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 PLANNING

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

A written curriculum framework specifi es 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.

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	N/A	
Civics and Government	9-12	9-12
Economics	N/A	
Geography	6-8	6-8
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	N/A	

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
Reading and Writing for Science and Technical Subjects	N/A	
Reading and Writing for History and Social Studies	N/A	
Career Education and Work	N/A	

ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum.
   As an International Baccalaureate organization we are required to prepare IB unit planners and those are made available to parents/students through our Learning Management System. Horizontal or vertical alignment meetings happening weekly.

2. List resources, supports or models that are used in developing and aligning curriculum.
   Managebac and Toddle are used to coordinate our IB work PDESAS provides resources and supports to all grade levels and connects to all content and standards. Learning progressions (math reading science)

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

Toddle and Managebac are our holding ground for all written curriculum. We also use Canvas as an LMS to house written curriculum and instructional materials. Texts, books, manipulatives are kept in classrooms or resource areas.

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

No

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
Essential content is developed from PA Core/Academic Content Standards.Essential content is developed from PA Core/Academic or Alternate Content Standards.	Yes
Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content StandardsContent, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards	Yes
Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	Yes
Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
Course objectives to be achieved by all students are identified.	Yes
Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?
   We use vertical planning time in our professional development schedule to review content and curriculum. Teachers submit classroom lesson plans for review.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?
   We will be focusing on the Language Arts curriculum and getting a strong vertical alignment within that content area.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

ACT 13

> Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.
>
> Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's only).

on

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 should equal 100%)

   a. Data Available Classroom Teachers

   b. Non-Data Available Classroom Teachers

   c. Non-Teaching Professionals

   d. Principals

   Total
   0

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			
Domain 2: The Classroom Environment			
Domain 3: Instruction			
Domain 4: Professional Responsibilities			

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

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
Domain 1: Planning and Preparation			
Domain 2: The Classroom Environment			
Domain 3: Instruction			
Domain 4: Professional			

	Elementary School	Middle School	High School
Responsibilities			

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

6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures and Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations
Provided at the district level	
Provided at the building level	
Provided at the grade level	
Provided within the content area	
Individual teacher choice	
Other (state what other is)	

7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric		

Evidence	Grades/Content Area	Comments
District-Designed Measure & Examination		
Nationally Recognized Standardized Test		
Industry Certification Examination		
Student Projects Pursuant to Local Requirements		
Student Portfolios Pursuant to Local Requirements		

Based on the responses above, would written curriculum be a priority in your comprehensive plan?   No

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

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	
MAP			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	Yes	Yes	Yes	No

Assessment			Type of Assessment	
Fountas and Pinnell			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	Yes	Yes	No	No

Assessment			Type of Assessment	

CDT — Type of Assessment: Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	No	No	No	Yes

Assessment: IXL — Type of Assessment: Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
1x per year	Yes	Yes	Yes	No

Assessment: PSSA — Type of Assessment: Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
1x per year	No	Yes	Yes	Yes

Assessment: Keystone — Type of Assessment: Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
2x per year as needed	No	No	Yes	Yes

Assessment: SAT/PSAT — Type of Assessment: Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
2x per year	No	No	No	Yes

Assessment			Type of Assessment	
DIBELS 8			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	Yes	No	No	No

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?
Our teams meet in PLC time to discuss assessment results and make plans for student improvement. We have MTSS teams in place to also support student growth.

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.

Michael Lowe   02/14/2022
Chief School Administrator   Date