

PINE GROVE AREA SD

103 School St

Comprehensive Plan | 2022 - 2025

Steering Committee

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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 1550 students. The campus is located on Route 443, three miles off of the Pine Grove Exit 100 of Interstate 81.

Our attendance ratio is 87% and the percentage of low-income families in our district is approximately 43%. Almost 2% of our students are listed as homeless. Slightly over 16% 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

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

Educational Value Statements

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)

District-wide Goals:

GOAL 1: **Communication**

Pine Grove Area School District will continue to review and refine communication protocols and pathways to ensure clarity, ease of access, and input from all stakeholders.

- Improve communication from the building and district levels in order to improve relationships with parents and students.
- Examine building and department communication platforms and expectations and develop common expectations and methods of communication.
- Provide opportunities within the community for stakeholder engagement.

GOAL 2: **Learning Loss**

Pine Grove Area School District establish systems and structures that allow for the maximization of time within the school day ensuring that teachers have the opportunity to address learning loss and the impact of COVID.

- Explore and ensure that all students have access to instruction that takes in account present levels and employs rigorous and high-level learning strategies.
- Set goals to return to exceed pre-COVID academic achievement by providing opportunity for deep, meaningful, and flexible learning for students as well as time for teachers to work in their collaborative teams to ensure success for all students.

GOAL 3: **Trauma-Informed Approach**

Pine Grove Area School District will establish systems, structures, and supports to ensure all students are provided with opportunities to grow in self-regulation, responsible decision-making, social awareness, and relationship skills.

- Create a safe environment for students to thrive that includes prevention of bullying and utilizing trauma-informed teaching practices.
- Utilize curriculum that will help students grow in their self-regulation, responsible decision-making, social awareness, and relationship skills.

GOAL 4: **Career Based Experiences**

Pine Grove Area School District will establish systems and structures that allow for students to have additional career based experiences.

- Explore and ensure that all students have additional career based experiences.
- Improve the collection of artifacts of these experiences.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Yes
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Yes
Related Academics - Strengths: Many opportunities to join a club/group. Choir, Band, Jazz Band, Musical, Envirothon, ACHIEVE, Spelling Bee, National Honor Society, Career Day, Archery, Softball, Baseball, Football, Basketball, Soccer, Wrestling, KNex, Math 24, FBLA, FFA, Aavidum,	Yes
Grade 3 and 4 Students achieved well above are statewide average in PSSA scores in ELA.	Yes
Grade 5 ELA achievement showed an increase in achievement compared to the last 2 previous years.	Yes
Grade 6 ELA achievement has remained consistently between 55% and 60% over the past 4 years.	Yes
Grade 4 PVAAS for ELA shows significant evidence that the school exceeded the growth standard.	Yes
Elementary Students achieved well above are statewide average in PSSA scores in Mathematics.	Yes
Grade 4 Mathematics PVAAS shows significant evidence that the school exceeded the growth standard.	Yes
There was significant evidence that students in Middle School and High School taking Keystone Algebra exceeded the growth standard.	Yes
Grade 4 Students achieved well above are statewide average in PSSA scores in Science.	Yes
Grade 4 and 8 Science PVAAS shows significant evidence that the school exceeded the growth standard.	Yes
Growth in WIDA Scores	Yes
Elementary PSSA scores are well above State Average.	Yes
Meeting Annual Academic Growth Expectations (PVAAS) - High Growth in Middle School ELA and Science and High School Algebra	Yes
JROTC program in the high school	No
Parent volunteers in the elementary.	No

State recognized MTSS elementary program	No
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Challenges

Challenge	Consideration In Plan
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Yes
Grade 7 ELA achievement dropped significantly to 46% from 73%.	Yes
Grade 8 ELA achievement dropped to 51.4% from 61.5% the previous year.	Yes
There was significant evidence that students in the High School taking Keystone Literature did not meet the growth standard.	Yes
Growth and achievement in Grades 6-8 mathematics was a challenge.	Yes
There was moderate evidence that students in the High School taking Keystone Biology exceeded the growth standard.	Yes
Career Artifact Collection	Yes
Communication to EL families	Yes
Creating a safe environment for students to thrive that includes prevention of bullying and utilizing trauma-informed teaching practices.	Yes
High School Career Standards Benchmark	Yes
State Assessment Measures - Middle School PSSA Achievement Math 22%	Yes
Communication to families in how to access online software to check grades and student progress.	No
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	No
Website Navigation	No

