

NORTH SCHUYLKILL SD

15 Academy Lane

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

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	487
3 - 5	Yes	493
6 - 8	Yes	546
9 - 12	Yes	751
		Total 2277

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 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	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
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, 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

2nd Grade - Character & Setting.pdf

Secondary Grade Level content does not apply.

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

Uploaded Files

Unit 1 ELA.docx.pdf

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

Uploaded Files

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. The North Schuylkill School District's curriculum review process, which occurs during yearly teacher in-service days, is designed to ensure alignment with Pennsylvania Academic Standards. This process is carried out over a five-year cycle, focusing on different subject areas and involving administrators and various teacher groups. Reviewing the standards begins with utilizing the PDE SAS website. Below is a detailed outline incorporating the specific grade levels/subject areas which includes the alignment with the new PA STEEL standards: Annual Curriculum Review and Update Process Yearly Focus Areas - Year 1 and 2: English Language Arts (ELA) - Starting with Grades K-2, Moving onto Grades 3-5, and Finally Grades 6-12 Teachers: Review and update the ELA curriculum to align with PA Academic Standards. - Year 2 and 3: Mathematics - Starting with Grades K-2 and then Grades 3-5 Teachers: Review and update the math curriculum for early grades. - Finally, Grades 6-12 Teachers: Focus on updating the math curriculum for middle and high school grades. - Year 2 and 3: Science (PA STEEL Standards) - Starting with Grades K-2, then grades 3-5, and finally Grades 6-12 Teachers: Align the written curriculum with the new PA STEEL standards for science. - Finalization: Ensure the science curriculum for all grades is fully aligned and up-to-date. - Year 3 and 4: Social Studies - Starting with Grades 6-12 Teachers: Review and update the social studies curriculum for middle and high school grades. - Year 4 and 5: Social Studies - Grades K-5 Teachers: Review and update the social studies curriculum for early grades. - Comprehensive Review: Conduct a holistic review of all subject areas and make necessary adjustments. - Teachers: - ELA: Grades K-2, 3-5, and Grades 6-12 teachers. - Math: Grades K-2, 3-5, and Grades 6-12 teachers. - Science: Grades K-2, 3-5, and Grades 6-12 teachers. - Social Studies: Grades K-2, 3-5, and Grades 6-12 teachers. - Administrators: Provide oversight and support throughout the process. - Curriculum Director: Oversees the cycle, ensuring content alignment with PA Academic Standards. - IU29 Representatives: Initially collaborated to establish the process and assess needs. Process Steps 1. Initial Review: - Collaborate with IU29 representatives to identify needs and set objectives. 2. Annual In-Service Days: - Dedicated time for teachers and administrators to review and update the curriculum according to the year's focus area. 3. Curriculum Alignment: - Align assignments, assessments, and instructional materials with PA Academic Standards and new PA STEEL standards for science. - Make necessary adjustments based on feedback and changes in standards. 4. Spiraling Adjustments: - Revisit and refine previous updates each year to ensure continuous improvement. 5. Documentation and Implementation: - Document all changes and updates. - Implement the revised curriculum in the following school year. Benefits - Continuous Improvement: Ensures the curriculum is regularly updated and improved. - Standards Alignment: Maintains alignment with PA Academic Standards and PA STEEL standards. - Collaborative Approach: Involves teachers and administrators in the review process. - Structured Process: Provides a systematic approach to curriculum development. This detailed and structured approach ensures that the North Schuylkill School District's curriculum remains current, relevant, and aligned with state standards, fostering an environment of continuous improvement and high educational standards.

7. List resources, supports or models that are used in developing and aligning curriculum. The PDE SAS website is always used during each cycle. The curriculum frameworks are used as a guide to personalize each map. The North Schuylkill School District also works very closely with IU29 and the specialist that support our needs in this area.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials. Over the past 3 years, we have transferred all of our files from PDE SAS to a Google Folder. In there, we not only have grade level and subject area folders, but we also house our district resources as Google Docs as well.

