



Comprehensive Plan for 2022-2025: Academics Standards and Assessment Requirements (Chapter 4)

DRAFT

SOUDERTON AREA SD

760 Lower Road

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.

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

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

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

Reading and Writing for History and Social Studies

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

K-2, 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

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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	Yes
E. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

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.

Souderton Area School District ensures accomplishment of necessary curriculum characteristics in all standards areas by collaboratively working with teachers through a Curriculum Review Cycle and Curriculum Mapping. Curriculum writing teams produce planned course documents that include academic standards, end of unit/course assessments, essential questions, enduring understandings, key concepts and competencies, major teaching points, instructional time, and materials and resources. Souderton Area School District uses a backwards design process to align the curriculum to PA Academic Standards. First, curriculum layout and lessons are developed for each course, then PA Academic Standards are aligned to each of the units and lessons. Additional content is then created for any standards that still need to

be addressed. New courses and content are reviewed each year during our Program of Studies meetings. Revisions or additions are implemented after curriculum development, review, and approval has been completed.

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

The Souderton Area School District uses an Understanding by Design (UbD) model to develop the curriculum taught to students. This model allows the curriculum developers to look at the desired outcomes of each unit/lesson in order to use a backwards design process to align performance assessment and instructional activities to the desired outcomes. Souderton uses teacher leaders at each grade level as support in the curriculum writing process. These teacher leaders work along with district curriculum developers to create and align curricular needs, resources, and materials.

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

Teachers have access to the written curriculum in Souderton in a variety of ways. Each grade level K-8 has a Blueprint, which is a Google document that lays out all the curriculum for each grade level. These Blueprints, along with needed curriculum resources, are stored in Schoology - the district's learning management system. Grades 9-12 have all of their curriculum resources stored in Schoology, which is accessible to all teachers. Teachers can also locate curriculum documents on the district's HUB (staff portal).

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

1. What is your LEA’s approved cycle for reviewing the locally developed curriculum?
- The Souderton Area School District reviews the curriculum on an annual basis during our Program of Study Meetings, Grade Level

Coordinator Meetings, and Curriculum Council Meetings. By involving many stakeholders, the district is able to see through various lenses to review curricular needs on an annual basis and make revisions or additions as necessary. The curriculum is reviewed and updated by department and grade-level leaders, and necessary changes are made and presented to the School Board of Directors for approval. Cycle: A new course or revision is proposed by teachers. The proposal is presented to both Curriculum Council and the Education-Personnel Committee for approval to develop the curriculum. Once developed, the curriculum is presented, discussed, and reviewed to seek board approval.

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

The goals for the Souderton Area School District Comprehensive Plan revolve around four main areas: Belonging, Mental Health and Wellness Supports, Achievement, and Opportunity. In order to meet our Mental Health and Wellness targets, the District will examine the curriculum to support social and emotional learning for our students including tiered supports K-12. The District's Achievement and Opportunity goals will allow for examination of the effectiveness of the English Language Development program. The review of the curriculum will include working to embed English Language Development instruction across the curriculum. It will also include revisions to our targeted ESL curriculum to support the growth and development of English learners.

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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).

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

86%

b. Non-Data Available Classroom Teachers

4%

c. Non-Teaching Professionals

8%

d. Principals

2%

Total

0

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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	1b: Demonstrating Knowledge of Students	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	3b: Using Questioning and Discussion Techniques	3c: Engaging Students in Learning	3c: Engaging Students in Learning
Domain 4: Professional Responsibilities	4c: Communicating with Families	4f: Showing Professionalism	4f: Showing Professionalism

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

The Souderton Area School District provides four instructional coaches that are available to build upon the strengths of the data found in classroom teacher observations. These instructional coaches team up with building principals to pinpoint the areas to improve each building and its staff. Once these areas are pinpointed, the instructional coaches create a plan to enrich each teacher's craft in order to take their teaching to the next level. The strengths data above shows that teachers are currently well versed in the subject matter they teach, and also do a great job of creating a respectful and welcoming environment. These categories will be built upon by continuing to create a responsive classroom environment and continuing to provide specific professional development for teachers in the subject/grade level areas they teach.

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	1c: Setting Instructional Outcomes	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures
Domain 3: Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4c: Communicating with Families	4c: Communicating with Families

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

The Souderton Area School District provides four instructional coaches that are available to build upon the strengths and needs of the data found in classroom teacher observations. These instructional coaches team up with building principals to pinpoint the needs of teachers and students in the building as determined by the teacher observation process. From this point, the instructional coaches work with classroom teachers to manage their classroom procedures and create a classroom environment fully focused on learning the standards being presented in each lesson. The district employs three full-time Staff Developers who plan and deliver professional development activities. They conduct needs surveys annually, gather exit data, align staff development offerings to the district goals. In addition, they work with teachers to help them develop individual professional growth goals that are grounded in Domains 2 and 3 of the Danielson Framework for Instruction. In SASD, Professional Learning is a committed teacher make to seek change and reflect on their practice by posing inquiry-based questions, using relevant resources, collecting and analyzing data, making changes in practice based on new understandings, and sharing findings with others. The outcome could strengthen professional practice or maybe the development of a new or different approach to teaching. The objective of Professional Learning is to increase student achievement.