Most Notable Observations/Patterns

Some of the patterns that stood out were related to the effects of COVID. We plan to look at bullying prevention, learning loss in middle school mathematics, high school career artifact collection, and communication to parents.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Despite turnover each year, we have been able to hire high quality teachers and professionals.
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Learning materials including online subscriptions have impacted student learning. Professional learning has remained a priority.
Related Academics - Strengths: Many opportunities to join a club/group. Choir, Band, Jazz Band, Musical, Envirothon, ACHIEVE, Spelling Bee, National Honor Society, Career Day, Archery, Softball, Baseball, Football, Basketball, Soccer, Wrestling, KNex, Math 24, FBLA, FFA, Aavidum,	Students continue to have multiple opportunities to join a variety of clubs and activities. Teachers have shown initiative in wanting to offer additional positive experiences for students.
Grade 3 and 4 Students achieved well above are statewide average in PSSA scores in ELA.	Elementary achievement and growth have continued. Elementary students were less impacted by a flexible schedule.
Grade 5 ELA achievement showed an increase in achievement compared to the last 2 previous years.	Despite COVID interruptions, Grade 5 ELA achievement jumped to 57% from 44%. A new reading series was also introduced. Each Grade 5 teacher taught both reading and English to half of the class.
Grade 6 ELA achievement has remained consistently between 55% and 60% over the past 4 years.	Despite COVID interruptions, Grade 6 made consistent gains.
Grade 4 PVAAS for ELA shows significant evidence that the school exceeded the growth standard.	Despite COVID interruptions, teachers were able to add value.
Elementary Students achieved well above are statewide average in PSSA scores in Mathematics.	Despite COVID interruptions, teachers were able to add value.
Grade 4 Mathematics PVAAS shows significant evidence that the school exceeded the growth standard.	Despite COVID interruptions, teachers were able to add value.
There was significant evidence that students in Middle School and High School taking Keystone Algebra exceeded the growth standard.	Despite COVID interruptions, teachers were able to add value.
Grade 4 Students achieved well above are statewide average in PSSA scores in Science.	Despite COVID interruptions, Grade 4 teachers were able to add value.

Grade 4 and 8 Science PVAAS shows significant evidence that the school exceeded the growth standard.	Despite COVID interruptions, teachers were able to add value.
Growth in WIDA Scores	WIDA scores among ELA learners have been positive.
Elementary PSSA scores are well above State Average.	
Meeting Annual Academic Growth Expectations (PVAAS) - High Growth in Middle School ELA and Science and High School Algebra	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Improved communication from the building and district levels will improve relationships with parents and students.	Yes	Improved communication from the building and district levels will improve relationships with parents and students.
Grade 7 ELA achievement dropped significantly to 46% from 73%.	COVID interruptions due to quarantines and alternating hybrid schedules have impacted achievement.	No	
Grade 8 ELA achievement dropped to 51.4% from 61.5% the previous year.	COVID interruptions due to quarantines and alternating hybrid schedules have impacted achievement.	No	
There was significant evidence that students in the High School taking Keystone Literature did not meet the growth standard.	COVID interruptions due to quarantines and alternating hybrid schedules have impacted achievement.	No	
Growth and achievement in Grades 6-8 mathematics was a challenge.	COVID interruptions due to quarantines and alternating hybrid schedules have impacted achievement.	Yes	Learning loss occurred in multiple areas and will need sustained efforts to help students.

