

**PINE GROVE AREA SD**

103 School St

Academic Standards and Assessment Requirements (Chapter 4) | 2025 - 2028

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## **ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)**

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

# ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

1. Identify your school entity type from the drop-down list:  
School District

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers	
Pre K - 2	Yes	350	
3 - 5	Yes	322	
6 - 8	Yes	325	
9 - 12	Yes	493	
		Total	1490

**Chapter 4****Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

PA-Core English Language Arts

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

PA-Core Mathematics

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Science and Technology

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Environment and Ecology

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Civics and Government

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Economics

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Geography

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

History

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Arts and Humanities

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Health, Safety, and Physical Education

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Family and Consumer Sciences

6-8, 9-12

6-8, 9-12

Reading and Writing for Science and Technical Subjects

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

## ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards	Yes

☐ Elementary Grade Level content does not apply.

☐ Secondary Grade Level content does not apply.

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### 6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

Each curriculum map is developed by a curriculum facilitator in conjunction with his or her department/grade level colleagues. Possible curricular needs whether addition, subtraction, or alteration of information to meet the curricular needs of our students are addressed continually. After a review is complete, the curricular revisions are reviewed at the district level. Both the superintendent and director of curriculum review updates, which eventually are approved at the board of directors' level.

### 7. List resources, supports or models that are used in developing and aligning curriculum.

The main resource that supports our curriculum is the Standards-Aligned System or SAS portal as well as additional PDE resources. Curriculum Maps are created on a common template and based on PDE templates. The written curriculum consists of essential questions, standards, eligible content (when applicable), concepts, competencies, vocabulary, resources, and assessments. Curriculum Facilitators work with grade-level colleagues to develop curricula. Support is provided through Schuylkill Intermediate Unit 29 and PaTTAN.

### 8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.

All teachers have access to the Pine Grove Area School District Curriculum Portal website. PGA has curriculum facilitators who meet with the Director of Curriculum 4 times per year to discuss curriculum and materials/resources. They also meet on a monthly with their department/grade level to discuss curriculum and materials/resources. The Curriculum Facilitators bring that information to the quarterly meeting for discussion. This

includes a special education facilitator from each building (grade span) to ensure the student with disabilities are also included in the curriculum and materials/resources discussions. The Curriculum budget is determined by the resources needed by teachers. The Curriculum Facilitators collect budget items and submit them to the Director of Curriculum by December. The Director of Curriculum creates a budget based on the resource needs of the teachers and presents the budget to the Superintendent and Director of Finance who then submits the budget to the School Board for approval.

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Planned instruction consists of at least the following elements: (Chapter 4.12)

<b>9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.</b>	Yes
<b>10. Essential content is developed from PA Core/Academic Content Standards.</b>	Yes
<b>11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.</b>	Yes
<b>12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.</b>	Yes
<b>13. Courses and units of study are developed from measurable outcomes and/or objectives.</b>	Yes
<b>14. Course objectives to be achieved by all students are identified.</b>	Yes
<b>15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.</b>	Yes

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**16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)**

Pine Grove Area School District reviews curriculum on a 5-year cycle. This systematic approach includes evaluation of Program & Selection of Resources, Textbook Adoption & Professional Development, Research Current Trends, Writing & Revising Curriculum, and Refinement of Strategies. We have selected a curriculum facilitator in each department that assists in this process. Each facilitator works with his or her department to evaluate the current curriculum and make adjustments based on the standards and resources available. The District would like to create Year at a Glance documents so teachers have an overall sense of the school year curriculum.

**Based on the responses above, would written curriculum be a priority in your comprehensive plan?**

Yes

**Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?**

No

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

☐ Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes must equal 100%)

A. Data Available Classroom Teachers	26
B. Non-Data Available Classroom Teachers	58
C. Non-Teaching Professionals	13
D. Principals	3
Total	100

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1c: Setting Instructional Outcomes	1b: Demonstrating Knowledge of Students	1d: Demonstrating Knowledge of Resources

	Elementary School	Middle School	High School
<b>Domain 2: The Classroom Environment</b>	2a: Creating an Environment of Respect and Rapport	2d: Managing Student Behavior	2e: Organizing Physical Space
<b>Domain 3: Instruction</b>	3e: Demonstrating Flexibility and Responsiveness	3c: Engaging Students in Learning	3b: Using Questioning and Discussion Techniques
<b>Domain 4: Professional Responsibilities</b>	4a: Reflecting on Teaching	4c: Communicating with Families	4d: Participating in a Professional Community

### 3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

We will continue to use PLCs to further build upon our teachers' strengths. We will use this venue as well to share strategies and successes among colleagues and administration on best practices.

### 4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
<b>Domain 1: Planning and Preparation</b>	1d: Demonstrating Knowledge of Resources	1f: Designing Student Assessments	1c: Setting Instructional Outcomes
<b>Domain 2: The Classroom Environment</b>	2d: Managing Student Behavior	2e: Organizing Physical Space	2d: Managing Student Behavior



	Elementary School	Middle School	High School
<b>Domain 3: Instruction</b>	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
<b>Domain 4: Professional Responsibilities</b>	4d: Participating in a Professional Community	4a: Reflecting on Teaching	4a: Reflecting on Teaching

#### 5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?

Based on the needs of our professional staff in each building, we will look to improve assessment design and ways to use assessment to drive instruction. The District will also increase understanding of resources through grade level/department discussions using PLCs, curricular meetings, and targeted professional development.

#### 6. What information is used to determine Principal Performance Goals?

Goals Set	Comments/Considerations
<b>Provided at the district level</b>	PGA Superintendent creates yearly district-wide goals which are shared at the opening in-service day meeting with all staff.
<b>Provided at the building level</b>	PGA Principals follow the district-wide goals and also expect staff to create goals based on data and the district-wide goals.
<b>Individual principal choice</b>	PGA Principals follow up on teacher goals based on the district-wide goals.

Goals Set	Comments/Considerations
Other (state what other is)	

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	N/A	N/A
District-Designed Measure & Examination	K-12; All Content Areas	Teacher developed assessments
Nationally Recognized Standardized Test	N/A	N/A
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	N/A	N/A
Student Portfolios Pursuant to Local Requirements	N/A	N/A

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

No

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment	Type of Assessment			
ESGI	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
Monthly	Yes			
Assessment	Type of Assessment			
DIBELS	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes			
Assessment	Type of Assessment			
IXL Screener for Math and ELA	Formative			
Frequency or Date Given	K-2	3-5	6-8	9-12
1 time per year	Yes	Yes	Yes	

Assessment  
IXL Diagnostics Assessments

Type of Assessment  
Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes	Yes	Yes	

Assessment  
CDTs

Type of Assessment  
Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
2 times per year				Yes

## ASSESSMENT (CONTINUED)

### EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

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#### **Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?**

Pine Grove Area School District uses benchmark assessments primarily to monitor student progress across key learning standards multiple times throughout the school year, allowing teachers to identify areas where students are excelling or struggling and adjust instruction accordingly. The benchmark assessments are used by teachers for data analysis during PLCs and on the data delay days. Progress monitoring is also used to track student progress after interventions have taken place to ensure growth. The benchmark assessments also help to align our curriculum and aid in differentiated instruction. The diagnostic assessments are administered at pinpoint locations throughout the school year as well to ensure we have an accurate data point for each of the students. This data is discussed as well during PLCs and data delay days.

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Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? No

## **SIGNATURE AND QUALITY ASSURANCE**

### **EDUCATION AREAS OF CERTIFICATION**

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Heath W Renninger  
Chief School Administrator

01/29/2025  
Date