points from the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**
Indicator The PGA Elementary School economically disadvantaged subgroup showed a 70.9% regular attendance rate which is an increase of 9.4% from the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**
Indicator The PGA Elementary School students with disabilities subgroup showed a 75.5% regular attendance rate which is an increase of 13% from the previous year. **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations**
Indicator The PGA Middle School economically disadvantaged subgroup scored 46.5% proficient/advanced on the science exam which is an increase of 11.8% from the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**

Indicator The PGA Middle School students with disabilities subgroup showed an increase in growth for both ELA and math of 9 and 10 points respectively. **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations**
Indicator The PGA Middle School students with disabilities subgroup showed an increase in growth for science of 16 points from the previous year. **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations**
Indicator Both the PGA Middle School students with disabilities and economically disadvantaged subgroups showed an increase in regular attendance rates at 15% and 12.8% respectively. **Grade Level(s) and/or Student Group(s)** Students with Disabilities and Economically Disadvantaged Students	**Comments/Notable Observations**
Indicator The PGA Middle School students with disabilities and economically disadvantages student subgroups showed an increase in Career Standards Benchmark of 4.2% and 2.9% respectively. **Grade Level(s) and/or Student Group(s)** Students with Disabilities and Economically Disadvantaged Students	**Comments/Notable Observations**
Indicator The PGA High School economically disadvantages subgroup scored 35.7% in math proficient/advanced which is an increase of 8.9% from the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**
Indicator The PGA High School economically disadvantaged and students with disabilities subgroups have showed an increase in regular attendance rates of 12.6% and 21.4% respectively. **Grade Level(s) and/or Student Group(s)** Students with Disabilities and Economically Disadvantaged Students	**Comments/Notable Observations**
Indicator The PGA High School economically disadvantaged and students with disabilities subgroups have showed an increase in graduation rates of 7.2% and 7.9% respectively. **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Students with Disabilities and Economically Disadvantaged Students	
Indicator The PGA High School economically disadvantaged students scored 51.2% proficient/advanced in ELA which was a increase of 5.7% from the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**

Challenges

Indicator The PGA scores in ELA have dropped in all grade levels in the middle school (5-8). Grade 5 dropped 17.5%, Grade 6 dropped 22.8%, Grade 7 and Grade 8 dropped 4.4% each. **Grade Level(s) and/or Student Group(s)** Grades 5-8	**Comments/Notable Observations**
Indicator The PGA scores in math have dropped in grades 3 5, and 7. Grade 3 dropped 3.2%, Grade 5 dropped 12.8%. and Grade 7 dropped 15.7%. **Grade Level(s) and/or Student Group(s)** Grades 3, 5, 7	**Comments/Notable Observations**
Indicator The PGA Elementary School students with disabilities subgroup scored a 17.9% proficient/advanced in ELA which is a 9.8% decrease from the previous year. **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations**
Indicator The PGA Elementary School economically disadvantaged subgroup scored a 76.9% proficient/advanced in math which is a 2.6% decrease from the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**
Indicator The PGA Middle School economically disadvantaged and students with disabilities subgroups proficient/advanced ELA percentages dropped from the previous year. Economically disadvantaged students scored 27.5% which was a 6.6% decease. Students with disabilities scored 10.0% which was a 3.9% decrease. **Grade Level(s) and/or Student Group(s)** Students with Disabilities and Economically Disadvantaged Students	**Comments/Notable Observations**

Indicator	Comments/Notable Observations
The PGA Middle School students with disabilities subgroup scored 73 points in math growth which was a decrease of 10 points from the previous year. **Grade Level(s) and/or Student Group(s)** Students with Disabilities	
Indicator The PGA High School economically disadvantaged subgroup scored 30.2% proficient/advanced in science which was a 6.2% decrease from the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**
Indicator The PGA High School economically disadvantaged subgroup lost a log of ground in growth from the previous year in all subjects. In ELA they lost 13 points of growth, math 21 points of growth, and science 8 points of growth. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**
Indicator The PGA High School economically disadvantaged subgroup completed 89.1% of the career standards benchmark which is 6.4% less than the previous year. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations**

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.

PGA Elementary School ELA and math have shown an increase in percentage of students proficient/advanced.
PGA Elementary School has shown growth in math with all students and economically disadvantaged.
Attendance across all three buildings has increased from the previous year.
PGA Middle School economically disadvantaged subgroup showed growth in all three subjects.
PGA High School ELA, math, and science have shown an increase in percentage of students proficient/advanced.

