MORRISVILLE BOROUGH SD

550 W Palmer St

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	206
3 - 5	Yes	186
6 - 8	Yes	205
9 - 12	Yes	203
		Total 800

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, Technology & Engineering, and Environmental Literacy Standards (STEELS)		
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
Personal Finance		

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

SCIENCE DEPARTMENT COURSE OFFERINGS 2014-15.docx

Curriculum Map MP1.docx

Science curriculum 4-18-13 draft.docx

Secondary Grade Level content does not apply.

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

Uploaded Files

Curriculum Map Pre-Algebra MP1.pdf

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

Uploaded Files

Policy 105.pdf

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 revision cycle for the four core subject areas every 4 years to ensure alignment to standards; revisions are made as needed; district administration and department heads in content areas are responsible . In 25-26 we will make revisions to K-12 Ela, in 26-27 we will make revisions to K-12 math, in 27-28 we will make revisions to K-12 Science and Social Studies and in 28-29 we will revise our Related Arts. Our revision process involves all teachers as we are a small district. We utilize professional development time during the year and some summer opportunities as well. Our district follows a structured four-year curriculum revision cycle to ensure ongoing alignment with the Pennsylvania Academic Standards and to maintain high-quality, coherent K–12 programming. Each content area undergoes a full review during its designated year, beginning with a needs assessment conducted in the spring prior to the revision year. This includes analyzing student data, reviewing updates to state standards, and gathering teacher feedback to identify strengths, gaps, and priorities. Throughout the year, teachers engage in curriculum mapping, vertical alignment conversations, and an examination of instructional resources to ensure the curriculum is both standards-aligned and instructionally sound. During the revision year, the process unfolds through a series of defined phases that guide the work from initial review through finalization of written curriculum documents. From September to December, teachers revise pacing guides and curriculum maps, followed by a materials review in the winter to evaluate current and potential instructional resources. In the spring, staff draft and refine unit plans, learning targets, and assessments. Final revisions are shared with district administrators and department heads before receiving approval and moving into implementation. Professional development sessions, conducted during the school year and supplemented by optional summer curriculum writing, ensure teachers are prepared to deliver the updated curriculum with fidelity. Non-core areas, including Related Arts, follow a parallel but appropriately flexible process. While these areas also undergo a formal revision every four years, their timelines and needs assessments consider program-specific variables such as equipment cycles, enrollment patterns, and evolving instructional practices. Teachers in these departments participate in collaborative review sessions, update curriculum documents, and evaluate necessary resources in ways that reflect the unique nature of their disciplines. This ensures every content area—core and non-core—receives a thoughtful, standards-aligned, and fully supported curriculum revision within the district's comprehensive cycle.

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

SAS; PDE released curriculum documents; Bucks County Intermediate Unit support; department heads in content areas

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

Our teachers utilize shared docs and google drives to access curriculum in real time. Along with physical materials purchased during curriculum cycles, our learners have access to digital resources. All teachers have access to digital resources / 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

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)

In 25-26 we will make revisions to K-12 Ela, in 26-27 we will make revisions to K-12 math, in 27-28 we will make revisions to K-12 Science and Social Studies and in 28-29 we will revise our Related Arts.

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	37
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	49
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	11
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	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	4b: Maintaining Accurate Records	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?

To advance instructional excellence across the district, we will implement a clearly defined pedagogical model rooted in effective whole- and small-group instruction aligned to backward design principles. This

model will guide planning, instruction, and assessment expectations across grade levels, ensuring coherence while allowing for professional autonomy. Each school year will begin with professional learning focused on the core elements of the model—learning targets, formative assessment routines, flexible grouping, and responsive instructional strategies—followed by ongoing collaboration during district PD sessions and professional learning communities. This approach ensures that instructional decisions are consistently tied to clear outcomes and aligned to the Pennsylvania Academic Standards. We will build on teachers' strengths through targeted professional learning opportunities that reflect the developmental needs of each grade band. At the elementary level, staff will engage in training centered on meaningful family engagement practices and strategies that strengthen home–school partnerships. Middle school educators will participate in focused sessions on effective classroom management, positive student communication, and building relational capacity. High school teachers will receive support in maintaining accurate record-keeping practices and expanding mentorship, advisory, and student-support structures that leverage their deep knowledge of learners. These professional learning pathways ensure that teachers receive support tailored to their context while reinforcing districtwide instructional coherence. To ensure that excellence is recognized and shared in meaningful, actionable ways, we will establish a clear process for celebrating and disseminating best practices. Grade-level and department teams will identify exemplar instructional practices twice per year based on the pedagogical model, student work samples, and evidence from walkthroughs. These exemplars will be highlighted through districtwide professional learning spotlights.

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	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
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?

Professional development plan for the district will reflect changes and shifts on growing and developing professionally to improve the overall learning experiences for students; focus on a pedagogical model for K-12 with an emphasis on assessment of learning; creating a culture of respect and responsibility for students

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

Goals Set	Comments/Considerations

Provided at the district level	demonstration and evidence of key leadership skills
Provided at the building level	student data
Individual principal choice	N/A
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	N/A	N/A
District-Designed Measure & Examination	N/A	N/A
Nationally Recognized Standardized Test	K-12 ELA, Math, Science, Social Studies	Linkit Benchmark; IXL; PSSA; Keystone
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	K-12 Art, Music, HPE, World Language, BIT, FCS	Teachers develop unit based projects specific to their content and grade levels.
Student Portfolios Pursuant to Local Requirements	N/A	N/A

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

LinkIt! Benchmark Assessments in ELA, Mathematics, Science

Type of Assessment

Benchmark

Frequency or Date Given

Three times a year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Keystone Exams

Type of Assessment

Summative

Frequency or Date Given

Once a year

K-2

3-5

6-8

Yes

9-12

Yes

Assessment

PSSA Exams

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

Yes

6-8

Yes

9-12

Assessment

IXL Diagnostic

Type of Assessment

Diagnostic

Frequency or Date Given

Three Times per Year

K-2

3-5

6-8

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?

We use student data to see exactly where children may be struggling so teachers can focus on the skills that need the most support. This helps us plan lessons that meet students where they are and make sure they get the help they need to grow. The information also shapes how we design future tests and assignments, so they do a better job of checking both what students have learned and how much progress they've made over time. This way, data becomes a tool to guide teaching and to give every child a fair chance to succeed.

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.

Andrew J. Doster, Ed. D.

Chief School Administrator

02/21/2025

Date