

FLEETWOOD AREA SD

801 N Richmond St

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	490
3 - 5	Yes	478
6 - 8	Yes	485
9 - 12	Yes	762
		Total 2215

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

K-2, 3-5, 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.

The Fleetwood Area School District curriculum process is based on the Understanding by Design Framework (UbD™ framework). The Understanding by Design® framework offers a planning process and structure to guide curriculum, assessment, and instruction. Phases of the Curriculum Development Process: Phase I: Curriculum Analysis and Evaluation (Year 1) 1. Convene District/Building Curriculum Review Team 2. Complete a needs assessment, supported by research, visitations, and surveys a. Diagnose needs (identify successes and concerns) b. Set goals and objectives for inquiry c. Establish priorities d. Review research (student assessment data, classroom walkthrough data) 3. Begin or review Curriculum Maps and identify essential learning through UbD process and attention to Standards 4. Evaluate assessment performances (i.e., student successes and weaknesses) a. Analyzing common assessments b. Analyze other student assessment performances 5. Convene teams to provide K-12 articulation 6. Report to School Board Phase II: Revision and Development (Year 2) 1. Final direction for change is established, materials are reviewed, and revised. a. Develop recommendations b. Revise/write curriculum c. Evaluate instructional resources (create a pilot plan as needed) 2. Develop and/or revise common assessments and other student performance assessments based on curricular changes 3. Develop a Professional Learning Plan to address teacher needs based on data 4. Establish budget plan a. Order materials and equipment if applicable 5. Report to School Board Phase III: Implementation and Review (Year 3) 1. The revised curriculum is implemented, and is reviewed for any additional revisions or refinements as needed. a. Obtain and distribute materials, etc. b. Implementation of instruction c. Evaluate curriculum...teacher feedback, student assessment data, classroom walkthrough data 2. Revise curriculum units as needed 3. Implement professional learning plan 4. Identify supplemental resources/needs

5. Report to School Board if revisions are needed Phase IV: Evaluate and Effectiveness (Year 4) 1. Implement the use of supplemental resources 2. Collect/Analyze common student assessment data 3. Determine curriculum resource effectiveness using common assessment data 4. Update Curriculum Maps 5. Determine next steps

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

Fleetwood Area School District curriculum process is based on the Understanding by Design Framework (UbD™ framework). The Understanding by Design® framework offers a planning process and structure to guide curriculum, assessment, and instruction. Teachers involved in the curriculum writing and alignment process receive professional development on the UbD model. The templates are reviewed and each step is discussed. The Director of Curriculum and Assessment is instrumental in leading the conversations with teachers and supporting them in the writing process.

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

The district has developed a curriculum hub where all board-approved curriculum is accessible. This existence of the curriculum hub was communicated to all teachers, and directions on how to access it were provided. The curriculum is accessible to all teachers at any time, and shared with new teachers as part of their induction. In addition, an online curriculum "warehouse" was developed to provide teachers with curriculum writing resources, templates, and additional guidance. Building and district administration inventories what teachers need at the end of each school year to prepare for the next school year. This process is conducted to ensure teachers have the necessary instructional resources.

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 part of our four-year curriculum revision cycle, the LEA intends to revise and/or update curriculum in all content areas. Each department chairperson has been assigned the task to map out a four-year plan to revise and/or update curriculum for every course within their department. This includes assigning writing duties and timelines for teachers within their department. This process started last year (2022-23) and will continue moving forward. Revised curriculum for over twenty courses were approved last year, with additional course approvals happening throughout this school year, and over the course of the next few years. The Director of Curriculum and Assessment will continue to work with department chairpersons and teachers, to provide professional development related to curriculum writing, and support throughout the writing process.

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	31
B. Non-Data Available Classroom Teachers	58
C. Non-Teaching Professionals	8
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	1e: Designing Coherent Instruction	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	2c: Managing Classroom Procedures	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3a: Communicating with Students	3b: Using Questioning and Discussion Techniques	3a: Communicating with Students
Domain 4: Professional Responsibilities	4f: Showing Professionalism	4d: Participating in a Professional Community	4b: Maintaining Accurate Records

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

Administrators meet with teachers twice a year to discuss their performance and connections to the framework. Teachers reflect on these components. Administrators will highlight model teachers in each of these areas and share those examples with teachers who may be struggling in the same area. Administrators may schedule additional, targeted PD, and possibly peer meetings/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	1f: Designing Student Assessments	1c: Setting Instructional Outcomes	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2a: Creating an Environment of Respect and Rapport	2d: Managing Student Behavior

	Elementary School	Middle School	High School
Domain 3: Instruction	3d: Using Assessment in Instruction	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4a: Reflecting on Teaching

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

Administrators meet with teachers twice a year to discuss their performance and connections to the framework. Teachers reflect on these components. To provide additional support for teachers in these areas, administrators will work with instructional coaches to identify teachers who may need support in these areas. Coaches will visit classrooms, provide modeling, and support teachers to improve their practice. Additionally, teachers may explore these components further as part of their personalized professional learning model.