There was moderate evidence that students in the High School taking Keystone Biology exceeded the growth standard.	Keystone Biology scores have increased despite impact of COVID.	No	
Career Artifact Collection	Career artifact collection was impacted by COVID. Creating meaningful career experiences district-wide would benefit students.	Yes	A new high school guidance department will increase career artifact collection and create meaningful experiences related to careers.
Communication to English Learner families	Improved communication with families will help these families have a better experience with PGASD.	No	
Creating a safe environment for students to thrive that includes prevention of bullying and utilizing trauma-informed teaching practices.		Yes	Creating a safe environment for students to thrive that includes prevention of bullying and utilizing trauma-informed teaching practices.
High School Career Standards Benchmark		No	
State Assessment Measures - Middle School PSSA Achievement Math 22%		No	

Goal Setting

Priority: Improved communication from the building and district levels will improve relationships with parents and students.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Engagement	By June 30th, 2025, the district will have created at least 2 additional events or strategies to gather input and engage in community dialogue regarding district initiatives and needs.	Community Engagement	By June 30th, 2023, the district will plan for 2 additional events or strategies to gather input and engage in community dialogue regarding district initiatives and needs.	By June 30th, 2024, the district will have created at least 1 additional event or strategy to gather input and engage in community dialogue regarding district initiatives and needs.	By June 30th, 2025, the district will have created at least 2 additional events or strategies to gather input and engage in community dialogue regarding district initiatives and needs.
Parent and family engagement	By June 30th, 2025, the district will have created at least 3 additional events or strategies to help parents access our student information system and learning management system.	Parent Access	By June 30th, 2025, the district will have created at least 1 additional event or strategy to help parents access our student information system and learning management system.	By June 30th, 2025, the district will have created at least 2 additional events or strategies to help parents access our student information system and learning management system.	By June 30th, 2025, the district will have created at least 3 additional events or strategies to help parents access our student information system and learning management system.

Priority: Learning loss occurred in multiple areas and will need sustained efforts to help students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30th, 2025, middle school students will maintain or exceed their achievement level (green or blue) by achieving 45% proficient or advanced on PSSA Math.	MS Math Learning Loss Goal	By June 30th, 2023, middle school students will maintain or exceed their achievement level (green or blue) by achieving 35% proficient or advanced on PSSA Math.	By June 30th, 2024, middle school students will maintain or exceed their achievement level (green or blue) by achieving 40% proficient or advanced on PSSA Math.	By June 30th, 2025, middle school students will maintain or exceed their achievement level (green or blue) by achieving 45% proficient or advanced on PSSA Math.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30th, 2025, 80% of middle school students will meet or exceed the math Exact Path Benchmark (24-25 school year).	Exact Path Goal	By June 30th, 2023, 70% of middle school students will meet or exceed the math Exact Path Benchmark (22-23 school year).	By June 30th, 2024, 75% of middle school students will meet or exceed the math Exact Path Benchmark (23-24 school year).	By June 30th, 2025, 80% of middle school students will meet or exceed the math Exact Path Benchmark (24-25 school year).

Priority: A new high school guidance department will increase career artifact collection and create meaningful experiences related to careers.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Career Standards Benchmark	By June 30th, 2025, 98% of high school students will meet the career standards benchmark.	High School Career Standards Benchmark	By June 30th, 2023, 94% of high school students will meet the career standards benchmark.	By June 30th, 2024, 96% of high school students will meet the career standards benchmark.	By June 30th, 2025, 98% of high school students will meet the career standards benchmark.

Priority: Creating a safe environment for students to thrive that includes prevention of bullying and utilizing trauma-informed teaching practices.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Social emotional learning	By June 30th, 2025, the district will have created at least 3 additional events that promote bullying prevention and trauma-informed teaching practices.	Bullying Prevention	By June 30th, 2023, the district will have created at least 1 additional event or strategy to gather input and engage in community dialogue regarding district initiatives and needs.	By June 30th, 2024, the district will have created at least 2 additional events or strategies to gather input and engage in community dialogue regarding district initiatives and needs.	By June 30th, 2025, the district will have created at least 3 additional events that promote bullying prevention and trauma-informed teaching practices.