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.

PGA Elementary School and Middle School did not reach 70% proficient/advanced in ELA and math.
PGA Middle School decreased in ELA proficient/advanced in the all student group, economically disadvantaged, and students with disabilities.
PGA Middle School decreased in math proficient/advanced in the all student group and economically disadvantaged students
PGA High School has decreased in growth in all subject areas.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	In first grade, only 44% of students scored in the core support or greater in the BOY data.
DIBELS	In second grade, only 61% of students scored in the core support or greater in the BOY data.
IXL Diagnostic for ELA	Only 45% of students in grades 2-8 scored on or above grade level on the ELA BOY IXL data.

English Language Arts Summary

Strengths

We have stated to use DIBELS in first and second grade to give us clearer ore concise data on our students.

Challenges

More students need to be scoring in the core support or greater groupings in DIBLES for grades 1 and 2.
Only 45% of the students in grade 2-8 scored at or above grade level in IXL ELA diagnostic assessment.

Mathematics

Data	Comments/Notable Observations
IXL	Only 44% of students in grades 2-8 scored on or above grade level on the Math BOY IXL data.

Mathematics Summary

Strengths

We started using IXL this school year to help identify weaknesses in our students' academic performance.

Challenges

Only 44% of the students in grade 2-8 scored at or above grade level in IXL math diagnostic assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
We do not have in-house data in Science.	We are working to include CDTs starting this school year.

Science, Technology, and Engineering Education Summary

Strengths

We are working to include CDTs this school year.

Challenges

We do not have any in-house assessment data for science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index - PGA Middle School	The PGA Middle School shows 97.7% of students completed the Career Standards Benchmark.
Future Ready PA Index - PGA High School	The PGA High School shows 94.1% of students completed the Career Standards Benchmark
Xello	The District started using Xello (a digital platform) to track career artifacts this school year K-12.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

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

Alvernia University

Agreement Type

Dual Credit

Program/Course Area

ELA, Math, Science, History, General Electives

Uploaded Files

Alvernia.pdf

Partnering Institution

Commonwealth University

Agreement Type

Dual Credit

Program/Course Area

ELA, Math, Science, History, General Electives

Uploaded Files

Commonwealth University.pdf

Partnering Institution

Pennsylvania State University (PSU Schuylkill)

Agreement Type

Dual Credit

Program/Course Area

ELA, Math, Science, History, General Electives

Uploaded Files

Penn State Schuylkill.pdf

Partnering Institution

Harrisburg Area Community College (HACC)

Agreement Type

Dual Credit

Program/Course Area

ELA, Math, Science, History, General Electives

Uploaded Files

HACC.pdf

Partnering Institution

Lehigh Carbon Community College (LCCC)

Agreement Type

Dual Credit

Program/Course Area

ELA, Math, Science, History, General Electives

Uploaded Files

Pine Grove Area School District 2022.pdf

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.

The District has increased the percentage of students completing the Career Standards Benchmark.
The District has purchased Xello a career artifacts digital platform to track artifacts for the student career portfolios.

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.

The Career Standards Benchmark percentage complete should be higher in the PGA High School.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

Strengths for the specific subgroups (economically disadvantaged and students with disabilities) are already listed in the Future Ready PA Index Data.

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.

Challenges for the specific subgroups (economically disadvantaged and students with disabilities) are already listed in the Future Ready PA Index Data.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Students with disabilities are a subgoup in each of the building level Future Ready PA Index scores which need to be addressed in this comprehensive plan.
Title 1 Program	Interventions in general will be part of the comprehensive plan which will include Title I in the PGA Elementary School.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	Career benchmark standards are decent and will not be part of this comprehensive plan.
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

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.

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	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

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	Emerging

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

Coordinate and monitor supports aligned with students' and families' needs	Emerging
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	Operational
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.

Empower Leadership for District Continuous Improvement
Implement Data-Driven Human Capital Strategies
Organize and Allocate Resources and Services Strategically and Equitably

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.