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

Goals Set	Comments/Considerations
Provided at the district level	LEA Selected Measures will be identified in collaboration by district level administrator and principals. PSSA, Keystone, and benchmarking data will be evaluated to target and develop goals. In addition, teacher observational data will be used to identify instructional practices that will become the focus of professional development.
Provided at the building level	LEA Selected Measures will be identified in collaboration by building administrators and SWILT (Schoolwide Instructional Leadership Team). PSSA, Keystone, and benchmarking data will be evaluated to target and develop goals. In addition, teacher observational data will be used to identify instructional practices that will become the focus of professional development.

Goals Set Comments/Considerations

Individual principal choice LEA Selected Measures will be identified in collaboration by building administrators and school leadership teams. PSSA, Keystone, and benchmarking data will be evaluated to target and develop goals. In addition, teacher observational data will be used to identify instructional practices that will become the focus of professional development.

Other (state what other is) Teacher Choice: LEA Selected Measures will be identified in collaboration by building administrators and individual teachers. PSSA, Keystone, and benchmarking data will be evaluated to target and develop goals. In addition, teacher observational data will be used to identify instructional practices that will become the focus of each teacher's personalized professional learning plan.

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	K-12 / All Content Areas	Teachers will utilize benchmark and diagnostic assessments. They will also utilize summative assessments given in each course.
District-Designed Measure & Examination	K-8 / ELA, Math	Acadience; QPS; iReady; PASS (SEL); Lexia;
Nationally Recognized Standardized Test	3-12 / Math, ELA, Science	PSSA; Keystone Exams; AP Tests; PSAT; SAT; ACT

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Industry Certification Examination	9-12	NOCTI
Student Projects Pursuant to Local Requirements	K-12 / All Content Areas	This varies by teacher and grade level. Teachers will design projects that will be used to summatively assess student progress.
Student Portfolios Pursuant to Local Requirements	K-12 (All Students)	Career Readiness Portfolios

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

No

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 Assessment					Benchmark
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times per year	Yes	Yes	Yes	No	
Assessment					Type of Assessment
iReady Math Diagnostic					Diagnostic
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times per year	Yes	Yes	Yes	Yes	
Assessment					Type of Assessment
Lexia Reading / ELA Assessment					Diagnostic
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times per year	No	Yes	Yes	No	

Assessment
PASS SEL Screener

Type of Assessment
Formative

Frequency or Date Given
2 times per year

K-2
Yes

3-5
Yes

6-8
Yes

9-12
Yes

Assessment
QPS for Reading (for students who qualify based on Acadience data)

Type of Assessment
Diagnostic

Frequency or Date Given
1-2 times per year

K-2
Yes

3-5
Yes

6-8
No

9-12
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?

Our district has an assessment calendar that maps out the various assessments administered at the various grade levels. Once "Beginning of Year" benchmark testing is conducted, a team of teachers and administrators will meet to identify which students qualify for an additional diagnostic assessment (reading only). The math benchmark is also a diagnostic by design. After the benchmark and diagnostic assessments are complete, students will be identified for Tier 2 or Tier 3 support during WIN (What I Need) time. Students will be grouped by skill need and meet with specific teachers during WIN time for extra support. Teachers will also utilize benchmark and diagnostic data to help support scaffolding during Tier 1 small group instruction. Progress monitoring will occur in reading in grades K-4 for all students. The frequency will vary based on their performance level, with students who are Well-Below benchmark or not making progress, being measured weekly or bi-weekly. Students who are on or above benchmark will still receive monthly or bi-monthly progress monitoring probes. WIN meetings will be held by grade level each twice per month to evaluate progress monitoring data and make adjustments to small groups, as needed.

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.

Greg M. Miller
Chief School Administrator

02/15/2024
Date