

SEVEN GENERATIONS CS

154 E. Minor Street

Academic Standards and Assessment Requirements (Chapter 4) | 2022 - 2025

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 PLANNING

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.

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	K-2, 3-5, 6-8
PA-Core Mathematics	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Science and Technology	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Environment and Ecology	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Civics and Government	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Economics	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Geography	K-2, 3-5, 6-8	K-2, 3-5, 6-8
History	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Arts and Humanities	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Health, Safety, and Physical Education	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Family and Consumer Sciences	K-2, 3-5, 6-8	K-2, 3-5, 6-8

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

Reading and Writing for Science and Technical Subjects

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Reading and Writing for History and Social Studies

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Career Education and Work

K-2, 3-5, 6-8

K-2, 3-5, 6-8

ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
A. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
B. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
C. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
D. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
E. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

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1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.
SGCS has the practice of conducting an independent program evaluation on a 5-year cycle. Inclusive in this is an evaluation of the alignment to PA Academic Standards. Data from the evaluation is utilized to identify any standard gaps. SGCS takes appropriate steps to update the written curriculum and instructional implementation to ensure standards at each grade level are adequately and appropriately addressed.
 2. List resources, supports or models that are used in developing and aligning curriculum.

All adopted curricular resources are properly researched and vetted for PA Standards alignment in advance of their implementation. This is accomplished through a committee composed of leadership and teacher stakeholders. SGCS utilizes the local intermediate unit (CLIU21) as a support identifying, developing, and aligning curriculum.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

All teachers have access to the written curriculum both in print and digitally. SGCS has regular inventories of all curricular resources.

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?

Yes

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
A. LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
B. Essential content is developed from PA Core/Academic Content Standards.	Yes
C. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards.	Yes
D. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	Yes
E. Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
F. Course objectives to be achieved by all students are identified.	Yes
G. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?

SGCS has the practice of conducting an independent program evaluation on a 5-year cycle. Inclusive in this is an evaluation of the

alignment to PA Academic Standards. Data from the evaluation is utilized to identify any standard gaps. SGCS takes appropriate steps to update the written curriculum and instructional implementation to ensure standards at each grade level are adequately and appropriately addressed.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?
SGCS plans to continue to follow our 5-year cycle of continuous improvement.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

ACT 13

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year.

Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's only).

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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 should equal 100%)

- a. Data Available Classroom Teachers
- b. Non-Data Available Classroom Teachers
- c. Non-Teaching Professionals
- d. Principals

Total

0

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	Does Not Apply	Does Not Apply
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	Does Not Apply	Does Not Apply
Domain 3: Instruction	3c: Engaging Students in Learning	Does Not Apply	Does Not Apply
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	Does Not Apply	Does Not Apply

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?
 SGCS utilizes identified teacher distinguished in the above domains in a variety of ways to further build capacity within the organization. These include model teacher observation opportunities, professional development workshop facilitator, need-based projects development, and a teacher mentorship.

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	Does Not Apply	Does Not Apply
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	Does Not Apply	Does Not Apply

	Elementary School	Middle School	High School
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	Does Not Apply	Does Not Apply
Domain 4: Professional Responsibilities	4f: Showing Professionalism	Does Not Apply	Does Not Apply

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

Teachers with identified needs in specific areas are supported by teachers identified as distinguished in the same category or categories. Supports include model teacher observation opportunities, professional development opportunities, and teacher mentor assignment. During post-observation conferences, individualized supports may be identified and outlined in a teacher improvement plan targeted at supporting the teacher in gaining skills in the area of need.

6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures and Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations
Provided at the district level	Goals are determined based on a needs assessment informed by evaluation data.
Provided at the building level	Goals are determined based on a needs assessment informed by evaluation data.
Provided at the grade level	Goals are determined based on a needs assessment informed by evaluation data.
Provided within the content area	Goals are determined based on a needs assessment informed by evaluation data.

Goals Set	Comments/Considerations
Individual teacher choice	Goals are determined based on a needs assessment informed by evaluation data.
Other (state what other is)	N/A

7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	Locally develop school rubric across grade levels and content areas	Aligned to curricular standards
District-Designed Measure & Examination	Standardized benchmark data across content areas and grade levels.	Universal screener
Nationally Recognized Standardized Test	N/A	N/A
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	Student performance artifacts across content areas and grade levels	Related to grade-level specific curricular studies
Student Portfolios Pursuant to Local Requirements	Student performance artifacts cross content areas and grade levels	Related to grade-level specific curricular studies

Based on the responses above, would written curriculum be a priority in your comprehensive plan? Yes

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	Type of Assessment			
STAR early literacy, STAR Reading, STAR Math	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
September, November, February, May	Yes	Yes	Yes	No

Assessment	Type of Assessment			
Next Steps in Guided Reading (Develomental Reading Assessment), Math unit screeners, local curriculum assessments	Diagnostic			
Frequency or Date Given	K-2	3-5	6-8	9-12
monthly	Yes	Yes	Yes	Yes

Assessment

Individualized progress monitoring in alignment with Tier 2 and Tier 3 programming

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

weekly or monthly, as determined by
progress monitoring tool

Yes

Yes

Yes

No

Assessment

Future Ready Index PDE reports

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

annual

Yes

No

Yes

No

Assessment

PSSA

Type of Assessment

Frequency or Date Given

K-2

3-5

6-8

9-12

annually

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

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

Universal screening allows us to quickly assess all students* to identify who is and who is not at-risk for academic failure. It allows us to take the first steps to putting the proper interventions in place. The universal screening tools that we will use in most cases are the STAR early literacy, reading and math assessments. Universal screenings will take place four times a year: September baseline test, and three following benchmarks in late fall, early winter and end of year. . Once we have identified the students' various academic levels in reading, math, or both, we will administer a diagnostic assessment to help us (both classroom teachers and intervention specialists) plan differentiated instruction to meet all students' needs.. The Next Step in Guided Reading will be administered for Gr K- 6 (K *beginning in Nov*). Tier 2 and 3 students may receive additional testing using Reading A-Z running records and comprehension passages, Letterland phonics inventory, and other local assessments. For math, K-5 students will be assessed using Bridges unit screeners and Number Corner baseline assessments. Diagnosis takes place on an as-needed basis for individual at-risk students and is determined by the MTSS academic and or special education department. For those students identified as at-risk, Tier 2 and Tier 3, monthly progress monitoring in math and/or reading will be administered, using STAR, Letterland comprehensive phonics inventory, and/or Reading A-Z, and Bridges unit screeners. This will give us frequent information on at-risk students so that we can determine whether or not each of these students is receiving appropriate instruction and interventions and so that we can make the appropriate instructional changes if necessary. Special education teachers may assess students with SDIs more frequently or as indicated by their IEPs. Predictive assessments allow us to assess at various points in the school year where our students are relative to our grade level end-of-the-year goals, and are aligned to the PA Core Standards. STAR early literacy, reading, and math are our predictive assessments, and allow us to plan and modify our instruction in response to the status of our students relative to grade level standards. STAR

early literacy, reading, and math are administered four times per year to all students in grades K-6.

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