

**PETERS TOWNSHIP SD**

631 E McMurray Rd

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

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## **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.

| <b>Chapter 4<br/>Curriculum and Instruction Requirements</b> | <b>Written Curriculum Framework</b> | <b>Taught within the Grade Span</b> |
|--------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 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                           |

**Chapter 4**  
**Curriculum and Instruction Requirements**

**Written Curriculum Framework**

**Taught within the Grade Span**

Reading and Writing for Science and Technical Subjects

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

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

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 |
|-------------------------------------------------------------------------------------------------|--------|
| Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards         | Yes    |
| Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards         | Yes    |
| Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards         | Yes    |
| Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards        | Yes    |
| 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. Curricula in the Peters Township School District is one of its strongest components. Curriculum development in the District is a continual and dynamic process making an effective academic program of studies available to our students. Various content areas are at different levels of the design, implementation and evaluation stages of curriculum development. The following is a listing of the various stages in the curriculum development process. This cycle is a guide and may be impacted and changed based on assessment data and the needs of our students. 1. Research Phase—During this phase, teachers will gather research, examine student performance data, visit schools with quality programs, attend national, state, and local conferences, conduct surveys where appropriate, review pilot materials, review the current curriculum guides, share this information at grade level and departmental meetings and set the direction for the curriculum for the next five

years. 2. Pilot/Write Phase—During this phase, teachers may pilot different programs, strategies and materials they are considering for implementation, receive training on the Understanding By Design curriculum writing process, review and propose textbooks for adoption and write the revised curriculum using curriculum management software. The curriculum will be developed by unit and will include: appropriate grade level(s), length of course, vocabulary, textbooks and supplemental materials, the standards being addressed, understandings, essential questions, objectives, assessments, instructional strategies/procedures and differentiation. Curriculum writing software will be used. 3. Implementation—During this phase, teachers will implement the new curriculum, monitoring strengths and needs of the curriculum and/or materials throughout the year. 4. Monitoring—During this phase, teachers will implement modifications that they observed as areas of need from the implementation phase. Curriculum writers will make these changes within the curriculum software (if available) and monitor the results. 5. Continue to monitor—During this phase, the monitoring continues and departments may meet to identify any areas that may need additional support or revision. 6. Evaluation—During this phase, teachers will evaluate the impact of their curriculum on student achievement, examining standardized test scores, AP/SAT data and common/local assessments in preparation for the beginning of their curriculum cycle the following year.

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

The District utilizes OnHand Schools Curriculum Management Software as the curriculum mapping tool. Using an online curriculum mapping tool provides our teachers with the ability to reflect and revise their curriculum on an ongoing basis. As needed, expert consultants are used to assist in the research phase process of curriculum writing.

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

Using the District's Curriculum Management System, OnHands Schools, all teachers have access to the curriculum. In addition, teachers have access to all instructional materials that are adopted during the research phase of curriculum writing. New teachers are paired with mentors who have expertise in the content area.

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

No

## 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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| LEA develops/maintains a standard format that includes scope, sequence, and pacing.                                                                                                                                                                                                                                                 | Yes    |
| Essential content is developed from PA Core/Academic Content Standards.Essential content is developed from PA Core/Academic or Alternate Content Standards.                                                                                                                                                                         | Yes    |
| Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content StandardsContent, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards                                                       | Yes    |
| Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist. | Yes    |
| Courses and units of study are developed from measurable outcomes and/or objectives.                                                                                                                                                                                                                                                | Yes    |
| Course objectives to be achieved by all students are identified.                                                                                                                                                                                                                                                                    | Yes    |
| Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.                                                                                                                                                                                  | Yes    |

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

The following cycles are used for developing District curriculum: 1. Research Phase—During this phase, teachers will gather research, examine student performance data, visit schools with quality programs, attend national, state, and local conferences, conduct surveys where appropriate, review pilot materials, review the current curriculum guides, share this information at grade level and departmental meetings and set the direction for the curriculum for the next five years. 2. Pilot/Write Phase—During this phase, teachers may pilot different programs, strategies and materials they are considering for implementation, receive training on the Understanding By Design curriculum writing process, review and propose textbooks for adoption and write the revised curriculum using curriculum management software. The curriculum will be developed by unit and will include: appropriate grade level(s), length of course, vocabulary, textbooks and supplemental materials, the standards being addressed, understandings, essential questions, objectives, assessments, instructional strategies/procedures and differentiation. Curriculum writing software will be used. 3. Implementation—During this phase, teachers will implement the new curriculum, monitoring strengths and needs of the curriculum and/or materials throughout the year. 4. Monitoring—During this phase, teachers will implement modifications that they observed as areas of need from the implementation phase. Curriculum writers will make these changes within the curriculum software (if available) and monitor the results. 5. Continue to monitor—During this phase, the monitoring continues and departments may meet to identify any areas that may need additional support or revision. 6. Evaluation—During this phase, teachers will evaluate the impact of their curriculum on student achievement, examining standardized test scores, AP/SAT data and common/local assessments in preparation for the beginning of their curriculum cycle the following year.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?

