

INDEPENDENCE CS WEST

5600 Chester Avenue

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	N/A	
Civics and Government	N/A	
Economics	N/A	
Geography	NA	
History	N/A	
Arts and Humanities	NA	
Health, Safety, and Physical Education	N/A	
Family and Consumer Sciences	N/A	

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

Reading and Writing for Science and Technical Subjects

N/A

Reading and Writing for History and Social Studies

N/A

Career Education and Work

N/A

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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.

The Instructional Leadership Team reviews curricula in ELA, Math, and Science annually to ensure that they are still aligned to PA Academic Standards, and are still the best choice for our teachers and students. This Team also meets weekly and considers data points as the year progresses.

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

We have chosen Expeditionary Learning (ELA), Ready Math (Math), and TCI (Science), all curriculum programs that are designed to be

aligned with PA and Common Core standards.

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

We purchased all components of Expeditionary Learning, Ready Math, and TCI, so teachers have their own copies of all elements, both hard and soft copy, and all software and systems that work with the programs.

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

No

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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

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1. What is your LEA's approved cycle for reviewing the locally developed curriculum?
Annually in the spring, for the following school year.

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

We will continue using Expeditionary Learning (ELA), Ready Math (Math), and TCI (Science).

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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).
on

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

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

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

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?
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	
Provided at the building level	
Provided at the grade level	
Provided within the content area	
Individual teacher choice	
Other (state what other is)	

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		
District-Designed Measure & Examination		
Nationally Recognized Standardized Test		
Industry Certification Examination		

Evidence

Grades/Content Area

Comments

Student Projects Pursuant to Local Requirements

Student Portfolios Pursuant to Local Requirements

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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

iReady

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

3x year (September, January, June)

Yes

Yes

Yes

No

Assessment

IRLA

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

At least once per quarter

Yes

Yes

Yes

Assessment

Type of Assessment

Internally created interim assessments

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

Every 8 weeks

Yes

Yes

Yes

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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 the IRLA to determine students' progression along the continuum of reading skill acquisition. This assessment is used for all students in grades K-3, and as needed with older students who may be behind in their reading development. Our internally created interim assessments enable us to check students' mastery of concepts taught in the previous 8 weeks, allowing us to craft reteach plans for concepts that were not mastered.

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

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