[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)The North Schuylkill School District is committed to continue putting a strong emphasis on updating the districts curriculum maps to be meaningful and valuable resources for teachers. Our intent to revise the locally developed curriculum during this cycle is below. The revision process looks at all areas of the curriculum maps. For example; standards, resources/materials, timelines/pacing, assignments, and assessments. Each year, the steps below will be completed with the bands of grade levels listed and will move onto the next grade band. This will occur in a scattered fashion depending on the needs of each band. Yearly Revision Questions to ask - Is the curriculum Aligned to Standards, are appropriate Resources used, what Assignments are included, are there Pacing timelines and Assessments that are rigorous and up to date? - Year 1 and 2: English Language Arts (ELA) - Yearly Revision Questions - Is the curriculum Aligned to Standards, are appropriate Resources used, what Assignments are included, are there Pacing timelines and Assessments that are rigorous and up to date? - Year 2 and 3:

Mathematics - Yearly Revision Questions - Is the curriculum Aligned to Standards, are appropriate Resources used, what Assignments are included, are there Pacing timelines and Assessments that are rigorous and up to date? - Year 2 and 3: Science (PA STEEL Standards) - Yearly Revision Questions - Is the curriculum Aligned to Standards, are appropriate Resources used, what Assignments are included, are there Pacing timelines and Assessments that are rigorous and up to date? - Year 3 and 4: Science/Social Studies - Yearly Revision Questions - Is the curriculum Aligned to Standards, are appropriate Resources used, what Assignments are included, are there Pacing timelines and Assessments that are rigorous and up to date? - Year 4 and 5: Social Studies - Yearly Revision Questions - Is the curriculum Aligned to Standards, are appropriate Resources used, what Assignments are included, are there Pacing timelines and Assessments that are rigorous and up to date? Process Steps 1. Initial Review/Discussions 2. Plan Annual In-Service Days to begin revision drafts 3. Curriculum Revision 4. Spiraling Adjustments 5. Documentation and Implementation

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

No

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

No

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	40
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	45
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	12
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	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy
Domain 2: The Classroom Environment	2b: Establishing a Culture for Learning	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
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? We have scheduled presentations from speakers on the importance of knowing students and their backgrounds in order to have them be successful and achieve. Building goals are to have parents as our partner in order to highlight the need for a team effort with families. We also asked teachers to contact home a set number of times a week for positive contact. We will be using the PDE SAS Assessment builder to view sample questions that should be reflected in classroom assessments.

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	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3c: Engaging Students in Learning	3c: Engaging Students in Learning	3c: Engaging Students in Learning
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? We have created a resource of strategies to address the engagement of students and reflection on teaching to activate learning within the classroom based on an LFS training last year. Various tools will be highlighted for teachers to easily incorporate. Elementary teachers will be looking at DOK levels during grade level meetings. At the middle and high school level, teachers will be utilizing surveys and phone calls to get to know students interests better.

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

Goals Set	Comments/Considerations
Provided at the district level	District Level Goals will be used
Provided at the building level	Data associated with building level to improve instruction and district goals
Individual principal choice	Each principal develops individual goals based on building data
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	K-12 All Content Areas - Teacher Built Tests/Rubric	As developed by teachers to support learning
District-Designed Measure Examination	K-12 Non Tested Content Subject Areas and Tested Content Subject Areas	Teacher Built Tests, CDTs, DIBELS, PDE SAS Assessments, and Textbook Company Tests Aligned with the Standards
Nationally Recognized Standardized Test	K-12 Tested and Non Tested Content Subject Areas	Textbook Company Provided Tests/Nationally Built Tests
Industry Certification	9-12, Students Attending CTC	NOCTI

Examination		
Student Projects Pursuant to Local Requirements	Grade 12 Social Studies/ Guidance	Senior Graduation Projects
Student Portfolios Pursuant to Local Requirements	K-12 ELA, Math, Science, and Social Studies	Career Portfolios

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

Classroom Assessments

Type of Assessment

Formative

Frequency or Date Given

Daily

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Unit Assessments

Type of Assessment

Summative

Frequency or Date Given

Bi-weekly

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

DIBELS

Type of Assessment

Benchmark

Frequency or Date Given

Three Times a Year

K-2

Yes

3-5

Yes

6-8

No

9-12

No

Assessment

CDT

Type of Assessment

Diagnostic

Frequency or Date Given

Two Times a Year

K-2

No

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

PSSA

Type of Assessment

Summative

Frequency or Date Given

Yearly

K-2

No

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Keystones

Type of Assessment

Summative

Frequency or Date Given

Yearly

K-2

No

3-5

No

6-8

Yes

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 – Yes

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?

The NSSD uses Beginning of the Year, Middle of the year, and end of the year assessment data to map out individual needs of students and any gaps that may be present. The data is used for small group work and direct instruction within the classroom. The data drives instruction.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan?

Yes

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.

Robert J. Ackell

Chief School Administrator

10/03/2023

Date