Focus on Continuous Improvement of Instruction
Provide Student-Centered Supports so that All Students are Ready to Learn

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
PGA Elementary School ELA and math have shown an increase in percentage of students proficient/advanced.	True
PGA Elementary School has shown growth in math with all students and economically disadvantaged.	True
Attendance across all three buildings has increased from the previous year.	False
PGA Middle School economically disadvantaged subgroup showed growth in all three subjects.	True
PGA High School ELA, math, and science have shown an increase in percentage of students proficient/advanced.	False
We are working to include CDTs this school year.	True
We have stated to use DIBELS in first and second grade to give us clearer ore concise data on our students.	True
We started using IXL this school year to help identify weaknesses in our students' academic performance.	True
The District has increased the percentage of students completing the Career Standards Benchmark.	False
The District has purchased Xello a career artifacts digital platform to track artifacts for the student career portfolios.	False
Strengths for the specific subgroups (economically disadvantaged and students with disabilities) are already listed in the Future Ready PA Index Data.	False
Empower Leadership for District Continuous Improvement	False
Implement Data-Driven Human Capital Strategies	True
Organize and Allocate Resources and Services Strategically and Equitably	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
PGA Elementary School and Middle School did not reach 70% proficient/advanced in ELA and math.	True

PGA Middle School decreased in ELA proficient/advanced in the all student group, economically disadvantaged, and students with disabilities.	True
PGA Middle School decreased in math proficient/advanced in the all student group and economically disadvantaged students	False
PGA High School has decreased in growth in all subject areas.	True
We do not have any in-house assessment data for science.	False
More students need to be scoring in the core support or greater groupings in DIBLES for grades 1 and 2.	False
Only 45% of the students in grade 2-8 scored at or above grade level in IXL ELA diagnostic assessment.	False
Only 44% of the students in grade 2-8 scored at or above grade level in IXL math diagnostic assessment.	False
The Career Standards Benchmark percentage complete should be higher in the PGA High School.	False
Challenges for the specific subgroups (economically disadvantaged and students with disabilities) are already listed in the Future Ready PA Index Data.	False
Focus on Continuous Improvement of Instruction	True
Provide Student-Centered Supports so that All Students are Ready to Learn	True

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.

The strengths are focused on the continuous use of data in making instructional, resource, and supportive decisions. The more data the District can gather, analyze, and make decision on will only enhance our student achievement. The challenges we face focus on the improvement of instruction and providing those supports that will enhance student achievement, memory retention, and overall academic success.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
PGA Elementary School and Middle School did not reach 70% proficient/advanced in ELA and math.		False
PGA Middle School decreased in ELA proficient/advanced in the all student group, economically disadvantaged, and students with disabilities.		False
PGA High School has decreased in growth in all subject areas.		False
Focus on Continuous Improvement of Instruction		True
Provide Student-Centered Supports so that All Students are Ready to Learn		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
PGA Elementary School ELA and math have shown an increase in percentage of students proficient/advanced.	
PGA Elementary School has shown growth in math with all students and economically disadvantaged.	
PGA Middle School economically disadvantaged subgroup showed growth in all three subjects.	
We are working to include CDTs this school year.	
We have stated to use DIBELS in first and second grade to give us clearer ore concise data on our students.	
We started using IXL this school year to help identify weaknesses in our students' academic performance.	
Implement Data-Driven Human Capital Strategies	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The overarching goal of continuous improvement of instruction will lead to increased achievement through data-driven decision making, professional development for all staff, collaboration between grade levels, and staff and student accountability.
	Ensuring student-centered supports so that all students are ready to learn will be enhanced by strengthening teacher support and professional development focused on best practices and continuous staff and student improvement and fostering home-school partnerships.

