

## **GOVERNOR MIFFLIN SD**

10 South Waverly Street

Academic Standards and Assessment Requirements (Chapter 4) | 2026 - 2029

### **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	926
3 - 5	Yes	951
6 - 8	Yes	1014
9 - 12	Yes	1411
		Total
		4302

This Part-time CTC offers the following core content:

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
<a href="#">PA-Core English Language Arts</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">PA-Core Mathematics</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">Science, Technology, Engineering, and Environmental Literacy Standards (STEELS)</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">Civics and Government</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">Economics</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">Geography</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">History</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">Arts and Humanities</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">Health, Safety, and Physical Education</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">Family and Consumer Sciences</a>	6-8, 9-12	6-8, 9-12
<a href="#">Reading and Writing for Science and Technical Subjects</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">Reading and Writing for History and Social Studies</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">Career Education and Work</a>	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
<a href="#">Personal Finance</a>		

## 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

Kindergarten Ready Math (2).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

ELA Grade 10 Curriculum.pdf

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

## Uploaded Files

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 Governor Mifflin School District has each content area on a 5-year curriculum review cycle. The district's Curriculum Committee, made up of teachers, parents, administrators, and community members conduct the review. Chapter 4 of Title 22 of the Pennsylvania State Code outlines the requirements for curriculum in Pennsylvania public schools. Generally, this instruction includes: (1) English language arts. (2) Mathematics. (3) Science and technology. (4) Environment and ecology. (5) Social studies (civics and government, geography, economics and history). (6) Arts and humanities. (7) Career education and work. (8) Health, safety and physical education. (9) Family and consumer science. (§ 4.11. Purpose of public education) Each of the subject areas listed above complete the Phases of the Curriculum Cycle listed below over a 5 year period. The subject is within one Phase of the Cycle for a year, with the personnel involved engaging in the activities necessary to effectively complete the Phase. The Phases of the Curriculum cycle are as follows: Phase 1: Needs Assessment | Goal: Identify gaps between current curriculum and desired outcomes. Phase 2: R&D and Planning | Goal: Create a detailed plan for curriculum revision based on Phase 1 findings Phase 3: Primary Implementation | Goal: Implement the Board-approved curriculum revisions. Phase 4: Full Implementation | Ensure full implementation of the revised curriculum with fidelity. Phase 5: Monitor and Evaluate | Goal: Monitor, evaluate, and sustain the effectiveness of the implemented curriculum.

GMSD CURRICULUM REVIEW PROCESS STAGE 1: RESEARCH AND AUDITING Analyze current data for trends and needs- (PSSA, PSAT, Keystone, PVAAS, AP, CBAs, etc) Establish/Revise K-12 curricular area vision- ensure alignment with District vision Evaluate current curriculum in light of best practices and the use of technology (including DCA and blended), career standards, and equity Conduct gap analysis of curriculum to ensure alignment with standards, identify strengths and needs, and avoid overlap Unpack standards and outline K-12 curriculum scope and sequence Vertical alignment audit of standards across curricular areas Identify and provide professional

development for curriculum and assessment writers Begin initial curriculum and assessment writing Identify potential new resources (if necessary) and vet through research and vendor presentations Garner feedback and/or input from parents, community, professional experts to inform curricular need PERSONS RESPONSIBLE FOR STAGE 1: Director of Teaching and Learning Representative teachers from ES/MS/HS Representative principals from ES/MS/HS Representative Special Education teachers Representative Instructional Coaches Reading/literacy specialists and as needed, Special education supervisors Department Leaders Assistant Superintendent STAGE 2: DEVELOPMENT Complete/Finalize common assessments/scoring guides and curriculum writing including instructional units Pilot core resource (if necessary). Make recommendation for core resource. Develop professional development plan for new curriculum and resource (as needed) Develop stakeholder communication plan Make recommendation for Board Approval of the curriculum PERSONS RESPONSIBLE FOR STAGE 2: Director of Teaching and Learning Department Leaders Assistant Superintendent STAGE 3: IMPLEMENTATION 1 Implement stakeholder communication plan. Conduct professional development for teachers on new curriculum/new resource in summer/August Begin utilizing new curriculum, assessments, and resource in all classrooms. Solicit feedback from teachers. Classroom visits by curriculum leader, building principals, and central office staff to support and troubleshooting. PERSONS RESPONSIBLE FOR STAGE 3: All teachers All principals Director of Teaching and Learning Assistant Superintendent STAGE 4: IMPLEMENTATION 2 Adjust curriculum documents and/or assessments based on feedback and data. Attend to pacing, standards alignment, and alignment of written/taught/tested curriculum Continue classroom visits. PERSONS RESPONSIBLE FOR STAGE 4: All teachers All principals Director of Teaching and Learning Assistant Superintendent STAGE 5: MONITOR Gather feedback from teachers in the department Attend to vertical and horizontal alignment Provide professional development as needed. Update instructional units and assessments as needed. Consider additional supplemental and differentiated resources. PERSONS RESPONSIBLE FOR STAGE 5: All teachers All principals Director of Teaching and Learning Assistant Superintendent STAGE 6: EVALUATE Analyze common assessment data and historical grades Analyze historical PVAAS and PSSA data. Gather feedback from teachers in the department. Benchmark with other similar/local districts (site visit, interview, etc.). PERSONS RESPONSIBLE FOR STAGE 6: All teachers All principals Department Leaders Director of Teaching and Learning Assistant Superintendent

