

**PINE-RICHLAND SD**

702 Warrendale Rd

Academic Standards and Assessment Requirements (Chapter 4) | 2023 - 2026

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## **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.

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1. Identify your school entity type from the drop-down list:

Public School

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	1008
3 - 5	Yes	1040
6 - 8	Yes	1072
9 - 12	Yes	1419
		Total 4539

**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

6-8, 9-12

K-2, 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.

Curriculum was developed by PRSD teachers during the 2014-2015 school year. The curriculum is maintained in an electronic database. Each year, teachers, department chairs, and administrators update the curriculum based on revised standards, unit plans, and learning goals.

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

A step by step guide was created to guide all teachers in developing curriculum: Before Writing Gather relevant materials or the curriculum writing process: Curriculum Binder Course calendars/scopes/blocks Textbook(s) Hard copy of existing curriculum from Curriculum Connector Standards/Model Curriculum SAS website Findings from external analysis (action plan) Review Bloom's Taxonomy Webb's DOK Wheel Watch/listen to the curriculum writing podcast for an overview of the purpose and outcomes of this initiative. Podcast includes: Template Descriptors Process overview Step-by-Step Guide Review the curriculum writing template and descriptors. Big Ideas Learning Goals Assessments Standards Resources Review a general "unit exemplar" paying particular attention to format and structure. Review specific "unit exemplar" from your department paying particular attention to content Identify the total number of instructional periods typically available for the year. This will be commonly established by level and department to prevent minor discrepancies (i.e., K-3, 4-6, 7-8, and 9-12). Course Naming Conventions: K-6: Department-Grade (e.g., Art-Grade 2, Science-Grade 4) 7-12: Follow the Program of Studies (e.g., CP English 9, Concert Choir, Systems Engineering) All staff members must be familiar with Google Docs. They should know how to: (1) access Google Drive; (2) identify "shared with me" documents; (3) find and open the appropriate courses; (4) type into the document table; (5) right click in a row to add rows above or below; (6) left click to highlight text then right click

on that text to select the link function to copy/paste the website URL into that area. During Writing Access the specific course in Google Docs

Quickly sketch the major units of instruction for the year and include the title and # of days. The units and days will be further refined as the curriculum writing process occurs. Unit Title and Number of Days: Identify the first unit and write a clear/descriptive title. Estimate the number of instructional days for the unit. 3 - 5 Big Ideas for each unit. Big Ideas are “Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students” (PDE SAS). At Pine-Richland, we defined them as a “Combination of general and unit-specific statements. Some statements are definitive. Other statements are written in a manner to spark thinking/debate in students. Fewer in number at a higher level.” Learning goals will be written at a “level” between big ideas and lesson plan objectives. For some teachers, it may help to think about the 3 - 5 big ideas of a unit and then work down for a total of 10 - 15 learning goals to address those big ideas. For other teachers, it may help to start by reviewing the granular level of lesson plans. You may have dozens of these smaller objectives in a unit. You can then combine to re-write items to work up to the unit learning level. Identify the important unit-level learning goals (content and skills) and write the learning goals in user-friendly language. Start with a verb (NOT “the student will know and be able to...”). Bloom’s taxonomy is a resource. (Webb’s DOK Wheel) Look for the “sweet spot” between “too general and vague” and “too granular at the lesson plan level.” For a typical 20 day unit, we estimate around 10 - 15 learning goals within the unit map. Make sure that a blend of content (know) and skill (do) learning goals. Work to include critical vocabulary from a unit of instruction into the learning goal statement. Standards will serve as a critical foundation for writing learning goals. Because there are so many discrete standard statements in the Pennsylvania Academic Standards, it is important to only identify the best fit standard statements. For those departments with Assessment Anchors and Eligible Content, ALL eligible content for the grade level/course MUST appear in the Standards column at some point in the year (i.e., certain grade levels of math, ELA, and science as well as Keystone Exam courses). For those departments with limited PA Standards, a prior conversation with the assistant superintendent must occur before using alternate standards (e.g., Library or World Language). Identifying the most critical Resources should be a very efficient step in this curriculum writing process. ONLY identify those resources that are crucial to the unit: Examples include: Textbook in MLA format Other citations Website (use the hyperlink function to avoid long URL addresses) Primary source document or resource

After Writing Reflection Questions: Is the unit title clear and descriptive? Are the number of days identified? Did you identify 3 - 5 big ideas? Are there 10 - 15 learning goals that focus on both content and skill? Are they written with the verb first? Does the format follow the examples shown? Did you identify a shorter list of “really critical” standards that align with the unit? Did you write just the coding? Are the primary resources identified in the proper style? Review the design questions identified to ensure quality and consistency across departments and grade levels: ?Is there a unit title that captures the main focus? ?Is the approximate time for the unit listed in days? Did you consider the timing relative to the entire course? ?Do the learning goals within this unit map (i.e., curriculum) define the essential content and skills? Are the learning goals framed sequentially? ?Is the unit map solidly based in the relevant standards? Are eligible content coded within learning goals? ?Would a new teacher be able to utilize this course map to plan daily instruction? Will veteran teachers of this course be able to effectively coordinate essential content for students across the various classrooms and/or buildings? Have you identified the necessary resources

to meet the desired learning goals?

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

All staff members have editing access to the written curriculum in their certification areas. All staff members have viewing access to all of the written curriculum. Through the induction program, new teachers are introduced to the curriculum review and writing process.

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)**

As stated earlier, the written curriculum is revised on an annual basis. This work is completed by the teachers, department chairpersons, and administrators who are responsible to deliver the instruction.

