

PINE GROVE AREA SD

103 School St

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, 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	3-5, 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

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

3-5, 6-8, 9-12

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

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	Yes
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.
Each curriculum map is developed by a curriculum facilitator in conjunction with his or her department/grade level colleagues. Possible curricular needs whether addition, subtraction, or alteration of information to meet the curricular needs of our students are addressed continually. After a review is complete, the curricular revisions are reviewed at the district level. Both the superintendent and director of curriculum review updates, which eventually are approved at the board of directors' level.
 2. List resources, supports or models that are used in developing and aligning curriculum.

The main resource that supports our curriculum is the Standards-Aligned System or SAS portal as well as additional PDE resources. Curriculum Maps are created on a common template and based on PDE templates. The written curriculum consists of essential questions, standards, eligible content (when applicable), concepts, competencies, vocabulary, resources, and assessments. Curriculum Facilitators work with grade-level colleagues to develop curricula. Support is provided through Schuylkill Intermediate Unit 29 and PaTTAN.

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 Pine Grove Area School District Curriculum Portal website.

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?

Pine Grove Area School District reviews curriculum on a 5-year cycle. This systematic approach includes evaluation of Program & Selection

of Resources, Textbook Adoption & Professional Development, Research Current Trends, Writing & Revising Curriculum, and Refinement of Strategies. We have selected a curriculum facilitator in each department that assists in this process. Each facilitator work with his or her department to evaluate the current curriculum and make adjustments based on the standards and resources available.

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

Pine Grove Area School District continues to annually review curriculum, instruction, and state standards and will adjust gaps as needed.

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
 - b. Non-Data Available Classroom Teachers
60
 - c. Non-Teaching Professionals
10
 - d. Principals
4
- 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	1c: Setting Instructional Outcomes	1a: Demonstrating Knowledge of Content and Pedagogy	1b: Demonstrating Knowledge of Students
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	3e: Demonstrating Flexibility and Responsiveness	3a: Communicating with Students	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4d: Participating in a Professional Community	4b: Maintaining Accurate Records

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

We will continue to use professional learning communities to further build upon our teachers' strengths. We will continue to use this venue to share strategies and successes among colleagues and administration on best practices.

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	1e: Designing Coherent Instruction	1d: Demonstrating Knowledge of Resources
Domain 2: The Classroom	2e: Organizing Physical Space	2d: Managing Student	2e: Organizing Physical Space

	Elementary School	Middle School	High School
Environment		Behavior	
Domain 3: Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4f: Showing Professionalism	4b: Maintaining Accurate Records	4e: Growing and Developing Professionally

- What action steps will be implemented to improve the challenges found in the classroom teachers observations?
Based on the needs of professional staff in each building, we will look to improve assessment design through grade level discussions through the use of professional learning communities, curricular meetings, and targeted professional development.
- 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	District administration will assist in setting goals for principals
Provided at the building level	Building administration will assist in setting goals with teachers
Provided at the grade level	Building administration will assist in setting goals with grade level teams
Provided within the content area	Building administration will assist in setting goals with content teams
Individual teacher choice	Teacher may present SPM for approval

Goals Set**Comments/Considerations****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 All Subjects

PDE Template

District-Designed Measure & Examination

K-12 All Subjects

Curriculum Based Assessments

Nationally Recognized Standardized Test

K-12 All Subjects

PSAT

Industry Certification Examination

9-12

NOCTI, other approved certifications

Student Projects Pursuant to Local Requirements

K-12 All Subjects

If approved by building administrator

Student Portfolios Pursuant to Local Requirements

K-12 All Subjects

If approved by building administrator

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			
ESGI - Educational Software for Guiding Instruction (K only)	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
Monthly	Yes	No	No	No

Assessment	Type of Assessment			
STAR Assessment (K-4)	Diagnostic			
Frequency or Date Given	K-2	3-5	6-8	9-12
Frequency Varies by Grade Level	Yes	Yes	No	No

Assessment	Type of Assessment			
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Heggerty Diagnostic Assessment (K-4 as needed)

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

3 Times Per Year

Yes

Yes

No

No

Assessment

Type of Assessment

Foundations Diagnostic Assessment (K-4 as needed)

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

By Unit

Yes

Yes

No

No

Assessment

Type of Assessment

CORE Diagnostic Assessment (K-4 as needed)

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

4 Times Per Year

Yes

Yes

No

No

Assessment

Type of Assessment

Unit Assessments (All Grades)

Formative

Frequency or Date Given

K-2

3-5

6-8

9-12

By Unit

Yes

Yes

Yes

Yes

Assessment

Type of Assessment

Exact Path (Grades 5-8)

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

4 Times Per Year

No

Yes

Yes

No

Assessment PSSA (Pennsylvania System of State Assessments)			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once Per Year	No	Yes	Yes	No	

Assessment Keystone Exams			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Twice Per Year	No	No	Yes	Yes	

Assessment Access for ELs			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once Per Year	Yes	Yes	Yes	Yes	

Assessment PASA (Pennsylvania Alternate System of Assessments)			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once Per Year	No	Yes	Yes	Yes	

Assessment Midterms and Final Exams			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	

Midterm and End of the Year	No	No	No	Yes
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Assessment

NOCTI (National Occupational Competency Testing Institute)

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

Once Per Year

No

No

No

No

Assessment

SAT (Scholastic Aptitude Test)

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

Multiple Times Per Year

No

No

No

Yes

Assessment

Advanced Placement Exams (AP)

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

End of the Year

No

No

No

Yes

Assessment

PSAT 10 (Preliminary Scholastic Aptitude Test) - Sophomores

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

Once Per Year

No

No

No

Yes

Assessment

Armed Services Vocational Aptitude Battery (ASVAB)

Type of Assessment

Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
Twice Per Year	No	No	No	Yes

Assessment	Type of Assessment
PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) - Juniors	Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
Once Per Year	No	No	No	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?

Pine Grove Area School District uses the results of the varied types of assessments to drive instruction. Data from these assessments will help determine which instructional practices to utilize to help students as well as identify which content areas that need to be strengthened.

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.

Heath W. Renninger
Chief School Administrator

06/09/2022
Date