Goal Setting

Priority: The overarching goal of continuous improvement of instruction will lead to increased achievement through data-driven decision making, professional development for all staff, collaboration between grade levels, and staff and student accountability.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
All staff will have completed the Structured Literacy, Ethics, and Common Ground modules in the SAS portal. PLCs (grade levels/departments) will meet at least once a month and cross grade levels will meet at least once a year to share data, discuss common issues, and develop possible solutions.		
Measurable Goal Nickname (35 Character Max)		
Professional Learning		
Target Year 1	**Target Year 2**	**Target Year 3**
Determine professional development needs including Structured Literacy, Ethics, Common Ground, and best practices/instructional strategies and create a schedule of professional development.	Ensure all staff (K-12) have completed the Structured Literacy, Ethics, and Common Ground modules in the SAS portal - including new staff members prior to employment. Staff will also take part in best practices/instructional strategies professional development and PLCs based on the schedule of trainings.	All staff will have completed the Structured Literacy, Ethics, and Common Ground modules in the SAS portal. PLCs (grade levels/departments) will meet at least once a month and cross grade levels will meet at least once a year to share data, discuss common issues, and develop possible solutions.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Staff will analyze the current data (PSSA, Keystone, CDTs, DIBELS, ESGI, IXL, etc.) at least twice a year in order to make instructional decisions. The staff will also share data with students and families once a year to ensure all stakeholders understand the data and determine goals based on the data.		
Measurable Goal Nickname (35 Character Max)		
Data-Driven Decision Making		
Target Year 1	**Target Year 2**	**Target Year 3**
Staff will receive training on how to use data-driven decision making to enhance instructional	Staff will meet at PLCs/departments to discuss common data (including	Staff will analyze the current data (PSSA, Keystone, CDTs, DIBELS, ESGI, IXL, etc.) at

decisions. Staff will also be trained on the data the District has access to (PSSA, Keystone, CDTs, DIBELS, ESGI, IXL, etc.) so they understand where to find the data and how to analyze the data appropriately.	PSSA, Keystone, CDTs, DIBELS, ESGI, IXL, etc.) to help make team/department instructional decisions.	least twice a year in order to make instructional decisions. The staff will also share data with students and families once a year to ensure all stakeholders understand the data and determine goals based on the data.

Priority: Ensuring student-centered supports so that all students are ready to learn will be enhanced by strengthening teacher support and professional development focused on best practices and continuous staff and student improvement and fostering home-school partnerships.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Administrative team and staff will all take part in creating a training schedule and partaking of the trainings to enhance knowledge of student-centered supports, so all students are ready to learn. Staff will also complete professional development yearly for best practices/instructional strategies based on their assigned positions.		
Measurable Goal Nickname (35 Character Max)		
Student-Centered Professional Learning		
Target Year 1	**Target Year 2**	**Target Year 3**
The administrative team will determine topics of professional development based on a staff survey to ensure staff needs are being met which will enhance student-centered supports.	Staff will take part in multiple professional development opportunities to enhance their understanding of student-centered supports based on the schedule of trainings.	Administrative team and staff will all take part in creating a training schedule and partaking of the trainings to enhance knowledge of student-centered supports, so all students are ready to learn. Staff will also complete professional development yearly for best practices/instructional strategies based on their assigned positions.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
The parent advisory committee will meet at least once a year to help build stronger ties between school and home by aiding in the development of resources to help families which will be placed on the District website under a parent resource tab.		
Measurable Goal Nickname (35 Character Max)		
Home-School Partnerships		
Target Year 1	**Target Year 2**	**Target Year 3**

Meetings will be set up between the Director of Curriculum/Federal Programs Coordinator and the parent advisory committee to discuss family needs with regards to student learning and family help.	The committee will find/create resources to share with families to help foster a supportive environment where all stakeholders are actively involved in the learning process.	The parent advisory committee will meet at least once a year to help build stronger ties between school and home by aiding in the development of resources to help families which will be placed on the District website under a parent resource tab.

Action Plan

Measurable Goals

Professional Learning	Student-Centered Professional Learning
Data-Driven Decision Making	Home-School Partnerships

Action Plan For: Professional Development Trainings

Measurable Goals:

- All staff will have completed the Structured Literacy, Ethics, and Common Ground modules in the SAS portal. PLCs (grade levels/departments) will meet at least once a month and cross grade levels will meet at least once a year to share data, discuss common issues, and develop possible solutions.
- Staff will analyze the current data (PSSA, Keystone, CDTs, DIBELS, ESGI, IXL, etc.) at least twice a year in order to make instructional decisions. The staff will also share data with students and families once a year to ensure all stakeholders understand the data and determine goals based on the data.
- Administrative team and staff will all take part in creating a training schedule and partaking of the trainings to enhance knowledge of student-centered supports, so all students are ready to learn. Staff will also complete professional development yearly for best practices/instructional strategies based on their assigned positions.

