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	353
3 - 5	Yes	396
6 - 8	Yes	376
9 - 12	Yes	556
		Total 1681

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	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, 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

Secondary Grade Level content does not apply.

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

Uploaded Files
Huntingdon Area School District - 5th Grade Math.pdf

Huntingdon Area School District - HS Civics, Government, & Economics (CP).pdf

Huntingdon Area School District - HS CP English 11.pdf

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

Uploaded Files
105 Curriculum_56077f0a.pdf

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 district's process for reviewing written curricular alignment to the PA Academic Standards is formally completed during the curriculum review process. The periodic curriculum review is a collaborative process between a grade or departmental level team and the Director of Curriculum and Instruction. After the curriculum writing and/or revision process, and approval by the Director of Curriculum and Instruction, the board of directors officially approves the curriculum for implementation, which occurs once per school year.   The collaborative teacher and administrative process ensures that teacher stay abreast of the standards and that revisions are made based upon any changes to Ch. 4 expectations and/or graduation requirements, anecdotal observations, building/grade level/departmental data, and any building or district-wide goals, especially as they relate to the Multi-Tiered Systems of Support framework. Department chairs and MTSS teams work collaboratively with the Director of Curriculum and Instruction to ensure vertical curriculum alignment (across grade spans, departments, and buildings).   Informally, teachers review the curriculum implementation process through their daily instruction, which is adjusted in a dynamic manner to meet learner leeds. This process, then, enables teachers, who have "lived the curriculum," to make suggestions and critiques and to identify needed areas to address during the formal alignment and curriculum writing process. This process is strengthened with the use of student growth and achievement data and the MTSS process.   Through the first year of curriculum implementation, a review/revision process takes to make adjustments and refinements. Once these revisions are made and reviewed with the Director of Curriculum and Instruction, the curriculum is then fully published and will be posted for public access.

7. List resources, supports or models that are used in developing and aligning curriculum.The district uses the Powerschool Unified Classroom Curriculum (UCC) tool, formerly known as Chalk, for curriculum writing purposes. The district's curriculum template in UCC is based upon the PDE Standards Aligned System Curriculum Frameworks. The HASD model is based upon planned courses of instructional units. Each unit within a planned course begins with a Univer Overview and the specific state (or appropriate national) Standards. The unit continues with Big Ideas, Essential Questions, Learning Targets (Knowledge and Skills), Evidence of Learning and Assessment, Learning Activities, and Instructional Resources. The written curriculum for a course includes a yearly pacing timeline, based upon the expected instructional days per unit. The amount of units per course varies according to grade level and content area.   When developing and aligning the curriculum, teachers are supported with a curriculum writing orientation and dedicated days for writing and revision. The process begins with an orientation to discuss high-quality, evidence-based instructional strategies and resources to enhance the curriculum - strategies and professional learning that are also embedded and reinforced within the district's Induction and Professional Development plans. Next, structured documents guide a gap analysis for the specific course as well as its place within the content or grade level strand. The gap analysis, coupled with data analyses, serves as a starting point to address curricular needs. Finally, once the aforementioned tasks are completed, professional learning regarding the use of the Unified Classroom Curriculum (UCC) tool is provided so that teachers can efficiently write the curriculum.   Typically, three days are provided for this process for a specific

course, which may be provided as district-approved professional development days during the summer, during the school day by utilizing substitute staff, or during In-Service and Act 80 days. To enhance alignment and understanding, the writing process is best achieved through collaboration between grade level teams and departments.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.All teachers have access to the published curriculum through the Powerschool Unified Classroom Curriculum (UCC) tool. All future curriculum updates will use this process.   As the district is implementing a curricular cycle to ensure that all curriculum is completed and in this standard format, other temporary measures are also in place.   Building administrators and teacher mentors ensure that new staff have access to the curriculum. The most recent previously-approved board curriculum can be accessed via shared folders in Google Drive. This curriculum is written based upon a Google Sheets template, and all teachers within a content area or grade level, and building and district administration, have access to the curriculum. Prior to the Google Drive curriculum format, the curriculum was stored digitally on building-level servers and hard copies were stored in the Central Office.   Instructional materials, such as textbooks and technology/software, are connected to the curriculum review process, especially when shifting primary sources. Yearly instructional materials are coordinated with the Director of Curriculum and Instruction in collaboration with principals and department chairs as part of the budgeting process.

