

WILSON AREA SD

2040 Washington Blvd

Academic Standards and Assessment Requirements (Chapter 4) | 2022 - 2025

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 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.

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	6-8, 9-12	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

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

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

3-5, 6-8, 9-12

3-5, 6-8, 9-12

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

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1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Curriculum is reviewed on a seven year cycle in grades K-8 and a ten year cycle in grades 9-12. Curriculum may also be reviewed as needed. When curriculum is reviewed or revised the teachers/curriculum writers ensure that the objectives and activities are aligned with the PA core and academic standards. At any point in the cycle teachers can review and revise the curricula in case it does not meet the needs of the students. At this point the curriculum is also reviewed to ensure standard alignment. The curriculum is reviewed by the Assistant Superintendent and then presented to the Board of Education for review and approval.
 2. List resources, supports or models that are used in developing and aligning curriculum.

Teachers use the Standards Aligned System (SAS) website and the various resources on this site when aligning the curriculum to the standards. The Understanding by Design (UbD) model is used to develop curriculum focusing on key understandings the teachers want all students to know, understand, and be able to do. Teachers also use a variety of content specific resources both within the core series and supplemental sources.

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

All written curriculum is shared with teachers responsible for the designed courses. Teachers volunteer to participate on curriculum writing committees. All curriculum is housed on the District website allowing access to students, teachers, families, and the public. The District also looks to budget appropriate funds to obtain the necessary instructional materials.

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?

The cycle for reviewing locally developed curriculum for grades K-8 is seven years and in grades 9-12 ten years.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?

The high school curriculum just went through a curriculum review of all courses due to a shift to block scheduling. Over the past two years, the K-6 reading/ELA curriculum and the K-5 math curricula were revised. During the next comprehensive plan cycle, the K-8 science curriculum, the grade 6-8 math curriculum, and the K-8 social studies curriculum will be revised. At the high school, the upper-level math curricula (Pre-Calculus, Calculus, Probability and Statistics, Analytical Geometry, and Consume Math), Spanish, Biology, and American Cultures II curricula and materials will be reviewed and revised during this comprehensive plan cycle.

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).

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
36
 - b. Non-Data Available Classroom Teachers
55
 - c. Non-Teaching Professionals
5
 - d. Principals
4
- 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	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy	1e: Designing Coherent Instruction
Domain 2: The Classroom Environment	2a: Creating and Environment of Respect and Rapport	2a: Creating and Environment of Respect and Rapport	2a: Creating and Environment of Respect and Rapport
Domain 3: Instruction	3c: Engaging Students in Learning	3d: Using Assessment in Instruction	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	4a: Reflecting on Teaching	4a: Reflecting on Teaching

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

Teachers are utilized in a mentor role to assist new teachers. Ask teachers to share best practices during advisory meetings, department meetings and faculty meetings. Place teachers in leadership roles such as department chairs, team leaders, and mentors to impact other staff members. Use veteran teachers to model best practices for new and improving educators through the use of learning walks and mentorships. Use teacher in leadership role to model best practices with colleagues.

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
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	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1d: Demonstrating Knowledge of Resources	1f: Designing Student Assessments	1d: Demonstrating Knowledge of Resources
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	4c: Communicating with Families	4c: Communicating with Families

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

Provide constructive feedback to teachers in the post observation conference. Administrators regularly visit classrooms and offer teachers suggestions on how to improve in their areas of need, spending additional time with those teachers in collegial conversation about specific skill development. Offer teachers suggestions on how to improve in their areas of need through teacher colleagues as well. Provide access and knowledge of resources available to teachers and allow teachers to observe their colleagues that excel.

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

Student state testing data and teacher observation data

Provided at the building level

Classroom data from observations, student grades, state testing results, attendance and discipline data, input from teachers,

Goals Set	Comments/Considerations
Provided at the grade level	classroom data, formative and summative teacher assessments
Provided within the content area	Analysis of benchmark assessment within specific content areas, teacher observations, student and teacher feedback
Individual teacher choice	classroom data
Other (state what other is)	N/A

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	Teacher developed rubric	Teachers will develop rubrics to measure the student outcome on the specific goal and collect student work to determine achievement on the rubric
District-Designed Measure & Examination	Locally designed assessments	Teachers will develop assessments to measure student achievement toward the specific goals/measures.
Nationally Recognized Standardized Test	Do not use	N/A
Industry Certification Examination	Do not use	N/A

Evidence	Grades/Content Area	Comments
Student Projects Pursuant to Local Requirements	May be used to measure achievement on teacher developed goal.	May be used if a project better shows students bility within the District selected measure
Student Portfolios Pursuant to Local Requirements	Do not use	N/A

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			
Acadience Reading (Formally DIBELSNext)	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times a year	Yes	Yes	No	No

Assessment	Type of Assessment			
Acadience Math (Formally DIBELS Math)	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning and end of Year	Yes	Yes	No	No

Assessment	Type of Assessment			
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Study Island Reading, Math, and Science

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
4 times a year	No	Yes	Yes	No

Assessment

Type of Assessment

PSSA Reading, Math, and Science

Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
Once a year (PDE prescribed timeline)	No	Yes	Yes	No

Assessment

Type of Assessment

Keystone Assessments (Algebra I, Biology, Literature)

Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
Once a year (PDE prescribed timeline)	No	No	Yes	Yes

Assessment

Type of Assessment

MobyMax (Reading and Math)

Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
Once a year (beginning or year)	Yes	Yes	Yes	No

Assessment

Type of Assessment

Armed Service Vocational Appritude Battery (ASVAB) Test

Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
once during 11th grade	No	No	No	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

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

In grades K-5, all students take the beginning of the year Acadience assessment. Students that appear below core benchmark receive additional diagnostic assessments to determine specific needs. Grade-level teachers meet to analyze the data and complete instructional planning which includes assigning flexible intervention groups. Students with greatest needs are assigned level 2 intervention in small groups and possibly level 3 interventions. A continuous progress monitoring plan is conducted to assess growth and response to interventions. In grades 6-8 benchmark assessments are given and based on data analysis, intervention sessions are planned with frequent diagnostic assessments and progress monitoring completed. No formal benchmark and diagnostic assessments are provided.

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.

Doug Wagner
Chief School Administrator

01/31/2022
Date