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.

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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	134
3 - 5	Yes	162
6 - 8	Yes	180
9 - 12	Yes	244
	Total	720

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	K-2, 3-5, 6-8, 9-12
Civics and Government	6-8, 9-12	K-2, 3-5, 6-8, 9-12
Economics	9-12	6-8, 9-12
Geography	9-12	K-2, 3-5, 6-8, 9-12
History	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
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	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, 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.

CKSD teachers developed the curriculum during the 2020-2021 school year. Each year, teachers and administrators review the curriculum based on revised standards and assessment data results, including trends involving teacher/grade level/subject-specific scores. The written curriculum is adjusted as needed.

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

PDE-SAS (PVAAS) website, PA Core Aligned Curriculum Framework (subject specific), Tri State Study Council (Not yet contracted as this service was utilized in the past and very beneficial).

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

All curriculum is uploaded to the cloud and available on the districts website.

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   Yes

Standards.

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)
We continually review all current curriculum K-12. Curriculum development follows a five-year cycle rotation.

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?   Yes

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	42
B. Non-Data Available Classroom Teachers	45
C. Non-Teaching Professionals	6
D. Principals	7
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	1d: Demonstrating Knowledge of Resources	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2c: Managing Classroom Procedures	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3a: Communicating with Students	3c: Engaging Students in Learning	3c: Engaging Students in Learning
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4a: Reflecting on Teaching	4c: Communicating with Families

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

The CKSD selects and implements research-based strategies through the Danielson instructional model as supported by PDE. The framework for instruction focuses on planning and preparation, creating a conducive classroom environment, quality instruction involving a common language, differentiation, technology support, and designated Tier I strategies. Teachers are presented with and understand their professional responsibilities. Professional development opportunities are selected based on recognized growth area needs and challenges for individual teachers. These PD opportunities also align with district-specific initiatives associated with a continued review of individual, cohort, and district-wide assessment scores. In the future, an initiative will instill project-based learning across grade levels, emphasizing twenty-first-century skills. A reinforced model for teaching and learning with evidence in each area – curriculum revisions/alignment, common assessments, instructional strategies, differentiation, and technology involvement. Professional learning communities will be considered based on the value of the overall educational effectiveness of CKSD's professional teaching staff and administration.

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	1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction	1b: Demonstrating Knowledge of Students
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	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4d: Participating in a Professional Community	4a: Reflecting on Teaching

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

The CKSD selects and implements research-based strategies through the Danielson instructional model as supported by PDE. The framework for instruction focuses on planning and preparation, creating a conducive classroom environment, quality instruction involving a common language, differentiation, technology support, and designated Tier I strategies. Teachers are presented with and understand their professional responsibilities. Professional development opportunities are selected based on recognized growth area needs and challenges for individual teachers. These PD opportunities also align with district-specific initiatives associated with a continued review of individual, cohort, and district-wide assessment scores. In the future, an initiative will instill project-based learning across grade levels, emphasizing twenty-first-century skills. A reinforced model for teaching and learning with evidence in each area – curriculum revisions/alignment, common assessments, instructional strategies, differentiation, and technology involvement. Professional learning communities will be considered based on the value of the overall educational effectiveness of CKSD's professional teaching staff and administration.

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

Goals Set   Comments/Considerations

Provided at the district level	The Superintendent is supportive by providing suggestions and final approval but values the professional efforts of the principals to design and implement their own performance goals with reasonable requirements. Results matter.
Provided at the building level	Building-level performance goals are supported from a top-down approach - Superintendent to principal and principal to assistant principal.
Individual principal choice	Principals are encouraged to think freely through preparation, understanding, research-based strategies, reinforcement, and follow-through. Annual performance goals are established from the principal's seat and perspective related to personal growth needs aligned to district and building-level initiatives.
Other (state what other is)	The principal's focus is identifying key measures and action steps required to meet those measures. As the year progresses, building-level principals are required to monitor progress, use data systematically, and make adjustments from the data systematically collected and analyzed.

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-12 / ELA, Math, Science, Social Studies, Physical Education and Health	Computation and fluency teacher developed rubrics.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
District-Designed Measure & Examination	K-12 - All content area	Use of benchmark assessments (and other PA fair assessments as appropriate) at least four times per school year.
Nationally Recognized Standardized Test	NA	NA
Industry Certification Examination	10-12 Career & Tech. Center students	NOTCI exams and individual certification programs at the Career and Tech. Center (GACTC).
Student Projects Pursuant to Local Requirements	K-12 - Student Projects	Teacher-developed projects aligned with district curriculum (Teacher discretion as approved by building administrator)
Student Portfolios Pursuant to Local Requirements	K-12 - Student Projects	Teacher-developed projects aligned with district curriculum (Teacher discretion as approved by building administrator)

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	
PSSA Mathematics			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	No	Yes	Yes	No

Assessment			Type of Assessment	
PSSA Reading			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	No	Yes	Yes	No

Assessment			Type of Assessment	
PSSA Science			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	No	Yes	Yes	No

Assessment			Type of Assessment	
Keystone Algebra			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	No	No	No	Yes

Assessment			Type of Assessment	
Keystone Literature			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	No	No	No	Yes

Assessment			Type of Assessment	
Keystone Biology			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	No	No	No	Yes

Assessment			Type of Assessment	
CogAT			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Annually (Spring)	Yes	No	No	No

Assessment			Type of Assessment	
Study Island			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
Quarterly	No	No	Yes	Yes

Assessment			Type of Assessment	
Get More Math Assessment			Formative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Bi-Annual	No	Yes	No	Yes

Assessment			Type of Assessment	
Math Shelf			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Weekly (tablet based)	Yes	No	No	No

Assessment			Type of Assessment	
IXL Math			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Weekly		Yes	Yes	Yes

Assessment			Type of Assessment	
Lexia Core5 Curriculum Embedded Assessments			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Weekly; on-going	Yes	Yes	No	No

Assessment			Type of Assessment	
McGraw Hill Wonders Reading Program (summative and formative assessments)			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12

| Daily; on-going | Yes | Yes | Yes | No |

Assessment			Type of Assessment	
Savaas Online Literacy Screener and Diagnostic Assessments (provides supplemental materials)			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Monthly	No	No	Yes	Yes

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?
Benchmark and diagnostic assessments are routinely used across the district in all PA standardized testing areas. These assessments are used for Tier I classroom-based instructional modifications in grades K-8. The assessments are also used to make recommendations for remediation via supplemental resources, special education referrals, and enrichment for gifted referrals/eligible students.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan?   Yes

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.

Brian Helsel, PhD   02/10/2024
Chief School Administrator   Date