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	Established district wide achievement goals.
Provided at the building level	Established building level achievement goals, aligned with district wide goals based on specific building needs.
Provided at the grade level	Data informed decisions regarding targeted student needs.
Provided within the content area	Data informed decisions regarding targeted student needs.
Individual teacher choice	Permitted, provided that choices are aligned with building and district goals.
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	All Grades ELA	Teachers use District developed rubrics to score students reading and writing responses.
District-Designed Measure & Examination	All Grades	Running Records, Final Exams, Summative assessments.
Nationally Recognized Standardized Test	Grades K-8	NWEA MAP

Evidence	Grades/Content Area	Comments
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	K-12	Related arts teachers use student projects and hands on student activities to assess student learning goals.
Student Portfolios Pursuant to Local Requirements	K-5	Teachers collect student reading, writing, and math assessments to measure student progress at the end of 5th grade.

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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

ACCESS for ELLs 2.0

Type of Assessment

Benchmark

Frequency or Date Given

Annual

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Civics Assessment

Type of Assessment

Summative

Frequency or Date Given

8th Grade Only

K-2

No

3-5

No

6-8

Yes

9-12

Assessment

Type of Assessment

Keystone Exams

Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
End of course in Algebra I, Literature, and Biology	No	No	Yes	Yes

Assessment

Pennsylvania System School Assessment (PSSA)

Type of Assessment

Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
Annual in grades 3-8	No	Yes	Yes	No

Assessment

DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills)

Type of Assessment

Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
Three times per year in grades K-8	Yes	Yes	Yes	No

Assessment

Measures of Academic Progress® (MAP®) MAP is given in grades K-8 for math, grades 2-8 for reading and 6-8 for language.

Type of Assessment

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Three time per year	Yes	Yes	Yes	No

Assessment

Running Records

Type of Assessment

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Once per trimester	Yes	Yes		

Assessment

Curriculum-Based Measures (CBMs) provide assessment evidence that indicates if students have achieved the desired results of instruction/teaching and learning. Designing and implementing CBMs sharpens and focuses teaching. Using a wide range of assessments from performance tasks to traditional quizzes, tests, observations, work samples, collaborative tasks, and other measures, it is possible to determine what students know and can do. When someone understands, they:

- Can explain concepts, principles, and processes by putting it their own words, teaching it to others, justifying their answers, and showing their reasoning.
- Can interpret by making sense of data, text, and experience through images, analogies, stories, and models.
- Can apply by effectively using and adapting what they know in new and complex contexts.
- Demonstrate perspective by seeing the big picture and recognizing different points of view.
- Display empathy by perceiving sensitively and walking in someone else's shoes.
- Have self-knowledge by showing meta-cognitive awareness, using productive habits of mind, and reflecting on the meaning of the learning and experience.

Six Facets of Understanding Using the assessment results, the teacher can guide instruction to benefit the students' learning. Regardless of the form, the assessment is designed to sharpen the instructional focus and promote efficient learning.

Type of Assessment

Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
End of Instructional Unit	Yes	Yes	Yes	Yes

Assessment

Curriculum-Based Measures (CBMs) provide assessment evidence that indicates if students have achieved the desired results of instruction/teaching and learning. Designing

Type of Assessment

Formative

and implementing CBMs sharpens and focuses teaching. Using a wide range of assessments from performance tasks to traditional quizzes, tests, observations, work samples, collaborative tasks, and other measures it is possible to determine what students know and can do. When someone understands, they:

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Frequency or Date Given	K-2	3-5	6-8	9-12
On-going	Yes	Yes	Yes	Yes

Assessment	Type of Assessment			
Phonological Awareness Literacy Screening (PALS)	Diagnostic			

Frequency or Date Given	K-2	3-5	6-8	9-12
As needed	Yes	Yes		

Assessment	Type of Assessment			
Test of English Language Learning (TELL)	Diagnostic			

Frequency or Date Given
3-9 times a year

K-2
Yes

3-5
Yes

6-8
Yes

9-12
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?

The Souderton Area School District uses a Multi-Tiered System of Support (MTSS) framework to meet the needs of the whole child. Benchmark assessments are used to monitor students' progress towards mastering given course content. When these benchmark assessments are combined with other assessment data collected for each student, it provides a measure of success for the whole child. Diagnostic assessments are used in many ways in the Souderton Area School District to gain a more in-depth understanding of what a student still needs to learn; the assessments also provide a measure of student growth over time. Data teams analyze multiple assessments (PSSA, PVAAS, NWEA MAP, Keystone, Running Records, PALS, SRI, Everyday Math, CBM, etc.) to identify students' strengths and needs in assessment anchors, and differentiate classroom instruction accordingly and/or provide additional assistance through intervention programs. Data serves as a starting point to focus actions, help assess progress, and identify where success is occurring and where there is a need for more support. The grade-level collaboration includes teachers sharing a common grade or discipline and their associated specialists. This team focuses its collaboration to collect and analyze student performance data and evidence of teachers' fidelity of action, to accelerate learning and improve instruction.

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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