Action Plan

Action Plan for: Bullying Prevention Family Event						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Community Engagement Bullying Prevention 		Decrease in bullying incidents and increasing awareness			Review bullying incident data	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Host Bullying Prevention Assemblies	10/27/2022	10/27/2022	Vince Hoover, Director of Curriculum and Instruction	Speaker	No	No
Host an annual Bullying Prevention Event	10/26/2022	10/30/2024	Vince Hoover, Director of Curriculum and Instruction	Squabbles Curriculum, Speaker, refreshments	No	Yes
Teacher Inservice on SEL curriculum and mental health	07/25/2022	08/23/2022	Vince Hoover, Director of Curriculum and Instruction	Curriculum and PD Speaker	Yes	No
Utilize SEL Curriculum at each building level	09/01/2022	06/07/2025	Vince Hoover, Director of Curriculum and Instruction	Second Step curriculum, Squabbles Curriculum, ReThink Curriculum	No	No

Action Plan for: Data Analysis to Drive Instruction

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> MS Math Learning Loss Goal Exact Path Goal 		Increase Math proficiency			Review of Data and Instructional Practices	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Give Diagnostic assessments to all students 3 times per year	09/01/2022	04/25/2025	Vince Hoover, Director of Curriculum and Instruction Melissa Mekosh, Middle School Principal	Exact Path Subscription	No	No
Analyze Data after each assessment	09/15/2022	05/15/2025	Vince Hoover, Director of Curriculum and Instruction Melissa Mekosh, Middle School Principal	Exact Path Reports	No	No
Teachers will adjust instruction according to data	09/15/2022	05/15/2025	Middle School Teachers	Exact Path Subscription	No	No

Action Plan for: Career Artifact Collection Database

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> High School Career Standards Benchmark 	Increase career artifact collection percentage	Future Ready PA Index Indicator - College and Career Measures

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Train guidance counselors in Career Artifact Collection database software	08/31/2022	09/30/2022	Vince Hoover, Director of Curriculum	Career Artifact Collection professional development	Yes	No
Utilize Career Artifact Collection database software	09/02/2022	05/07/2025	Mike Janicelli, High School Principal	Career Artifact Collection subscription	No	No

Action Plan for: Create Parent Tutorials

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Parent Access 		Additional Parents will know how to access grades				
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create Parent Tutorial for Access to Student Information System	08/26/2022	12/08/2022	Director of Technology		No	No
Create Parent Tutorial for Access to Learning Mangement System			Director of Technology		No	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Bullying Prevention Family Event	<ul style="list-style-type: none"><li data-bbox="554 220 1251 253">• Teacher Inservice on SEL curriculum and mental health
Career Artifact Collection Database	<ul style="list-style-type: none"><li data-bbox="554 285 1474 318">• Train guidance counselors in Career Artifact Collection database software

Professional Development Activities

Teacher Inservice on SEL curriculum and mental health						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teacher Inservice on SEL curriculum and mental health 	All Professional Staff	Mental Health, SEL Curriculum	Teachers will successfully implement SEL curriculum.	Vince Hoover, Director of Curriculum	07/25/2022	08/23/2022
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Inservice day	3 different sessions		<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport 		Trauma Informed Training (Act 18)	

Career Artifact Collection Software Workshop

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Train guidance counselors in Career Artifact Collection database software 	High School Guidance Counselor	Career Artifact Collection Software	Guidance Counselors will be able to successfully collect career artifacts in a meaningful way.	Vince Hoover, Director of Curriculum	09/02/2022	10/28/2022

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once	<ul style="list-style-type: none"> 4b: Maintaining Accurate Records 1a: Demonstrating Knowledge of Content and Pedagogy 	

Communications Action Steps

Evidence-based Strategy	Action Steps
Bullying Prevention Family Event	<ul style="list-style-type: none"><li data-bbox="527 224 1062 253">• Host an annual Bullying Prevention Event

Communications Activities

Bullying Prevention Family Event					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents and Students	Resiliency and bullying prevention	Vince Hoover, Director of Curriculum and Instruction	07/18/2022	10/28/2022
Communications					
Type of Communication			Frequency		
Posting on district website			Monthly update		
Public service announcement			Monthly Post on Social Media		
Brief			Text Message/Phone Call to all Parents		