

WILSON AREA SD

2040 Washington Blvd

Academic Standards and Assessment Requirements (Chapter 4) | 2025 - 2028

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	443
3 - 5	Yes	459
6 - 8	Yes	526
9 - 12	Yes	747
		Total 2175

This Part-time CTC offers the following core content:

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	6-8, 9-12
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, Curriculum, and Planned Instruction

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Elementary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one subject in one grade level that utilizes your LEA standardized format.

Uploaded Files

MathGrade3.pdf

Secondary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one secondary grade level content area.

Uploaded Files

AlgebraPartBHS.pdf

Optional: Upload the LEA’s policy regarding the review of instructional material.

Uploaded Files

Material Review Policy.mhtml

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 is reviewed on a 6 year cycle, but may be reviewed earlier as needed. The District's Curriculum Committee includes: Asst. Superintendent, Supervisor of Curriculum, teachers, principals, and Board members. The committee meets 4 times per year, and more often as needed. When curriculum is reviewed or revised, the writers ensure that the objectives and activities are aligned with the PA core and academic standards. The cycle includes 2 years for review/research, 1 year for implementation, 1 year for implementation review, and 2 years for final implementation. At any point in the cycle, teachers can request to review and revise the curricula in case it does not meet the needs of the students or is not standards-aligned. The curriculum is reviewed by the Assistant Super. and then presented to the Board of Education for review and approval.

7. List resources, supports or models that are used in developing and aligning curriculum. Teachers use the Standards Aligned System (SAS) website and the variety of resources it contains 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 with the core series and supplemental sources.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials. All written curriculum is shared with the teachers responsible for the designed course. Teachers volunteer or are selected to participate on curriculum writing committees. All curriculum is housed on the WASD website, allowing access to teachers, students, families, and the public. The district budgets the funding to obtain the necessary instructional 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

Please provide an explanation for why "No" was selected. Describe your plan to come into compliance with this regulation.

10. Essential content is developed from PA Core/Academic Content Standards.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

13. Courses and units of study are developed from measurable outcomes and/or objectives.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

14. Course objectives to be achieved by all students are identified.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.
Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

16. Describe your LEA’s intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)During this comprehensive plan cycle, the K-8 social studies curriculum and K-5 reading/language arts curriculum will be revised. At the high school, Spanish, Biology, Chemistry, Physics, Civics/Government, and World Cultures will be reviewed and revised.

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 (Brick and Mortar 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%)

Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
A. Data Available Classroom Teachers	31
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
B. Non-Data Available Classroom Teachers	60
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
C. Non-Teaching Professionals	6
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
D. Principals	3
The category total percentage of educators evaluated under Act 13 must equal 100%.	
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	1a: Demonstrating Knowledge of Content and Pedagogy
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	3c: Engaging Students in Learning	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	4a: Reflecting on Teaching	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? Teachers are used as mentors of new teachers or as instructional leaders among their peers. These teachers can highlight best practices during advisory meetings, faculty meetings, department meetings, and data meetings. Teachers are placed in leadership roles such as department chairs, team leaders, MTSS coordinators, and mentors. Veteran teachers will be used to model best practices for new and improving educators through the use of walk-throughs and mentorships.

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	1d: Demonstrating Knowledge of Resources	1f: Designing Student Assessments	1b: Demonstrating Knowledge of Students
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	3c: Engaging Students in Learning
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	4c: Communicating with Families	4c: Communicating with Families

5. What action steps are 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 and evaluation. Administrators regularly visit classrooms informally and formally and offer teachers suggestions on how to improve their areas of need. Offer teachers suggestions through their colleagues as well. Provide access and knowledge of resources available and allows teachers to observe their successful colleagues.

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

Goals Set	Comments/Considerations
Provided at the district level	Student state testing 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
Individual principal choice	Can base goals on data - Classroom data from observations, student grades, state testing results, attendance and discipline data, input from teachers
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	Teacher developed rubrics/K-12/all content areas	Teachers will development grade-specific or content-specific rubrics to measure student outcomes on a goal and collect student work to determine achievement on the rubric.
District-Designed Measure Examination	Locally designed assessments/K-12/all content areas	Teachers will develop assessments to measure student achievement toward set goals.
Nationally Recognized Standardized Test	Do not use	N/A
Industry Certification Examination	Do not use	N/A

Student Projects Pursuant to Local Requirements	May be used to measure achievement on teacher developed goal. K-12/option to all content areas.	May be used if a project will better assess the a student's achievement on a selected measure.
Student Portfolios Pursuant to Local Requirements	Do not use.	N/A

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

Acadience Reading (formally DIBELSNext)

Type of Assessment

Benchmark

Frequency or Date Given

3 times per year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

SpringMath

Type of Assessment

Benchmark

Frequency or Date Given

3 times per year

K-2

Yes

3-5

Yes

6-8

No

9-12

No

Assessment

Study Island - ELA, Math, and Science

Type of Assessment

Benchmark

Frequency or Date Given

3-4 times per year

K-2

No

3-5

Yes

6-8

Yes

9-12

No

Assessment

PSSA ELA, Math, and Science

Type of Assessment

Summative

Frequency or Date Given

Once per year as per PDE

K-2

No

3-5

Yes

6-8

Yes

9-12

No

Assessment

Keystone Assessments (Algebra I, Biology, Literature)

Type of Assessment

Summative

Frequency or Date Given

Once per year as per PDE

K-2

No

3-5

No

6-8

Yes

9-12

Yes

Assessment

Armed Service Vocational Apptitude Battery Test (ASVAB)

Type of Assessment

Formative

Frequency or Date Given

Once during 11th grade

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?

In grades K-6, all students take the beginning of year Acadience reading assessment. Students below core benchmark receive additional diagnostic assessments to determine specific needs. Grade-level teachers meet to analyze data and complete instructional planning, including the assigning of flexible intervention groups (tier 2 and 3). A continuous progress monitoring plan is conducted to assess growth and response to interventions. In grades K-4, students take the SpringMath benchmarks. Classroom teachers analyze their data and progress monitor at the end of each week. Based on the percentage of students mastering the skill at the end of the week, the class will either move on to the next skill, or continue 15 minutes per day of scripted practice on the skill for the next week. Students in grades 3-8 complete ELA, Math, and Science benchmark assessments that measure the students' mastery of PA Core assessed skills. Building principals meet with teachers throughout the year to review their data and adjust instruction/create small groups based on the results.

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.

Harrison Bailey III

Chief School Administrator

06/09/2025

Date