During this comprehensive plan cycle, the following content areas will be in the research phase of the curriculum cycle: Social Studies, English Language Arts, and Science. In addition, a new curriculum Visual Arts will be implemented along with new units developed for Physical Education and World Languages. Mathematics, Music, and Technology will continue in the monitoring phase.

## 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).

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  
26.5
  - b. Non-Data Available Classroom Teachers  
64
  - c. Non-Teaching Professionals  
6
  - d. Principals  
3.5
  
- Total  
70



2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

|                                                | <b>Elementary School</b>                           | <b>Middle School</b>                                | <b>High School</b>                                  |
|------------------------------------------------|----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|
| <b>Domain 1: Planning and Preparation</b>      | 1b: Demonstrating Knowledge of Students            | 1a: Demonstrating Knowledge of Content and Pedagogy | 1a: Demonstrating Knowledge of Content and Pedagogy |
| <b>Domain 2: The Classroom Environment</b>     | 2a: Creating an Environment of Respect and Rapport | 2a: Creating an Environment of Respect and Rapport  | 2a: Creating an Environment of Respect and Rapport  |
| <b>Domain 3: Instruction</b>                   | 3e: Demonstrating Flexibility and Responsiveness   | 3a: Communicating with Students                     | 3e: Demonstrating Flexibility and Responsiveness    |
| <b>Domain 4: Professional Responsibilities</b> | 4f: Showing Professionalism                        | 4f: Showing Professionalism                         | 4e: Growing and Developing Professionally           |

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

Multiple strength areas were identified at each grade band with similarities across the schools. These areas of strength will be focused on to improve identified areas of challenge. Across all grade bands, teachers excel at knowing their students and creating an environment of respect and rapport. These components are vital to improving areas of growth. Teachers and administrators will review the component language for the areas of strength during an observation conference to discuss how to leverage the strength area to improve an area of growth. In addition, the strength areas will be mapped to coordinate with the growth areas when used for professional development purposes.

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                             |
|------------------------------------------------|-----------------------------------------|-------------------------------------------------|-----------------------------------------|
| <b>Domain 1: Planning and Preparation</b>      | 1f: Designing Student Assessments       | 1f: Designing Student Assessments               | 1f: Designing Student Assessments       |
| <b>Domain 2: The Classroom Environment</b>     | 2b: Establishing a Culture for Learning | 2b: Establishing a Culture for Learning         | 2b: Establishing a Culture for Learning |
| <b>Domain 3: Instruction</b>                   | 3d: Using Assessment in Instruction     | 3b: Using Questioning and Discussion Techniques | 3d: Using Assessment in Instruction     |
| <b>Domain 4: Professional Responsibilities</b> | 4a: Reflecting on Teaching              | 4b: Maintaining Accurate Records                | 4a: Reflecting on Teaching              |

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

The strength areas previously noted will be leveraged to improve areas of challenge identified. Designing and using assessments are important factors in identifying student learning. These areas were identified at nearly every grade band and will be an area of focus when reviewing observations and teacher practice. Using the strength areas as a basis to improve on the growth areas, designing student assessments, establishing a culture for learning, and using assessments/questioning require teachers knowing their students for improvement.

