

CANTON AREA SD

509 E Main St

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

Board Approved: November 9, 2023

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	172
3 - 5	Yes	210
6 - 8	Yes	200
9 - 12	Yes	280
		Total 862

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

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

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

ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

- | | |
|---|-----|
| 1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards | Yes |

Elementary Grade Level content does not apply.

Secondary Grade Level content does not apply.

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 curriculum was aligned and reviewed K-12 in the 2022-2023 school year. The teachers, IU support, part time curriculum coordinator, administrators, and superintendent were used to evaluate and update the written curriculum. Moving forward, yearly updates will be made but the comprehensive plan and ongoing data reviews will determine when a more detailed review may be necessary for a particular grade level or content area or even grade band.

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

PDESAS.org is used as a resource and support in development and alignment of district curriculum. This is an essential element in the support and models that are used.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.

The written curriculum guides are transparently open to the public and available on the district's public website. These guides include unit overview, standards articulated into what concepts students should know and what competencies students should be able to do. In addition, resources to be used are listed and in some cases hyperlinked. There is a section explaining the expectations for assessment criteria for this unit as well. General academic and content specific vocabulary is listed.

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 |
| 10. Essential content is developed from PA Core/Academic Content Standards. | Yes |
| 11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards. | Yes |
| 12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist. | Yes |
| 13. Courses and units of study are developed from measurable outcomes and/or objectives. | Yes |
| 14. Course objectives to be achieved by all students are identified. | Yes |
| 15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists. | Yes |

16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)

Revisions will be K-12 annually review and updated as determined by local decision, data review, or grade band focus points.

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? No

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

Check if Act 13 is NOT used in educator evaluations (Charter/Cyber 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%)

A. Data Available Classroom Teachers	29
B. Non-Data Available Classroom Teachers	61
C. Non-Teaching Professionals	6
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	1e: Designing Coherent Instruction	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4f: Showing Professionalism	4f: Showing Professionalism	4f: Showing Professionalism

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

The HIGHEST Danielson domain reported by classroom observations in the Canton Elementary School is Domain 2: The Classroom Environment. The action steps to build upon the strengths found in the classroom teacher observations include walkthroughs and discussions with the teacher/principal through the feedback generated by the walkthroughs. The HIGHEST Danielson domain reported by classroom observations in the Canton JRSR High School is Domain 1 Planning and Preparation. The action steps to build upon the strengths found in the classroom teacher observations include using focus correction areas in writing to focus teachers and guide instruction for students across the curriculum.

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	1e: Designing Coherent Instruction	1e: Designing Coherent Instruction	1e: Designing Coherent Instruction
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2d: Managing Student Behavior	2d: Managing Student Behavior

	Elementary School	Middle School	High School
Domain 3: Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?

The LOWEST Danielson domain reported by classroom observations in the Canton Elementary School is Domain 1: Planning and Preparation. The action steps to improve the challenges found in the classroom teacher observations include increased focus on planning and preparation through lesson plan development as well as focused writing assignments in grades 3-6 that focus on Text Dependent Analysis (TDA) and/or Focus Correction Areas (FCA). The LOWEST Danielson domain reported by classroom observations in the Canton JRSR High School is Domain 1: Planning and Preparation. The action steps to improve the challenges found in the classroom teacher observations include creating shared lesson plans with a consistent template in a shared location as well as reviewing lesson plans as a team.

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

Goals Set	Comments/Considerations
Provided at the district level	During the 2023-2024 school year, the principal will facilitate literacy instruction by implementation of the FRCPP Structured Literacy course for all teaching staff as a professional development opportunity throughout the school year.
Provided at the building level	The principal will implement a building-wide Act 13 Goal for all the teachers that will include family involvement and an instructional piece to improve instruction in the classroom. The goal will be agreed upon by the administrative team.

Goals Set	Comments/Considerations
Individual principal choice	During the 2023-2024 school year, the principal will implement the ECRI process into Grades K-2. Informal walkthroughs at these grade levels will take place to ensure that pieces of the ECRI process are being used in each classroom at these grade levels.
Other (state what other is)	During the 2023-2024 school year, the principal will conduct at least one book study with a group of teachers. The book is called The Art and Science of Teaching Primary Reading.

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	K-6 / All Content Areas; 7-12 All Content Areas	Focus Correction Areas (FCA) Grades 3-6; DIBLES scores Grades K-2, district designed measure and examination (artifacts of student activities for increasing student engagement and SEL- student attendance measures). Focus Correction Areas (FCA) Grades 7-8; Grades 9-12 Writing across the curriculum. Special Educators K-12 Teachers use writing prompts given in the regular ELA class, math prompts given in the regular math class, Dibels / Acadience, Achieve 3000, and individualized-standardized achievement tests (all but ID students); ID students we use curriculum based measures.
District-Designed Measure & Examination	na	na

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
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Nationally Recognized Standardized Test

na

na

Industry Certification Examination

11-12

NOCTI

Student Projects Pursuant to Local Requirements

na

na

Student Portfolios Pursuant to Local Requirements

na

na

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	
DIBLES (Acadience)				Benchmark	
Frequency or Date Given	K-2	3-5	6-8		9-12
3X/Year	Yes	Yes	Yes		
Assessment				Type of Assessment	
Study Island Benchmark				Benchmark	
Frequency or Date Given	K-2	3-5	6-8		9-12
3X/Year		Yes	Yes		
Assessment				Type of Assessment	
Study Island Benchmark				Benchmark	
Frequency or Date Given	K-2	3-5	6-8		9-12
4X/Year					Yes

Assessment
Exactpath

Type of Assessment
Diagnostic

Frequency or Date Given
1/Month

K-2

3-5

6-8
Yes

9-12

Assessment
Achieve 3000 - Reading Lexile Level

Type of Assessment
Formative

Frequency or Date Given
1/Month

K-2

3-5

6-8
Yes

9-12

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?

We use benchmark and diagnostic assessment to inform future instructional practices to target areas of need for individual students.

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.

Dr. Amy Martell
Chief School Administrator

11/09/2023
Date

