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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 | 9-12 | |
| Civics and Government | 3-5, 6-8, 9-12 | 3-5, 6-8, 9-12 |
| Economics | 6-8, 9-12 | 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 | N/A | |

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

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.

Curriculum teams meeting twice per month to analyze student data, review and refine unit plans and assessments, and share instructional best practices. Detailed minutes are kept for each meeting and any discussion related to potential curricular refinement is also noted in the appropriate course and/or unit in the school's curriculum platform - Rubicon Atlas. Each curriculum coordinator then meets with their assigned content administrator quarterly to review and evaluate any team recommendations. These recommendations are discussed with the school's achievement team, and then final changes are made in the curriculum platform for future implementation.

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

MBA utilizes the Understanding by Design backwards design principles and unit plan template to develop and maintain the curriculum. This common template provides continuity and consistency and maintains quality across grade levels and content areas. The Rubicon Atlas curriculum management platform is used to help teachers access the guaranteed curriculum for each course, develop their own unit plans specific to each student cohort, and monitor their instructional pacing. Tuning, success analysis, student work, and notice and wonder protocols are utilized by teams to continuously improve and refine their learning designs.

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

All teachers are provided with their own account to the school's Rubicon Atlas curriculum management platform. This platform houses the guaranteed curriculum for all courses. The guaranteed curriculum for each course includes a collection of unit plans with clearly defined desired results (standards, assessment anchors, enduring understandings, essential questions, and learning objectives) and evidence of learning (i.e., sample summative assessments and/or summative assessment prompts). Space is provided in each unit for teachers to develop their individual learning plans as well as attach formative assessments, applicable resources, and differentiation plans.

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 |
|---|--------|
| 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?

Curriculum teams meeting twice per month to analyze student data, review and refine unit plans and assessments, and share instructional

best practices. Detailed minutes are kept for each meeting and any discussion related to potential curricular refinement is also noted in the appropriate course and/or unit in the school's curriculum platform - Rubicon Atlas. Each curriculum coordinator then meets with their assigned content administrator quarterly to review and evaluate any team recommendations. These recommendations are discussed with the school's achievement team, and then final changes are made in the curriculum platform for future implementation. In addition to this process, the achievement team reviews summative assessment results (i.e., PSSA, Keystone Exam, SAT, etc.) each summer/fall when they are released to determine if additional adjustments or refinements should be made to the locally developed curriculum.

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

While the regular quarterly and annual review processes will continue to occur in all grade levels and content areas, there are not currently any specific plans to make significant revisions to the locally developed curriculum during this comprehensive plan cycle.

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).

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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**

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 | | | |
|----------------------------|--------------------|-----|-----|------|
| NWEA MAP Growth Assessment | Benchmark | | | |
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| 3x / year | Yes | Yes | Yes | Yes |

| Assessment | Type of Assessment | | | |
|--------------------------------------|--------------------|-----|-----|------|
| Study Island Mathematics and Science | Benchmark | | | |
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| 3x / year | No | No | No | Yes |

| Assessment | Type of Assessment | | | |
|------------|--------------------|--|--|--|
|------------|--------------------|--|--|--|

PSAT and SAT

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

1-2x / 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?

Benchmark assessment results from the NWEA MAP Growth Assessment and Study Island are analyzed by the school's leadership team and each department's curriculum team three times per year. The analysis begins with the school's leadership team utilizing a notice and wonder protocol to review and identify trends across summary-level data. Curriculum teams then use a common data analysis tool and action planning template to dig more deeply into content area, grade level, and cohort trends and make an instructional plan of action in response to observed needs. These data analysis tools and action plans are collected by administrators and reviewed during teacher observations to look for evidence of instructional shifts in action. Needs for further adjustment(s) are discussed one-on-one between the administrator and teacher during observation debriefs. If trends are identified within a content area and across grades, team-driven action steps are taken by the curriculum coordinator to provide additional support through best practice sharing and peer observations. Finally, the achievement team compares benchmark and summative assessment results following the result of each year's standardized test administration to ensure the benchmark assessment tools offer high quality and effective progress monitoring in relation to the state administered assessments.

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