[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 consistency and continuity between planned courses and instructional units needs to be strengthened. Planned courses and instructional units exist with the previous curriculum framework, though these must be updated. There is inconsistency in the depth of development of the curriculum across grades and subjects, specifically in the areas of the planned activities and assessments. In addition, there are elective/special courses at the elementary and secondary levels that need to be written and/or revised. A presentation about the updated curriculum writing process will be presented to the board of directors during the fall of 2024.   A district-wide three-phase curriculum framework and process has been established, which will be used for each course/grade level curriculum that is written. The first phase (Analysis and Evaluation) involves an internal analysis (standards gap analysis, performance data review, current resource review) and an external analysis (exploration of other resources or researching other core and supplemental curriculum programs). The length of this phase could be one day to several planning days depending upon the content area needs.   The second phase (Curriculum Planning and Development) will entail 2-4 days of active curriculum writing, using the PowerSchool Unified Classroom Curriculum (Curriculum & Instruction, formerly known as Chalk) tool and the established district curriculum framework. The written curriculum after the second phase, after being reviewed by department chairs, principals, and the Director of Curriculum and Instruction, will be submitted for board approval.   The third phase of the curriculum is implementation and monitoring of the curriculum, with revisions to the approved curriculum made in consultation with department chairs and the Director of Curriculum and Instruction, in order to maintain a dynamic, responsive curriculum to meet changing needs.   The curriculum for elementary specials and secondary elective courses (Art, Music, Library/Media, and Health/Physical Education) will be updated during the fall of 2024. Secondary English, social studies, and science curricula (Grades 6-12) will be updated throughout the 24-25 school year. Elementary science and social studies (Grades K-5) and secondary math and business courses (Grades 6-12) will be updated during the 25-26 school year. Elementary core curricula, literacy, and math courses (Grades K-5) will be updated during the 26-27 school year.   With the district-wide curriculum cycle will be established to ensure that the written curriculum is completed as part of this Future Ready Comprehensive Plan, the cycle will also be used for resource review and revisions, connected to budgetary planning, in future cycles. Moving forward, the order of the content areas, courses, and grade levels within the cycle will be prioritized according to the greatest need and as new courses are added to the secondary Course Selection Guide.The Director of Curriculum and Instruction will have administrative oversight of the process to ensure consistent curricular expectations, both within a course and across courses, for vertical alignment and content coverage. In addition, when this process is coupled with a review of assessments, the entire curriculum, instruction, and assessment model will be enhanced.

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

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

Yes

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	45
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	52
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	2
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
D. Principals	1
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	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	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4f: Showing Professionalism	4d: Participating in a Professional Community	4d: Participating in a Professional Community

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?Sharing data with the staff to understand the trends in the data will help them affirm and continue the practices that are successful. Discussion around what the teachers are doing in those areas of strength can be shared at PLC time by grade level and content groups.

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	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2d: Managing Student Behavior	2c: Managing Classroom Procedures
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records	4a: Reflecting on Teaching

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?Trends in the data can draw attention to overall district or building needs and professional development can be planned around those needs. Student assessment is a need in all three buildings, so utilzing examples or providng time to share and examine how to develop assessments would be helpful at PLC time. Student behavior is a concern as well and PD can provided in this area as well as coaching support from our local IU consultants.

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

Goals Set	Comments/Considerations
Provided at the district level	The team work to look at district data to set and develop district goals with the board to have an aligned district mission/vision
Provided at the building level	Building level data is examined to determine each building level needs and area of focus.
Individual principal choice	The principal rubric individual evaluation is used to help principals select one area of growth from the tool that will impact their work.
Other (state what other is)	State mandates or requirments might impact our focus depending on what is asked of the administrative team.

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	All grade levels (K-12) and content areas (ELA, math, social studies, science, Health/PE, Art, Music, Business, STEM, Library/Media, FCS, Special Education) can use a district-developed rubric for their	Assessment examples for district rubrics include student summative assessments (all grades and content areas), such as unit or chapter test achievement, which measure both

	SPM. HASD uses the SPM template in PA-ETEP for staff to submit their SPMs for administrator approval	achievement and growth; rubrics may use vendor-specific curriculum assessments, such as Reveal Math or Wonders Reading, though many area specialists and secondary teachers use teacher-developed curriculum assessments
District-Designed Measure Examination	K-12/ELA, Mathematics, Science	Diagnostic assessment
Nationally Recognized Standardized Test	K-8/ELA, Mathematics, Science	Spring Math, Acadience, Study Island
Industry Certification Examination	NA	We are a sending school to our local CTC and will use this as a pathways to graduation
Student Projects Pursuant to Local Requirements	12th Grade/ELA	Senior Projects with presentation and rubric assessment involving the community.
Student Portfolios Pursuant to Local Requirements	K-12 Career Standards/ELA, Counseling	Each grade band collects evidence of meeting the career standards in an electronic portfolio

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

Acadience Reading

Type of Assessment

Benchmark

Frequency or Date Given

3 times a year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

Spring Math

Type of Assessment

Benchmark

Frequency or Date Given

3 times a year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

STAR Reading Assessment

Type of Assessment

Diagnostic

Frequency or Date Given

3 times a year

K-2

No

3-5

No

6-8

Yes

9-12

No

Assessment

Classroom Diagnostic Tools (CDTs)

Type of Assessment

Diagnostic

Frequency or Date Given

1 time per year

K-2

No

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Study Island Benchmark (Math, ELA, Science)

Type of Assessment

Benchmark

Frequency or Date Given

3 times a year

K-2

No

3-5

No

6-8

Yes

9-12

Yes

Assessment

Renaissance Fundamentals (PASS) Screener

Type of Assessment

Benchmark

Frequency or Date Given

2 times a year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Smart Futures Career Reading (Ch. 339) assessments and portfolio activities

Type of Assessment

Summative

Frequency or Date Given

Quarterly

K-2

Yes

3-5

Yes

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 – 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?

A variety of assessments are used across the district.   A district assessment calendar has been developed to ensure that the assessments are given at the appropriate time and that the data is used to inform instruction. At the end of each data collection period buildings, grade level teams, and content teachers meet on a regular basis to review, discuss, and set goals around the benchmark and diagnostic assessments. In the fall we begin the year with a data meeting by Septemeber district wide to help teaches develop approriate Student Performance Measures that are approved by the principals. The data collected at the mid year and end of the year help evaluate the succes on the performance measures. At least monthly teams meet in PLC's to discuss data to adjust instruction to meet the needs of students.   The data meeting process is iterative and will be futher defined within the district's MTSS process.

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

No

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.

Jennifer Mitchell
Chief School Administrator
03/18/2024
Date