**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%)

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A. Data Available Classroom Teachers	23
B. Non-Data Available Classroom Teachers	66
C. Non-Teaching Professionals	8
D. Principals	3
Total	100

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2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

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	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1d: Demonstrating Knowledge of Resources	1e: Designing Coherent Instruction	1b: Demonstrating Knowledge of Students

	Elementary School	Middle School	High School
<b>Domain 2: The Classroom Environment</b>	2b: Establishing a Culture for Learning	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
<b>Domain 3: Instruction</b>	3c: Engaging Students in Learning	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>	4d: Participating in a Professional Community	4d: Participating in a Professional Community	4a: Reflecting on Teaching

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

Select and implement an instructional strategies framework with focus on common language, learning phases, differentiation, technology integration and initial strategy roll-out (MTSS Tier I). Reinforce instructional strategy learning phases via lesson plans with ongoing strategy roll-out that includes differentiation, technology integration, and grade level/department PLC-style discussion (MTSS Tier I). Pursue collaborative lesson planning with final instructional strategy roll-out reinforced through PLCs that includes differentiation and technology integration (MTSS Tier I). Reinforce model for teaching and learning with evidence in each area (i.e., curriculum revisions/alignment, common assessments, instructional strategies, differentiation and technology integration) via PLCs (MTSS Tier I).

**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
<b>Domain 1: Planning and Preparation</b>	1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction	1f: Designing Student Assessments

	Elementary School	Middle School	High School
<b>Domain 2: The Classroom Environment</b>	2d: Managing Student Behavior	2a: Creating an Environment of Respect and Rapport	2d: Managing Student Behavior
<b>Domain 3: Instruction</b>	3b: Using Questioning and Discussion Techniques	3a: Communicating with Students	3b: Using Questioning and Discussion Techniques
<b>Domain 4: Professional Responsibilities</b>	4e: Growing and Developing Professionally	4a: Reflecting on Teaching	4d: Participating in a Professional Community

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

Select and implement an instructional strategies framework with focus on common language, learning phases, differentiation, technology integration and initial strategy roll-out (MTSS Tier I). Reinforce instructional strategy learning phases via lesson plans with ongoing strategy roll-out that includes differentiation, technology integration, and grade level/department PLC-style discussion (MTSS Tier I). Pursue collaborative lesson planning with final instructional strategy roll-out reinforced through PLCs that includes differentiation and technology integration (MTSS Tier I). Reinforce model for teaching and learning with evidence in each area (i.e., curriculum revisions/alignment, common assessments, instructional strategies, differentiation and technology integration) via PLCs (MTSS Tier I).

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

Goals Set	Comments/Considerations
<b>Provided at the district level</b>	District strategic plans, In-Depth Program Review Plans, Academic Achievement and Growth Report, Stakeholder Surveys

<b>Goals Set</b>	<b>Comments/Considerations</b>
<b>Provided at the building level</b>	District strategic plans, In-Depth Program Review Plans, Academic Achievement and Growth Report, Stakeholder Surveys, Building Initiatives (e.g., Schools to Watch, Middle States Goals, Sustainability goals, etc.)
<b>Individual principal choice</b>	Building Initiatives (e.g., Schools to Watch, Middle States Goals, Sustainability goals, etc.)
<b>Other (state what other is)</b>	The focus with principals is to identify the key measures and determine what specific actions they are taking to meet those targets. As the year progresses, principals are expected to monitor progress periodically and make adjustments based on progress monitoring results.

**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.**

<b>LEA Selected Measures</b>	<b>Grades/Content Area</b>	<b>Student Assessment Examples</b>
<b>Locally Developed School District Rubric</b>	K-12/All Content Areas	Teacher Developed Rubrics Aligned with District Curriculum (Teacher discretion)

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
<b>District-Designed Measure &amp; Examination</b>	K-12/All Content Areas	At least 4 Common Assessments Per Year
<b>Nationally Recognized Standardized Test</b>	1. K-8/English Language Arts/Math 2. 9-12/Art, Humanities, Math, Science, World Languages 3. 9-12/English, Reading, Mathematics 4. 9-12/English/Science/Writing/Mathematics 5. 3-8/Math, English, Reading, Science 6. 6-11/Algebra, Literature, Biology	1. STAR 360 2. Advanced Placement (College Board) 3. SAT 4. ACT 5. PSSA 6. Keystone Exams
<b>Industry Certification Examination</b>	10-12/Career and Technical Center Students	NOTCI Exams and Individual Certification Programs at the Career and Technical Center
<b>Student Projects Pursuant to Local Requirements</b>	K-12/Student Project	Teacher Developed Projects Aligned with District Curriculum (Teacher discretion)
<b>Student Portfolios Pursuant to Local Requirements</b>	K-12/Student Project	Teacher Developed Projects Aligned with District Curriculum (Teacher discretion)

**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 PSSA & Keystone Assessments			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually	No	Yes	Yes	Yes	
Assessment STAR 360 Universal Screener (ELA and Mathematics)			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Three Times Per Year	Yes	Yes	Yes	No	
Assessment CogAT			Type of Assessment Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Annually	Yes	Yes	No	No	

Assessment

Common Assessments (All Content Areas)

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

At least 4 times per year

Yes

Yes

Yes

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

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

Benchmark and diagnostic assessments are used for tier I classroom-based instructional modifications. Additionally, the assessments are used in our K-8 Multi-Tiered Systems of Support (MTSS) process. The assessments are also used for making recommendations for remediation (possible special education referrals) and enrichment (possible gifted education referrals).

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Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? No

## **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.

Brian Miller  
Chief School Administrator

02/14/2023  
Date