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 | PSSA, Keystone Exams    |
| Provided at the building level | PSSA, Keystone Exams    |

| Goals Set                        | Comments/Considerations                                    |
|----------------------------------|------------------------------------------------------------|
| Provided at the grade level      | Acadience Data                                             |
| Provided within the content area | AP Exams, Formative or Summative Classroom Assessment Data |
| Individual teacher choice        | Reviewed with building level administrator                 |
| 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          | K - 12              | The rubric is embedded in the review of IEP and SPM Goals. |
| District-Designed Measure & Examination           | N/A                 | N/A                                                        |
| Nationally Recognized Standardized Test           | N/A                 | N/A                                                        |
| Industry Certification Examination                | N/A                 | N/A                                                        |
| Student Projects Pursuant to Local Requirements   | N/A                 | N/A                                                        |
| Student Portfolios Pursuant to Local Requirements | N/A                 | N/A                                                        |



Based on the responses above, would written curriculum be a priority in your comprehensive plan? No

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                                      | Diagnostic         |     |     |      |
| Frequency or Date Given                        | K-2                | 3-5 | 6-8 | 9-12 |
| Beginning of year, Middle of Year, End of Year | Yes                | Yes | No  | No   |

| Assessment                                 | Type of Assessment |     |     |      |
|--------------------------------------------|--------------------|-----|-----|------|
| English Language Arts Benchmark Assessment | Benchmark          |     |     |      |
| Frequency or Date Given                    | K-2                | 3-5 | 6-8 | 9-12 |
| Beginning, Middle, End of year             | Yes                | Yes | No  | No   |

|                                                 |     |     |     |                                 |  |
|-------------------------------------------------|-----|-----|-----|---------------------------------|--|
| Assessment<br>Mathematics Benchmark Assessments |     |     |     | Type of Assessment<br>Benchmark |  |
| Frequency or Date Given                         | K-2 | 3-5 | 6-8 | 9-12                            |  |
| Beginning, Middle, End of Year                  | Yes | Yes | No  | No                              |  |

|                                                                    |     |     |     |                                 |  |
|--------------------------------------------------------------------|-----|-----|-----|---------------------------------|--|
| Assessment<br>Final Exams (English, Math, Science, Social Studies) |     |     |     | Type of Assessment<br>Summative |  |
| Frequency or Date Given                                            | K-2 | 3-5 | 6-8 | 9-12                            |  |
| End of Course                                                      | No  | No  | No  | Yes                             |  |

|                         |     |     |     |                                 |  |
|-------------------------|-----|-----|-----|---------------------------------|--|
| Assessment<br>AP Exams  |     |     |     | Type of Assessment<br>Summative |  |
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12                            |  |
| Annually                | No  | No  | No  | Yes                             |  |

|                                            |     |     |     |                                 |  |
|--------------------------------------------|-----|-----|-----|---------------------------------|--|
| Assessment<br>Curriculum Based Assessments |     |     |     | Type of Assessment<br>Formative |  |
| Frequency or Date Given                    | K-2 | 3-5 | 6-8 | 9-12                            |  |
| As Needed                                  | Yes | Yes | Yes | Yes                             |  |

|                              |     |     |     |                                 |  |
|------------------------------|-----|-----|-----|---------------------------------|--|
| Assessment<br>Keystone Exams |     |     |     | Type of Assessment<br>Summative |  |
| Frequency or Date Given      | K-2 | 3-5 | 6-8 | 9-12                            |  |

|                          |     |     |                                 |      |
|--------------------------|-----|-----|---------------------------------|------|
| Annually                 | No  | No  | No                              | Yes  |
| Assessment<br>PSSA Exams |     |     | Type of Assessment<br>Summative |      |
| Frequency or Date Given  | K-2 | 3-5 | 6-8                             | 9-12 |
| Annually                 | No  | Yes | Yes                             | 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

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

Acadience Early Literacy Assessments are given three times a year. Data from these assessments are reviewed during kid talk data meetings in our K-5 schools. Each student's performance is discussed with the team and the need for intervention is determined. Once intervention groups are developed, staff members provide a prescribed intervention at a frequency of 5 days a week for 30 minutes. Progress monitoring of student progress occurs on a bi-weekly basis and the data is reviewed by the data team to determine if the intervention should continue or if alternative practices should occur. This process is repeated in the middle and end of the year to ensure that all students are making growth and/or exhibiting mastery by the end of each grade level. Benchmark assessments in ELA and Math are also administered in grades K-5. These assessments are done digitally and allow for our data teams consisting of grade level teachers, administrators and central office administrators to monitor student acquisition of grade level standards. Throughout the year, benchmark assessments are administered in the beginning, middle, and end of year to ensure that students are making gains and mastering grade level standards. Staff members use this data to design lessons to address student needs in relation to skills that have already been instructed but not mastered. Staff members also identify skills that are already mastered and provide enrichment opportunity in these skill areas. Intervention and enrichment opportunities are delivered during a building wide response to intervention time.

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## **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.

Jeannine French  
Chief School Administrator

11/17/2021  
Date