

MANHEIM CENTRAL SD

281 White Oak Rd

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	583
3 - 5	Yes	626
6 - 8	Yes	631
9 - 12	Yes	897
		Total 2737

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

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

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.

The LEA operates on a curriculum cycle. Curriculum is reviewed on a five year cycle. Each year of the cycle has an area of focus. Year 1 is an Audit and Review of the Current Curriculum, making sure it is aligned to PA Core standards and taking a look at horizontal and vertical alignment, along with the selection of resources. Year 2 is providing needed professional development, implementing resources and establishing pacing. Year three involves monitoring, assessing and evaluating the effectiveness of the curriculum and identifying common assessments. Years four and five involve reviewing and refining assessments, refining instructional practices and pacing, and preparing for the upcoming year of review and revision. Teachers meet along with the Director of Curriculum and Instruction to write curriculum when their subject area is in the cycle for review. All teachers 5-12 in the subject area participate and in grades K-4, representatives from each grade level work to write and update curriculum.

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

The LEA has utilized Wiggins and McTighe's Work in Understanding by Design as well as the Learning Focused Schools Model when looking at curriculum rewrites. Most recently, the district is looking at writing curriculum in learning progressions to allow learners to work at their own pace and to ensure differentiation and personalization of learning. The district has also utilized available resources from the SAS portal to help in rewriting curriculum and ensuring that PA Core standards are aligned and in place. The LEA has also reached out to our local IU for assistance in rewriting curriculum in certain subject areas where standards have changed or where there is a greater need for support.

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

The LEA utilizes an online curriculum repository called C-Map. This portal allows all members of the LEA to access all curriculum for their courses/grade level. The link to C-Map is displayed on the district's website for teachers to assure easy access. With new teachers these tools are reviewed to make sure there is an understanding of the location of all curriculum and materials. Teachers are able to access the portal to access curriculum and resources to support delivery of the curriculum.

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)

The LEA, as described above, operates on a cycle for curriculum writing and revisions. This year, social studies, art, music, and family consumer science are going through the curriculum writing process. The teachers for each department meet 4 times with the Director of Curriculum and Instruction to update or write curriculum. State Standards serve as the base for curriculum writing. The district has worked very hard to incorporate learning targets and success criteria into the curriculum writing work. Teams of teachers write the curriculum and add the curriculum to the C-Map portal. Once curriculum is written, assessments are created and materials and resources that will best meet the needs of learners are chosen to support the curriculum.

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

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	24
B. Non-Data Available Classroom Teachers	62
C. Non-Teaching Professionals	10
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	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2b: Establishing a Culture for Learning	2a: Creating an Environment of Respect and Rapport	2b: Establishing a Culture for Learning
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	4e: Growing and Developing Professionally	4e: Growing and Developing Professionally

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

Areas of strength include: Creating and Environment of Respect and Rapport and Establishing a Culture for learning, Communicating with Students and Growing and Developing Professionally. All facilitators across the district have worked very hard to build a community within their classrooms and to connect with their learners. They create environments for learning to occur and establish a risk-free environment for learning. The district has been working on Innovation including creating Project Based Assessments, as well as engagement as a focus for the past year. Teachers have written goals. Principals meet with teachers throughout the year to review goals and then completed walkthroughs to observe goals in progress. One area for growth that has been noted at every level is the need to have the students generate questions and initiate the discussion in order for a facilitator to move from proficient to distinguished in 3C. Also noted, is the need for additional techniques and strategies for engagement and using questioning and discussion techniques, especially at the High School level.

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	1f: Designing Student Assessments	1f: Designing Student Assessments

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures
Domain 3: Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4c: Communicating with Families

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

Principals, Assistant Superintendent, Director of Special Education and Director of Curriculum and Instruction do regular walkthroughs to provide teachers with feedback on teaching practices related to the Danielson Domains. In addition, the district has implemented learning walks with instructional coaches where teachers visit other teacher's classrooms and then debrief to talk about instruction. Finally, the district will target needed areas through professional development offered at the annual Community of Learner's Conference in October each year.

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

Goals Set	Comments/Considerations
Provided at the district level	Summer data dive from all local sourced data. District comprehensive planning goals.
Provided at the building level	Building specific discipline data in addition to local academic data.
Individual principal choice	Building level goals or specific building need.
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	NA	NA
District-Designed Measure & Examination	K-12	Teacher created quizzes and tests
Nationally Recognized Standardized Test	K-8 K-4 K-12 8-12	STAR Reading and Math Acadience Reading CDT's
Industry Certification Examination	NA	NA
Student Projects Pursuant to Local Requirements	NA	NA
Student Portfolios Pursuant to Local Requirements	Art K-12	Art Portfolio

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	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	Yes	Yes	No	No
Assessment	Type of Assessment			
Star Reading and Math				
Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	Yes	Yes	Yes	No
Assessment	Type of Assessment			
IRLA (independent Reading Leveling Assessment)	Formative			
Frequency or Date Given	K-2	3-5	6-8	9-12
Multiple Times per Year	Yes	Yes	Yes	Yes

Assessment PSSA and Keystones				Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Winter and Spring	No	Yes	Yes	Yes	

Assessment USA Test Prep				Type of Assessment Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
2 x per semester				Yes	

Assessment Various Diagnostic Assessments as Needed (Core Phonics, PAST-Phonological awareness), Phonics Inventory, and Spelling Inventory as needed				Type of Assessment	
Frequency or Date Given	K-2	3-5	6-8	9-12	
As needed	Yes	Yes	Yes	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

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

The LEA uses the data from benchmark testing and/or diagnostic testing in data team meetings to review the student progress and to make adjustments to instruction and supports as needed for continued success. Teachers receive the data and discuss it with principals and reading specialists and support is determined based on the data as teachers plan for instruction.

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.

Ryan Axe
Chief School Administrator

02/15/2024
Date