

**CORRY AREA SD**

540 East Pleasant Street

Academic Standards and Assessment Requirements (Chapter 4) | 2022 - 2025

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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<br/>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                                       | 6-8, 9-12                           | 3-5, 6-8, 9-12                      |
| Environment and Ecology                                      | 6-8, 9-12                           | 3-5, 6-8, 9-12                      |
| Civics and Government  | 6-8, 9-12                           | 6-8, 9-12                           |
| Economics  | 6-8, 9-12                           | 6-8, 9-12                           |
| Geography  | 6-8, 9-12                           | K-2, 3-5, 6-8, 9-12                 |
| History  | 6-8, 9-12                           | 6-8, 9-12                           |
| Arts and Humanities  | 6-8, 9-12                           | K-2, 3-5, 6-8, 9-12                 |
| Health, Safety, and Physical Education                       | N/A                                 | K-2, 3-5, 6-8, 9-12                 |
| Family and Consumer Sciences                                 | 6-8, 9-12                           | K-2, 3-5, 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

N/A

6-8, 9-12

Reading and Writing for History and Social Studies

N/A

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. | No     |

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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.

One of the evidence-based strategies being utilized in our Comprehensive Plan is to create updated standards-based curriculum maps. The process will start this fall and continue throughout the 3 years of the plan. Throughout the first two years, the teachers and building administrators will use a district-designed template to create the new curriculum maps, which include unit topics, estimated instructional timelines, big ideas, and standards. During the third year, teachers will cross-reference their academic standards to ensure alignment. Also during the timeline of this Comprehensive Plan, the District will be implementing procedures for reviewing and updating our written curriculum on an annual basis.

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

The District will use a District-designed template and the Academic Standards to create our written curriculum maps. We will also implement Professional Learning Communities that will meet during professional development time to complete the work.

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

As outlined in our comprehensive plan, as the new written curriculum is created, the curriculum maps will be placed online so teachers will have access to those documents for all courses. In addition, the District operates a five-year cycle for updating and purchasing necessary instructional materials and resources.

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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? 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?

During the timeline of this Comprehensive Plan, the District will be implementing procedures for reviewing and updating our written

curriculum on an annual basis.

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

One of the evidence-based strategies being utilized in our Comprehensive Plan is to create updated standards-based curriculum maps. The process will start this fall and continue throughout the 3 years of the plan. Throughout the first two years, the teachers and building administrators will use a district-designed template to create the new curriculum maps, which include unit topics, estimated instructional timelines, big ideas, and standards. During the third year, teachers will cross-reference their academic standards to ensure alignment.

## 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  
58
  - 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)

|  | <b>Elementary School</b>                           | <b>Middle School</b>                               | <b>High School</b>                                 |
|--|--|--|--|
| <b>Domain 1: Planning and Preparation</b>      | 1b: Demonstrating Knowledge of Students            | 1d: Demonstrating Knowledge of Resources           | 1d: Demonstrating Knowledge of Resources           |
| <b>Domain 2: The Classroom Environment</b>     | 2a: Creating an Environment of Respect and Rapport | 2a: Creating an Environment of Respect and Rapport | 2a: Creating an Environment of Respect and Rapport |
| <b>Domain 3: Instruction</b>                   | 3e: Demonstrating Flexibility and Responsiveness   | 3e: Demonstrating Flexibility and Responsiveness   | 3e: Demonstrating Flexibility and Responsiveness   |
| <b>Domain 4: Professional Responsibilities</b> | 4e: Growing and Developing Professionally          | 4e: Growing and Developing Professionally          | 4e: Growing and Developing Professionally          |

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

The District's identified strengths will be leveraged to assist with accomplishing our goals outlined in the comprehensive plan. Knowledge of Students and Creating an Environment of Respect and Rapport lead to creating positive relationships with students and improved culture in the school. Knowledge of resources allows teachers to meet the needs of all students. Demonstrating Flexibility and Responsiveness creates an instructional environment where teachers are able to address the needs of individual learners. Teachers and Educational Specialists Growing and Developing Professionally is important to help the District improve in all areas.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

|  | <b>Elementary School</b> | <b>Middle School</b> | <b>High School</b> |
|--|--------------------------|----------------------|--------------------|
|--|--------------------------|----------------------|--------------------|

|  | <b>Elementary School</b>                        | <b>Middle School</b>                            | <b>High School</b>                              |
|--|---|---|---|
| <b>Domain 1: Planning and Preparation</b>      | 1e: Designing Coherent Instruction              | 1f: Designing Student Assessments               | 1e: Designing Coherent Instruction              |
| <b>Domain 2: The Classroom Environment</b>     | 2d: Managing Student Behavior                   | 2d: Managing Student Behavior                   | 2d: Managing Student Behavior                   |
| <b>Domain 3: Instruction</b>                   | 3b: Using Questioning and Discussion Techniques | 3b: Using Questioning and Discussion Techniques | 3b: Using Questioning and Discussion Techniques |
| <b>Domain 4: Professional Responsibilities</b> | 4e: Growing and Developing Professionally       | 4c: Communicating with Families                 | 4c: Communicating with Families                 |