Action Step		Anticipated Start/Completion Date	
All staff (K-12) will complete the Structured Literacy, Ethics, and Common Ground SAS Modules		2025-04-01	2027-03-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	SAS Portal	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Staff will complete professional development training on data-driven decision making supported by IU29 and the administrative team		2025-07-01	2026-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	Training sessions performed by IU29, Title I Team, and the administrative team	Yes	No

Action Step		Anticipated Start/Completion Date	
Staff will complete student-centered professional learning specific to their grade levels/departments. This professional learning will focus on the current resources used in the classroom and any newly purchased resources.		2025-07-01	2027-03-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Curriculum Facilitators	Professional Development needs survey, trainings schedule, post training survey	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff will complete the SAS modules, data-driven decision-making, and student-centered professional learning during this comprehensive plan. The SAS modules will also be required by all new staff prior to employment. The data-driven and student-centered will vary throughout the in-service days and topics will relate to specific departments or grade levels.	Director of Curriculum, Yearly, Spreadsheets of Completion

Action Plan For: PLCs and Cross Grade Meetings

Measurable Goals:
• All staff will have completed the Structured Literacy, Ethics, and Common Ground modules in the SAS portal. PLCs (grade levels/departments) will meet at least once a month and cross grade levels will meet at least once a year to share data, discuss common issues, and develop possible solutions. • Staff will analyze the current data (PSSA, Keystone, CDTs, DIBELS, ESGI, IXL, etc.) at least twice a year in order to make instructional decisions. The staff will also share data with students and families once a year to ensure all stakeholders understand the data and determine goals based on the data. • Administrative team and staff will all take part in creating a training schedule and partaking of the trainings to enhance knowledge of student-centered supports, so all students are ready to learn. Staff will also complete professional development yearly for best practices/instructional strategies based on their assigned positions.

Action Step	Anticipated Start/Completion Date

PLCs will meet on a monthly schedule to meet and submit minutes after each meeting. These meetings will focus on student achievement, professional learning, and instructional strategies.		2025-07-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Facilitators and Director of Curriculum	Meeting schedule and minute format form, Administrative Team support, and Title I team trainings	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PLCs will meet monthly and submit minutes for that meeting to the Director of Curriculum	Director of Curriculum, Monthly, Spreadsheet with months and files with minutes

Action Plan For: Cross-grade Level Meetings

Measurable Goals:
• All staff will have completed the Structured Literacy, Ethics, and Common Ground modules in the SAS portal. PLCs (grade levels/departments) will meet at least once a month and cross grade levels will meet at least once a year to share data, discuss common issues, and develop possible solutions.   • Staff will analyze the current data (PSSA, Keystone, CDTs, DIBELS, ESGI, IXL, etc.) at least twice a year in order to make instructional decisions. The staff will also share data with students and families once a year to ensure all stakeholders understand the data and determine goals based on the data.

Action Step		Anticipated Start/Completion Date	
Cross-Grade Level Meetings once per year and submit minutes after this meeting		2025-07-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Facilitators and Director of Curriculum	In-Service Day schedules and minutes format form	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Cross-grade Level meetings will take place on 1 in-service day during the school year and the curriculum facilitators will submit minutes to the Director of Curriculum. These meetings will focus on student achievement, professional learning, and instructional strategies.	Director of Curriculum, Yearly, Minutes from the meeting

Action Plan For: Data-Driven Decision Making

Measurable Goals:

- Staff will analyze the current data (PSSA, Keystone, CDTs, DIBELS, ESGI, IXL, etc.) at least twice a year in order to make instructional decisions. The staff will also share data with students and families once a year to ensure all stakeholders understand the data and determine goals based on the data.

Action Step	Anticipated Start/Completion Date	
Staff will meet 2 times per year on a Data Delay Day to analyze data pertinent to their grade level/department	2025-07-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Facilitators and Administrative Team	Data (PSSA, Keystone, CDTs, IXL, DIBELS, ESGI, classroom data, etc.), Administrative and Title I Team support	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Grade Level/Departments will analyze data and determine instructional strategies to help increase student achievement. The curriculum facilitator will submit minutes from these meetings.	Administrative Team (Building Principals), 2 times a year, Minutes from Data Delay Day

Action Plan For: Family Advisory Committee Meetings

Measurable Goals:

- Staff will analyze the current data (PSSA, Keystone, CDTs, DIBELS, ESGI, IXL, etc.) at least twice a year in order to make instructional decisions. The staff will also share data with students and families once a year to ensure all stakeholders understand the data and determine goals based on the data.
- The parent advisory committee will meet at least once a year to help build stronger ties between school and home by aiding in the development of resources to help families which will be placed on the District website under a parent resource tab.

