

CANON-MCMILLAN SD

1 N Jefferson Ave

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	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

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

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 writing is posted and teams of at least two teachers are selected on their experience teaching the subject. These curriculum writing teams meet with the Director of Curriculum and Instruction and are given directives for completion of the curriculum writing tasks at hand. Teams are provided a uniform google doc to complete along with instructions as what should be mandatory additions to the document and those that can be listed as optional curricular resources. Curriculum is always revised and rewritten with new textbook adoptions, but is reviewed by teachers as standards and assessment reviews are done. All curriculum documents edit rights are removed once the document is complete and it is posted in our district curriculum repository, Schoology.

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

Teams of teachers review numerous resources as they develop and write district curriculum, to include district approved textbooks, online resources and various digital and print programs. Any item or program identified by the team for use by all teachers is listed in the curriculum guide as mandatory. Optional resources are also embedded within curriculum guides. Teachers are provided with all relative state and national standards (music, art, etc.) and all standards must appear in the final curriculum document.

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

Once curriculum guides have been completed, they are shared with relevant teachers on a professional development day. These guides are closed for edits among the team and then uploaded into our LMS, Schoology, for all staff to gain access at any time. When a curriculum document needs to be altered, the document is made active for content writers to alter, then once complete, is housed once again in Schoology for teachers to access and follow.

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?

The district revises the locally developed curriculum in an ongoing manner. When alignments need to be revised (a) due to changes in state

standards, (b) upon department request, (c) upon new textbook/resource adoption, (d) after assessment analysis warrants, curriculum documents are opened to a curriculum writing team and/or department and changes are agreed upon by this team. Revisions are shared with appropriate staff and relative PD is offered. A cycle of textbook renewals is in place for new adoptions.

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

The district revises the locally developed curriculum in an ongoing manner. When alignments need to be revised (a) due to changes in state standards, (b) upon department request, (c) upon new textbook/resource adoption, (d) after assessment analysis warrants, curriculum documents are opened to a curriculum writing team and/or department and changes are agreed upon by this team. Revisions are shared with appropriate staff and relative PD is offered. Because this process is firmly in place and is ongoing in nature, curriculum writing will not be a focus of 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).

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
32
 - b. Non-Data Available Classroom Teachers
59
 - c. Non-Teaching Professionals
5
 - 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	1a: Demonstrating Knowledge of Content and Pedagogy	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy
Domain 2: The Classroom Environment	2b: Establishing a Culture for Learning	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3c: Engaging Students in Learning	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4f: Showing Professionalism	4f: Showing Professionalism

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?
 Maintain those areas of strength

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	Does Not Apply	Does Not Apply	Does Not Apply
Domain 2: The Classroom Environment	Does Not Apply	Does Not Apply	Does Not Apply

	Elementary School	Middle School	High School
Domain 3: Instruction	Does Not Apply	Does Not Apply	Does Not Apply
Domain 4: Professional Responsibilities	Does Not Apply	Does Not Apply	Does Not Apply

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?
Teachers who perform low in these areas that deem a need for improvement receive an improvement plan.
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	District wide needs
Provided at the building level	based on school level performance
Provided at the grade level	NA
Provided within the content area	District wide needs
Individual teacher choice	As approved by supervisor
Other (state what other is)	NA

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	NA	NA
District-Designed Measure & Examination	yes	Determined by teacher and principal
Nationally Recognized Standardized Test	Yes	If applicable
Industry Certification Examination	Yes	NOCTI / NIMS
Student Projects Pursuant to Local Requirements	Yes	Graduation Pathway
Student Portfolios Pursuant to Local Requirements	Yes	Graduation Pathways

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
Acadience				Summative
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times/year	Yes	No	No	No
Assessment				Type of Assessment
PSSA ELA				Summative
Frequency or Date Given	K-2	3-5	6-8	9-12
yearly	No	Yes	Yes	No
Assessment				Type of Assessment

PSSA Math				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
yearly	No	Yes	Yes	No	
Assessment				Type of Assessment	
PSSA Science				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
yearly	No	Yes	Yes	No	
Assessment				Type of Assessment	
Keystone exams				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
yearly	No	No	Yes	Yes	
Assessment				Type of Assessment	
Terra Nova				Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12	
yearly	No	Yes	No	No	
Assessment				Type of Assessment	
Naglieri - to aid in gifted child find				Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12	
yearly	Yes	No	No	No	

Assessment
Benchmarks

Type of Assessment
Benchmark

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?

Benchmark exams are created either locally or used from publishing companies. Benchmarks are given in ELA and Math in grades K - 12

Benchmarks are examinations that inform the teachers' 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.

Michael Daniels
Chief School Administrator

06/23/2022
Date