7. List resources, supports or models that are used in developing and aligning curriculum. The Governor Mifflin School District uses a Google Document with the following required elements using Understanding by Design process: Standards and Learning Objectives, The students will be able to know: (nouns), The students will be able to do: (verbs), Key Concepts, Topics, and Eligible Content, Lesson and Learning Activities, Assessments/Success Criteria, and Pacing. PA Core State standards from PDE's Standards Aligned System and John Hattie's visible best practices are used in developing and aligning the curriculum.

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

School District houses the curriculum and needed instructional materials using Google folders to ensure that all teachers and administrators have access to the written curriculum. During the four-day summer New Teacher Orientation, the Director of Teaching and Learning ensures that all new teachers to the district have the curriculum and instructional materials necessary. At the end of each school year, each principal asks teachers to make a list of the instructional materials they will need for the following school year.

[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)Locally developed curriculum will be revised based on the district's current 5-year cycle. The intent during the scheduled time of review is to ensure that each content/grade level curriculum map is aligned to the PA Core Standards and the newly developed goals of this comprehensive plan.

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?

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	25
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	73
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	1
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
D. Principals	1
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	1b: Demonstrating Knowledge of Students	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	3b: Using Questioning and Discussion Techniques	3c: Engaging Students in Learning
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? Based on the strengths identified through classroom teacher observations, the district will implement the following action steps to further strengthen instructional practice, with a focused emphasis on data-informed instruction, the intentional development of students' executive function skills, and the consistent use of high-impact instructional strategies to support the growth of all learners. To build upon the district's strength in creating classrooms characterized by respect and rapport, administrators will continue to encourage and support teachers in intentionally prioritizing relationship-building—particularly at the beginning of the school year—to ensure students feel known, valued, and academically supported. The district will continue to reinforce the Conditions for Success through sustained professional learning that emphasizes creating safe learning environments, championing equity in thought and practice, supporting innovation, maintaining focus of the room, engaging in collaborative inquiry, and enhancing multiple perspectives and resources. These conditions will be explicitly connected to instructional decision-making and student engagement, with continued support provided to each building's equity team to ensure alignment between equity goals, instructional practices, and student outcomes. To strengthen teachers' demonstrated knowledge and use of instructional resources, the district will continue its partnership with Alvernia University through the Total Experience Learning initiative. This partnership will support secondary teachers in identifying and implementing interdisciplinary, student-centered resources that promote authentic and experiential learning. Teachers will also be supported in expanding stakeholder

partnerships and instructional approaches that deepen student engagement and real-world application, particularly at the high school level. At the elementary level, principals will continue to work collaboratively with teachers—both individually and during faculty meetings—to use i-Ready prerequisite and diagnostic data to inform instructional design, flexible grouping, and differentiation. Ongoing professional learning will focus on strengthening data-informed Tier 1 instruction, ensuring assessments are intentionally embedded within instruction, and supporting students in self-assessment, goal setting, and receiving specific, timely feedback. Reading specialists and instructional coaches will continue to provide targeted support to help teachers translate data into instructional action while also embedding executive function skill development, such as planning, organization, self-monitoring, and perseverance, into daily instructional routines. At the middle school level, principals will provide targeted feedback through walkthroughs and observations to reinforce effective communication of learning objectives, the intentional use of research-based instructional strategies, instruction connected to authentic learning experiences, and the use of effective questioning techniques. Post-observation conversations will emphasize reflective practice, encouraging teachers to analyze student learning evidence, reflect accurately on instructional impact, and identify specific adjustments to strengthen future lessons and support students’ academic and executive function growth. At the high school level, teachers will continue to expand opportunities that promote student ownership of learning, academic success, and executive functioning skills such as time management, self-advocacy, and goal-setting. Teachers will also be supported in collaborative structures that promote shared decision-making at the team, department, and school levels, ensuring instructional strategies remain aligned to student data and school improvement goals. Finally, as principals observe the sustained and effective implementation of these strengths, they will intentionally recognize and celebrate teacher practice. This recognition will reinforce the district’s instructional priorities and promote a culture of continuous growth, reflection, and shared accountability for student learning.