Action Step		Anticipated Start/Completion Date	
The Family Advisory Committee will format a meeting schedule for each year of the comprehensive plan.		2025-07-01	2026-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	Schedule of yearly meetings	No	No
Action Step		**Anticipated Start/Completion Date**	
The Family Advisory Committee will create resources to share with other parents via the District website and resources sent home. This will enhance the student accountability by sharing student's individual data with families.		2025-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	Parent needs survey, parent resources, student data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The Family Advisory Committee will be instrumental in creating resources to share with families along with helping develop ways to increase student accountability and share student data with families.	Director of Curriculum, yearly, meeting minutes and parent resources

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development Trainings	All staff (K-12) will complete the Structured Literacy, Ethics, and Common Ground SAS Modules
Professional Development Trainings	Staff will complete professional development training on data-driven decision making supported by IU29 and the administrative team
Professional Development Trainings	Staff will complete student-centered professional learning specific to their grade levels/departments. This professional learning will focus on the current resources used in the classroom and any newly purchased resources.

SAS Module Trainings

Action Step
• All staff (K-12) will complete the Structured Literacy, Ethics, and Common Ground SAS Modules

Audience
All Staff (K-12)

Topics to be Included
Structured Literacy

Evidence of Learning
Screenshot of the SAS Portal for each staff member

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2025-07-01	2028-05-31

Learning Format

Type of Activities	Frequency
Independent study	Every 3 years
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources	
• 3b: Using Questioning and Discussion Techniques	
• 2b: Establishing a Culture for Learning	
• 4e: Growing and Developing Professionally	
• 1e: Designing Coherent Instruction	

• 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Learning Format

Type of Activities	Frequency
Independent study	Every 3 years
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally	
• 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Learning Format

Type of Activities	Frequency
Independent study	Every 3 years
Observation and Practice Framework Met in this Plan	
• 4c: Communicating with Families	
• 4f: Showing Professionalism	
• 1b: Demonstrating Knowledge of Students	
• 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Data-Driven Decision Making

Lead Person/Position	Anticipated Start	Anticipated Completion
Action Step		
• Staff will complete professional development training on data-driven decision making supported by IU29 and the administrative team		
Audience		
All Staff (K-12)		
Topics to be Included		
Data-Driven Decision Making		
Evidence of Learning		
Sign-in sheets from trainings, minutes from meetings		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Director of Curriculum, Administrative Team, Title I Team	2025-08-01	2027-05-31

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	1 time - or as necessary
Observation and Practice Framework Met in this Plan	

- 4b: Maintaining Accurate Records
- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction
- 4c: Communicating with Families
- 3d: Using Assessment in Instruction
- 4d: Participating in a Professional Community
- 3e: Demonstrating Flexibility and Responsiveness
- 4e: Growing and Developing Professionally
- 4a: Reflecting on Teaching

This Step Meets the Requirements of State Required Trainings

Student-Centered Professional Learning

Action Step
• Staff will complete student-centered professional learning specific to their grade levels/departments. This professional learning will focus on the current resources used in the classroom and any newly purchased resources.
Audience
All Staff (K--12)
Topics to be Included
Student-centered best practices based on grade level/department and current resources
Evidence of Learning
Sign-in sheets, minutes from meetings

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2025-08-01	2027-05-31

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly

Observation and Practice Framework Met in this Plan
• 3c: Engaging Students in Learning
• 3b: Using Questioning and Discussion Techniques
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 3d: Using Assessment in Instruction
• 1f: Designing Student Assessments
• 4e: Growing and Developing Professionally
• 1d: Demonstrating Knowledge of Resources
• 4a: Reflecting on Teaching
• 1e: Designing Coherent Instruction
• 4d: Participating in a Professional Community
This Step Meets the Requirements of State Required Trainings

Communications Activities

SAS Modules					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	All Staff (K-12)	Structured Literacy, Ethics, and Common Ground	Director of Curriculum	07/01/2025	05/31/2027
Communications					
Type of Communication			**Frequency**		
Email			1 time		

Approvals & Signatures

Uploaded Files
• Comp Plan Affirmation Statement_b2521b35.pdf

Chief School Administrator	Date
Heath W Renninger	2025-04-09