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?  
Professional development will be provided to all teachers in areas identified by building including classroom management, engaging students with questions and in discussions, and how to effectively communicate with families. In addition, targeted professional development will be provided to individual teachers or small groups of teachers.
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?

| <b>Goals Set</b>                      | <b>Comments/Considerations</b>   |
|---------------------------------------|--|
| <b>Provided at the district level</b> | Student Performance Measures and Principal Performance Goals will be developed by individual educators |
| <b>Provided at the building level</b> | Student Performance Measures and Principal Performance Goals will be developed by individual educators |

| <b>Goals Set</b>                        | <b>Comments/Considerations</b>   |
|---|--|
| <b>Provided at the grade level</b>      | Grade level peers may collaborate on their Student Performance Measure                                       |
| <b>Provided within the content area</b> | Content area peers may collaborate on their Student Performance Measure                                      |
| <b>Individual teacher choice</b>        | Teachers and principals will be able create their Student Performance Measure or Principal Performance Goals |
| <b>Other (state what other is)</b>      | Not Applicable   |

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)

| <b>Evidence</b>                                    | <b>Grades/Content Area</b>            | <b>Comments</b>   |
|--|---------------------------------------|---|
| <b>Locally Developed School District Rubric</b>    | All content areas Pre-K to 12th Grade | Teachers may develop rubrics to measure specific learning goals                       |
| <b>District-Designed Measure &amp; Examination</b> | N/A                                   | District is not designing measures and examinations                                   |
| <b>Nationally Recognized Standardized Test</b>     | CTC Teachers                          | Will be able to use performance data from NOCTI/NIMS                                  |
| <b>Industry Certification Examination</b>          | CTC Teachers                          | Will be able to use performance data from OSHA and other industry-certification exams |

| Evidence   | Grades/Content Area                   | Comments   |
|--|---------------------------------------|--|
| <b>Student Projects Pursuant to Local Requirements</b>   | All content areas Pre-K to 12th Grade | Teachers may develop projects to measure specific learning goals   |
| <b>Student Portfolios Pursuant to Local Requirements</b> | All content areas Pre-K to 12th Grade | Teachers may develop portfolios to measure specific learning goals |

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? 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 |     |     |      |
|--|--------------------|-----|-----|------|
| NWEA Map Growth - ELA - Math - Science | Benchmark          |     |     |      |
| Frequency or Date Given                | K-2                | 3-5 | 6-8 | 9-12 |
| 3 times per year                       | Yes                | Yes | Yes | Yes  |

| Assessment  | Type of Assessment |     |     |      |
|---|--------------------|-----|-----|------|
| Acadience - Math - ELA - Students with disabilities | Formative          |     |     |      |
| Frequency or Date Given                             | K-2                | 3-5 | 6-8 | 9-12 |
| Weekly or Bi-Weekly                                 | Yes                | Yes | Yes | Yes  |

| Assessment | Type of Assessment |  |  |  |
|------------|--------------------|--|--|--|
|------------|--------------------|--|--|--|

Mid-Term Exams - Teacher-Created

Summative

|                         |     |     |     |      |
|-------------------------|-----|-----|-----|------|
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| 1 time per year         | No  | No  | Yes | Yes  |

Assessment

Type of Assessment

Final Exams - Teacher-Created

Summative

|                         |     |     |     |      |
|-------------------------|-----|-----|-----|------|
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| 1 time per year         | No  | No  | Yes | Yes  |

Assessment

Type of Assessment

Benchmark Assessment System - ELA

Benchmark

|                         |     |     |     |      |
|-------------------------|-----|-----|-----|------|
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| 3 times per year        | Yes | Yes | No  | No   |

Assessment

Type of Assessment

Into Literature

Diagnostic

|                         |     |     |     |      |
|-------------------------|-----|-----|-----|------|
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| 2 times per year        | No  | No  | Yes | No   |

Assessment

Type of Assessment

Pre-NOCTI for CTC Programs

Benchmark

|                         |     |     |     |      |
|-------------------------|-----|-----|-----|------|
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| 1 time per year         | No  | No  | No  | Yes  |

Assessment  
NOCTI/NIMS for CTC Programs

Type of Assessment  
Summative

Frequency or Date Given  
1 time per year

K-2  
No

3-5  
No

6-8  
No

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?**

Following administration of benchmark assessments, teacher teams and building administrators meet to review and analyze the data. Based on the data, they create a planned response to implement in the grade level, content area, classroom, small groups of students, or with individual students. The teacher teams implement the planned response while the building administrator helps to monitor the implementation. Following the next collection of data, the plan is updated and revised as needed.

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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.

Chief School Administrator

Date