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	1a: Demonstrating Knowledge of Content and Pedagogy	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes

Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2d: Managing Student Behavior	2c: Managing Classroom Procedures
Domain 3: Instruction	3d: Using Assessment in Instruction	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4d: Participating in a Professional Community	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? In response to identified challenges, the district will implement targeted professional learning, administrative supports, and instructional coaching aligned to the Danielson Framework to strengthen instructional practice and student outcomes. To address Domain 1: Planning and Preparation, the district will provide professional learning focused on the development of clear, rigorous instructional outcomes aligned to standards and the big ideas of each discipline. Teachers will be supported in ensuring instructional outcomes are written in student-centered language, reflect high expectations for all learners, and align with assessments. Principals will reinforce expectations that instructional outcomes are clearly articulated in lesson plans and visibly posted in classrooms. To strengthen Domain 2: The Classroom Environment, principals will ensure that teachers establish and consistently implement clear classroom procedures and standards of conduct at the beginning of each school year. Professional learning will emphasize research-based strategies for managing student behavior, promoting positive reinforcement, and maintaining efficient routines, transitions, and use of instructional time. At the high school level, additional focus will be placed on managing classroom procedures, supported through walkthrough feedback and instructional coaching. To improve performance in Domain 3: Instruction, administrators will provide feedback and professional learning focused on the effective use of formative assessment to monitor student learning, adjust instruction, and demonstrate flexibility and responsiveness. Teachers will be supported in using assessment evidence to inform instructional decisions and support student growth. To address Domain 4: Professional Responsibilities, principals will foster a culture of collaboration and shared accountability by providing structured opportunities for professional inquiry through collaborative planning time, in-service days, Act 80 days, and faculty meetings. At the middle school level, additional emphasis will be placed on professional growth through participation in professional development opportunities, professional organizations, and Instructional Learning Visits. Through the district's partnership with Alvernia University's Total Experience Learning, elementary teachers will receive continued support in identifying multidisciplinary instructional resources and implementing authentic, experiential learning opportunities. When observation data indicate the need for individualized support, principals will provide

targeted professional learning, instructional resources, and ongoing coaching to support continuous improvement.

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

Goals Set	Comments/Considerations
Provided at the district level	District Comprehensive Plan Goals, Overall District Attendance, Behavior, Instructional, and Academic/Local Assessment Data
Provided at the building level	Building Future Ready Data, PVAAS data, Walkthrough and Observation Data, Attendance Data, Behavioral Data
Individual principal choice	Specific personal educational interests or department needs
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	K-12 All Content Areas	Writing Rubrics
District-Designed Measure	K-12 All Content Areas	Common Summative Assessments

Examination		
Nationally Recognized Standardized Test	Math Grades K-8 ELA Grades K-8	IReady Diagnostic
Industry Certification Examination	Business Department	Mause Certification
Student Projects Pursuant to Local Requirements	Business Department	Internship Projects
Student Portfolios Pursuant to Local Requirements	K-12 All Content Areas	Experiential Learning/Career Projects/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

iReady Math Diagnostic

Type of Assessment

Diagnostic

Frequency or Date Given

3 times per year; BOY-MOY-EOY

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

Acadience Benchmark | ELA Fluency

Type of Assessment

Benchmark

Frequency or Date Given

3 times per year; BOY-MOY-EOY

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Assessment

CDT's for Literature, Biology, and Algebra I

Type of Assessment

Benchmark

Frequency or Date Given

2 times per year

K-2

No

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Common End of Unit Summative Assessments for Math, ELA and Science

Type of Assessment

Summative

Frequency or Date Given

End of a Unit/Module

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Project based portfolios based on rubrics for Art, Music, Health/Physical Education, Computer Science, STEM/STEAM, and Tech Ed

Type of Assessment

Summative

Frequency or Date Given

End of Unit/Module

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Firefly ELA, Mathematics, Science (grades 5 and 8) Algebra I, Biology, Literature

Type of Assessment

Benchmark

Frequency or Date Given

3 times per year | BOY-MOY-EOY

K-2

3-5

Yes

6-8

Yes

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?**

Benchmark and diagnostic assessment data are used both at the building and district level. At the building level, both individual teachers and data teams of teachers review the assessment data to inform instructional decisions with a goal to directly improve student growth and achievement. At the district level, the administrative team reviews the data for trends among grade levels, content areas, and buildings to inform professional learning for teachers.

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