

## **CANTON AREA SD**

509 E Main St

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

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### **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.

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<b>Chapter 4 Curriculum and Instruction Requirements</b>	<b>Written Curriculum Framework</b>	<b>Taught within the Grade Span</b>
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	3-5, 6-8, 9-12	3-5, 6-8, 9-12
Economics	9-12	9-12
Geography	3-5, 6-8	3-5, 6-8
History	3-5, 6-8, 9-12	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

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
Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
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.  
The district is working through each grade level and content area to align the ELA and Math curriculums. We are starting at the grade span of K-2 and will be working to update the curriculum over the next 5-6 years. We began the process prior to COVID-19 but has to stop for obvious reasons. We also are currently working on realigning some of our computer science classes to reflect the newly released computer science standards and this is reflected in some coursework changes that will be implemented in effective the 2021-2022 school year, when we have a certified Computer Science educator.
  2. List resources, supports or models that are used in developing and aligning curriculum.

The district continues to use the Learning Focused School Model for lesson plan implementation and curriculum development. We have also used resources provided to use for alignment through the PDE SAS portal, and we have revised the curriculum during the pandemic my focusing on the Essential Content and abbreviated standards as developed by PDE. The district will also have the Intermediate Unit to come in and provide support in the area of Guided Reading and training will be conducted in the start of the 2021-2022 school year for elementary teachers for grade K-6 in Everyday Math. At the high school. Our “train the trainer” will be training our entire staff on “Restorative Practices” to support students socially, emotionally, and academically.

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

The district has all lesson plan, unit plans, KUDS and other Learning Focused Schools templates and sample lessons available to all teachers through our O-drive.

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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
LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
Essential content is developed from PA Core/Academic Content Standards.Essential content is developed from PA Core/Academic or Alternate Content Standards.	Yes
Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content StandardsContent, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards	Yes
Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	Yes
Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
Course objectives to be achieved by all students are identified.	Yes
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?

The district reviews the locally developed curriculum through a team planning process and prioritizes the curriculum development with the technology/curriculum support staff. The review process has been priorities starting in the grade K-2 span and with the ELA and Math subjects as these have been identified as areas of growth in our localized and statewide assessment data.

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

Our goal is to get through the K-12 curriculum in ELA and Math over the next 6 years.

## **ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)**

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all educators will be rated Distinguished, Proficient, Needs Improvement, or Failing.

### **DANIELSON FRAMEWORK DOMAIN 2: THE CLASSROOM ENVIRONMENT**

#### Creating an Environment of Respect and Rapport

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

#### Establishing a Culture for Learning

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

#### Managing Classroom Procedures

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

#### Managing Student Behavior

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

#### Organizing Physical Space

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient



## DANIELSON FRAMEWORK DOMAIN 3: INSTRUCTION

### Communicating with Students

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

### Using Questioning and Discussion Techniques

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

## ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

There are a variety of methods for observing and evaluating performance. Formal observation is a required method under Act 82. Indicate other methods used in your LEA for observing and evaluating your professional employees.

Observations and Evaluation Methods	Yes/No
Formal Observation	Yes
Walkthrough Observation	Yes
Peer Observation	Yes
Instructional Coaching	No
Lesson Plan Review	Yes
Self-Directed Plan	No
Collaborative Project	Yes
Annual Evaluation	Yes
Engaging Students in Learning	Yes
Using Assessment in Instruction	Yes
Demonstrating Flexibility and Responsiveness	Yes
Action Research	Yes

1. Identify strengths, challenges, or trends that emerge from the analysis of educator observations and evaluations.

Strengths - Creating an Environment of Respect and Rapport, Building Positive Relationships with ALL students, Managing Student Behavior, School Climate, Meeting Social/Emotional Needs of ALL Students Challenges - Meeting the growth benchmarks in ELA and Math as developed by PDE, meeting the needs of Tier III students Trends - Students want to come to school (School Climate Survey), Teachers enjoy the working environment with staff and administration and a positive school culture exists districtwide, students are growing academically, although they may not be achieving at the level the state expects

## ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Student Learning Objectives (SLO) are a required component of the evaluation of professional employees. It is also a required component of ESSA's Educator Effectiveness measure. Describe the data and the evidence used to create and measure SLOs in your LEA by selecting from the drop down menus for each grade span.

### EDUCATION AREAS OF CERTIFICATION

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#### Arts and Humanities

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	Student Projects, Student Portfolios
3-5	Mastery and Growth	Student Projects, Student Portfolios
6-8	Mastery and Growth	Student Projects, Student Portfolios
9-12	Mastery and Growth	Student Projects, Student Portfolios

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#### Civics/History/Geography/Economics

Grade Levels	Metric Used	Performance Measure(s)
K-2	Growth	Student Projects
3-5	Growth	Student Projects

Grade Levels	Metric Used	Performance Measure(s)
6-8	Growth	Student Projects
9-12	Growth	Student Projects

## English Language Arts/Reading

Grade Levels	Metric Used	Performance Measure(s)
K-2	Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
3-5	Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
6-8	Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
9-12	Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios

## Mathematics

Grade Levels	Metric Used	Performance Measure(s)
K-2	Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
3-5	Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios

Grade Levels	Metric Used	Performance Measure(s)
6-8	Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
9-12	Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios

## Biology, Environment, and Ecology

Grade Levels	Metric Used	Performance Measure(s)
K-2	Growth	Student Projects, Student Portfolios
3-5	Growth	Standardized Tests, Student Projects, Student Portfolios
6-8	Growth	Standardized Tests, Student Projects, Student Portfolios
9-12	Growth	Standardized Tests, Student Projects, Student Portfolios

## Health, Safety, and Physical Education

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	Standardized Tests, Student Projects
3-5	Mastery and Growth	Standardized Tests, Student Projects

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	Standardized Tests, Student Projects
9-12	Mastery and Growth	Standardized Tests, Student Projects

## Science And Technology

Grade Levels	Metric Used	Performance Measure(s)
K-2	Growth	Student Projects
3-5	Growth	Student Projects
6-8	Growth	Student Projects
9-12	Growth	Student Projects

## English Language Proficiency

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	Standardized Tests
3-5	Mastery and Growth	Standardized Tests

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	Standardized Tests
9-12	Mastery and Growth	Standardized Tests

1. How does the data from the educators' Student Learning Objectives (SLOs) inform instructional practices in your LEA?

When creating an SLO, educators are encouraged to "think outside the box" and try new educational learning strategies to see if they will show signs of academic growth and achievement with the students they are working. We use this data to determine if we will attempt new strategies or ideas based on the data we gather through some of the educator's SLO to make data informed decisions with our students.

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?

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	
DIBELS - Reading				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times a year	Yes	Yes	Yes	No	
Assessment				Type of Assessment	
DIBELS - Math				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times a year	Yes	Yes	Yes	No	
Assessment				Type of Assessment	
Study Island Benchmark - Math, ELA, Science				Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12	
4 times a year	No	Yes	Yes	Yes	

Assessment  
Curriculum-Based Assessments

Type of Assessment  
Summative

Frequency or Date Given  
Daily

K-2  
Yes

3-5  
Yes

6-8  
Yes

9-12  
Yes

Assessment  
Exact Path

Type of Assessment  
Diagnostic

Frequency or Date Given  
4 times a year

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

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#### **Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?**

The data gathered from the benchmark and diagnostic tests is used to align the curriculum to the needs of the students and teacher adjust/adapt their instructional practices and content taught to the needs identified with the data in both assessment tools.

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## **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.

Eric Briggs  
Superintendent/Chief Executive Officer

03/17/2021  
Date