

MOON AREA SD

8353 University Boulevard

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

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	960
3 - 5	Yes	951
6 - 8	Yes	917
9 - 12	Yes	1244
		Total 4072

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

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Reading and Writing for Science and Technical Subjects

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

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

Reading and Writing for History and Social Studies

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

K-2, 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.

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.

Moon Area School District employees a 6 phase (6 academic years) Curriculum Review Cycle. Throughout this cycle content teachers repeatedly revisit and review their written curriculum maps to check for alignment to PA Core and Academic Standards. All phases of the cycle other than phase 3* provide for opportunities for teachers to be meeting with their teams to check for coherence (vertical and horizontal) and to evaluative and modify the written and taught curriculum for alignment to standards. *Phase 3 is the year of purchasing and implementing new resources when necessary.*

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

MASD adheres to the educational standards set by the Pennsylvania Department of Education and the adopted curriculum review cycle along with engaging educators within MASD as subject matter experts to contribute to the development of curriculum, ensuring local relevance and alignment with district objectives. When writing curriculum, MASD uses the many resources on the PDE SAS website, along with professional development provided by the Allegheny Intermediate Unit. Additionally, content level experts from PDE have been invited and have led professional learning to educate Moon Teachers on content, instruction, assessment, etc.

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

All Moon Area School District teachers have unrestricted access to the written curriculum (curriculum maps) as these are posted publicly to the district website. Additionally, the Director of Curriculum and all Central Office Directors have access to the maps housed in a Microsoft OneNote. Teachers are made aware yearly that should they need access to a map they are welcome to contact the Director of Curriculum or locate them

directly on the district website. Instructional materials are inventoried when purchased and delivered to each teacher directly by the Director of Curriculum and/or Assistant Director of Curriculum. If additional materials are needed teachers first work with their assigned building principal and then the Director of Curriculum to access the necessary materials.

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

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

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

During the time of this comprehensive plan cycle (2024-2027) MASD will be continuously revising the developed curriculum by following the 6 year curriculum cycle. This cyclical process is an attempt to balance time and cost to provide the most relevant and meaningful resources and experiences for the students of Moon Area School District. Phase 1 Needs Assessment/Research Teachers and administrators review the strengths and deficiencies that may be internally or externally present due to many factors. Identification of those factors coupled with data analysis of accountability systems occurs and empirical research is conducted to recommend appropriate actions. Review of pilot materials may occur, along with attendance at conferences and visitations at highly successful school districts. Phase 2 Develop Teachers may pilot different programs, and update and review curriculum guides and programs of studies. Curriculum mapping will occur with an emphasis on alignment of resources and instruction to high-quality standards and common assessments. This phase also includes a budget proposal to the school board which will include resources such as textbooks, and technology along with prioritizing meaningful professional development. Phase 3 Purchase and Implement This phase is used strictly to implement new resources and coinciding instructional practices. Phase 4 Monitor Documentation of strengths and

weaknesses of the programs will be collected and reviewed. Strategic plans will be created to address the deficiencies in the following phase. Phase 5 Modify/Enhance Approved modifications to resolve curricular and or instructional gaps occurs during this phase. This phase is also a time to improve or enhance instructional strategies. Phase 6 Evaluate/Revise The impact of the curricular resources will be analyzed through student achievement scores and preparation will begin for the beginning phase of the continuous improvement cycle. During this cycle ELA, Math, Science, Social Studies, Arts and Humanities, and Technology will be reviewed in each phase.

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?

Yes

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	31
B. Non-Data Available Classroom Teachers	61
C. Non-Teaching Professionals	5
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	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4f: Showing Professionalism	4f: Showing Professionalism	4f: Showing Professionalism

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

To build upon the strengths identified in classroom teacher observation, several steps are implemented at MASD. These steps are aimed at recognizing and enhancing effective teaching practices while providing support and opportunities for continuous professional growth and include providing timely and specific feedback to teachers, highlighting their strengths observed during classroom evaluations. Specific areas of strength and interest of each teacher are identified, and teachers are provided with targeted professional development opportunities. Moon Area teachers are also allocated resources, such as instructional materials, technology, and classroom supplies, to support and enhance their strengths. Teachers are also able to showcase their strengths on in-service days by leading professional development sessions and are provided opportunities to serve on leadership committees such as the MASD Professional Staff Committee.

