

CORNWALL-LEBANON SD

105 E Evergreen Rd

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	3-5, 6-8, 9-12	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

3-5, 6-8, 9-12

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

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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.
Our district has adopted a five year curriculum review process (outlined below): Year 1 - Curriculum Overview and Approval Year 2 - Student Learning Maps Year 3 - Assessment Design and Evaluation Year 4 - High Performing Lessons Year 5 - Accelerating Student Learning
 2. List resources, supports or models that are used in developing and aligning curriculum.
Resources - Standards Aligned System (SAS), Collins Writing, Edmentum, Eureka Math, ELA Primary Resource, Supports - Falcon World Curriculum Host, Schoology, Director of Curriculum and Instruction, IU #13 staff and trainers to support curriculum revision, development,

and compliance, professional development opportunities for improving curriculum alignment and revision Instructional Model - Learning Focused Schools

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.
- All curriculum documents are hosted in Falcon World, which is an internal repository used to manage the work completed annually through an approved 5-year cycle used by the school district. Additionally, all professional staff have access to one Learning Management System that supports internal consistency with instructional framework and school resources.

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

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

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1. What is your LEA’s approved cycle for reviewing the locally developed curriculum?
Our district has a five-year curriculum cycle with board approval in phase one of that cycle.

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

CLSD has dedicated a District Administrator to Curriculum and Instruction as part of a new systemic change. This individual will be responsible to implement the District Curriculum cycle with integrity and fidelity.

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

55

b. Non-Data Available Classroom Teachers

36

c. Non-Teaching Professionals

6

d. Principals

3

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	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	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning
Domain 3: Instruction	3c: Engaging Students in Learning	3c: Engaging Students in Learning	3c: Engaging Students in Learning
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4d: Participating in a Professional Community	4d: Participating in a Professional Community

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

Continued strategic planning in the area of professional learning, curriculum, and instruction.

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	2d: Managing Student Behavior

	Elementary School	Middle School	High School
Domain 3: Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4a: Reflecting on Teaching

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?
Targeted professional learning for 22-23.
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	PSSA, PVAAS Data
Provided at the building level	PSSA, PVAAS Data
Provided at the grade level	PSSA, PVAAS Data
Provided within the content area	Diagnostic Data, Benchmark Data, Common Assessments
Individual teacher choice	Targeted Learning Focused Schools Goals
Other (state what other is)	Dedicated Professional Learning related to assigned Curriculum Year

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	Year 3 - Assessment Design and Evaluation	All curricular areas participate in the evaluation of common assessemnts as part of the LEA Curriculum process.
District-Designed Measure & Examination	Edmentum Diagnostic / Study Isalnd Benchmark	Students in Grades 3-8 participate in locally established progress monitoring to support perfomance on state assessment.
Nationally Recognized Standardized Test	NAEP is completed annaully is selected schools	National Assessment of Educational Progress
Industry Certification Examination	ASVAB	Students in recognized Career and Technology program Agriculture Science.
Student Projects Pursuant to Local Requirements	Project Life	Each student in LEA is expected to complete the culminating project as part of Cedar Crest graduation requirement.
Student Portfolios Pursuant to Local Requirements	Act 339 Work Samples	Necessary artifacts are collected locally at each school consistent with LEA planned collection cycle.

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

Yes

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		Type of Assessment		
Study Island Benchmark		Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12
2 times per year	No	Yes	Yes	No

Assessment		Type of Assessment		
Edmentum Diagnostic		Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12
2 times per year	No	Yes	Yes	No

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?

LEA utilizes the Diagnostic Assessment to generate an independent Learning Path with associated resources specific to each students needs in Grades 3-8.

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.

Philip L Domencic
Chief School Administrator

07/13/2022
Date