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	1f: Designing Student Assessments	1c: Setting Instructional Outcomes	1f: Designing Student Assessments

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2e: Organizing Physical Space	2d: Managing Student Behavior
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4e: Growing and Developing Professionally

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

To address challenges identified in classroom teacher observations, Moon Area School District implements targeted action steps focused on improvement and professional growth. Teachers are provided constructive and specific feedback on observed challenges, emphasizing areas for improvement. Teachers and administrators collaborate to set goals with teachers, ensuring that these goals are measurable, attainable, and aligned with professional growth. Support structures may also be put in place which could involve instructional coaches, mentor teachers or assistant principal mentors, or peer observations with constructive feedback. Furthermore, teachers are also provided training on how to use data from assessments to inform instructional decisions. The Director of Data and Analysis along with other Central Office Directors may work with teachers on how to analyze data to identify areas of improvement and how to adjust their teaching strategies accordingly.

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

Goals Set	Comments/Considerations
Provided at the district level	Analyses of student achievement and growth on summative assessments
Provided at the building level	Occurrences and frequency of disciplinary infractions and truancy

Goals Set	Comments/Considerations
Individual principal choice	Qualitative information related to staff, student, and family satisfaction with school procedures and practices
Other (state what other is)	n/a

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	All Grades and Content Areas	Curriculum-based unit assessments Common performance-based assessments
District-Designed Measure & Examination	Science (Grades 5-8)	CDT
Nationally Recognized Standardized Test	Grades K-8, reading and mathematics	STAR Acadience IXL Diagnostic Assessment
Industry Certification Examination	Students who attended local CTC	NOCTI
Student Projects Pursuant to Local Requirements	Grade 11 English	Junior project
Student Portfolios Pursuant to Local Requirements	na	na

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 Learning Online - Reading	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times per year	Yes	Yes	No	No
Assessment	Type of Assessment			
STAR Early Literacy	Diagnostic			
Frequency or Date Given	K-2	3-5	6-8	9-12
3-4 times per year	Yes	No	No	No
Assessment	Type of Assessment			
STAR Reading	Diagnostic			
Frequency or Date Given	K-2	3-5	6-8	9-12
3-4 times per year	Yes	Yes	Yes	No

Assessment				Type of Assessment	
STAR Math				Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12	
3-4 times per year	Yes	Yes	Yes	No	
Assessment				Type of Assessment	
Classroom Diagnostic Tools - PSSA Science				Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12	
2-3 times per year	No	Yes	Yes	No	
Assessment				Type of Assessment	
Classroom Diagnostic Tools - Keystone Algebra I, Biology, Literature				Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12	
2-3 times per year	No	No	No	Yes	
Assessment				Type of Assessment	
IXL ELA & Math Diagnostic				Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12	
5 times per year	Yes	Yes	Yes	Yes	
Assessment				Type of Assessment	
Pennsylvania State System of Assessment - PSSA English Language Arts & Math				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
annually	No	Yes	Yes	No	

Assessment
Pennsylvania State System of Assessment - PSSA Science

Type of Assessment
Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
annually	No	Yes	Yes	No

Assessment
Pennsylvania Keystone Algebra, Biology, and Literature Exams

Type of Assessment
Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
annually with retest opportunities two times per year	No	No	Yes	Yes

Assessment
Pennsylvania Alternate System of Assessment (PASA) for students with the most significant cognitive disabilities

Type of Assessment
Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
annually	Yes	Yes	Yes	Yes

Assessment
WIDA ACCESS for English Learners (for students in need of English language proficiency assessment)

Type of Assessment
Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
annually	Yes	Yes	Yes	Yes

Assessment

Type of Assessment

Act 35 Assessment of Civic Knowledge

Summative

Frequency or Date Given
annually

K-2
No

3-5
No

6-8
No

9-12
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?

The Moon Area School district uses benchmark and diagnostic assessments to determine the individual instructional needs for students as aligned to PA Core Standards, Assessment Anchors, and Eligible Content. These assessments also serve as a way to monitor student growth throughout the school year. Teachers use these data points to differentiate instruction utilizing flexible grouping strategies and deliver instruction in a manner that maximizes growth of all students. Teachers monitor the progress of at-risk or below benchmark students with a variety progress monitoring measures tools within assessment suites, such as Acadience Learning Online Reading, Lexia Reading, STAR Curriculum Based-Measurement, and CDT diagnostic category assessments.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? Yes

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.

Chief School Administrator

Date

