

CORNWALL-LEBANON SD

105 E Evergreen Rd

Academic Standards and Assessment Requirements (Chapter 4) | 2025 - 2028

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	899	
3 - 5	Yes	1085	
6 - 8	Yes	1225	
9 - 12	Yes	1674	
		Total	4883

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

K-2, 3-5, 6-8, 9-12

K-2, 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

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, 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.

Our district has a five-year curriculum revision cycle. We have approximately three departments in each year of the curriculum cycle at any given time. The Director of Curriculum and Instruction, building administrators, curriculum leaders, department members, and curriculum committee members are engaged in the curriculum writing and revision process. The curriculum cycle is divided into five years/phases: Year 1: Curriculum Review and Board Approval Year 2: Learning Goals (What will students know and be able to do at the completion of a course?) Year 3: Assessment Design and Evaluation Year 4: High Performing Lessons (audit of instructional practices) Year 5: Accelerating Student Learning In addition to this planned sequence, the district reserves the right to move departments to different phases of the curriculum cycle based on new initiatives or directives from PDE that may require a different timeline than the one established by the LEA.

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

Our curriculum is developed based on expectations set forth by the state and aligned to current state-approved standards. Our district uses resources from the SAS website and PDE, as well as our TSI plans and needs assessments. We use Learning Focused Schools and utilize the Schlechty Center's Student Engagement process as part of our instructional practices.

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

All of our district curriculum is available on our district website. In addition, each teacher is given updated curriculum documents at the start of each school year. We continue to evaluate the need for instructional materials and have sent a team to learn how to identify high quality instructional

materials to lead trainings in our district. Additionally, our curriculum leaders meet at least monthly with our Director of Curriculum and Instruction and at least semi-annually with their vertical departments to share needs, resources, and professional learning.

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)

During this comprehensive planning cycle, the following departments will be in curriculum revisions (which is Year 1 of our curriculum cycle): 2025-2026: Health and Physical Education, World Languages 2026-2027: Counseling, English Language Arts, Social Studies 2027-2028: Careers, English as a Second Language, Math

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	33%
B. Non-Data Available Classroom Teachers	58%
C. Non-Teaching Professionals	6%
D. Principals	3%
Total	0

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	1b: Demonstrating Knowledge of Students	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	2a: Creating an Environment of Respect and Rapport	2d: Managing Student Behavior	2c: Managing Classroom Procedures
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	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?

Action Steps: Based on the observational data collected in Question 2, the following action plan will leverage identified areas of teacher strengths to support professional growth across all domains and component areas: 1. Identify/Confirm Areas of Strength • Review classroom observation data to confirm specific strengths in each domain and component area. 2. Recognize and Utilize Strengths • Identify teachers who consistently demonstrate excellence in the highlighted areas. • Personally acknowledge their contributions and invite them to serve as facilitators or mentors during professional learning initiatives. 3. Organize Professional Learning Opportunities – develop opportunities to build upon strengths and develop in others the same capacity. • Professional Learning Days: o Schedule sessions focused on key domains and components. o Utilize recognized teacher leaders as instructional coaches to co-lead sessions. • Falcon Flex Opportunities: o Develop opportunities to build upon strength areas. o Utilize recognized teacher leaders as instructional coaches to co-lead sessions. 4. Monitor and Reflect on Progress • Collect observational data on domains and components. • Analyze data across domains and components. • Review, if others who are deficient in this area are able to show growth. 5. Celebrate Success • Recognize teacher leaders as appropriate. • Highlight their impact on peer learning and student outcomes.

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	1d: Demonstrating Knowledge of Resources	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4d: Participating in a Professional Community	4c: Communicating with Families

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

Action Steps: Based on the observational data collected in Question 4, the following action plan will identified areas of teacher need to support professional growth across all domains and component areas: 1. Identify/Confirm Areas of Need • Review classroom observation data to confirm specific areas of deficiency in each domain and component area. o Identify if area of need is: ? Targeted – identified group ? Large – whole staff need 2. Recognize and Utilize Strengths • Identify teachers who consistently demonstrate excellence in the areas of need. • Identify teachers who consistently demonstrate a lack of performance in areas of need. o Targeted o Large 3. Organize Professional Learning Opportunities – develop opportunities to build upon teacher strengths to develop in others the same capacity. • Professional Learning Days: for large group opportunities o Schedule sessions focused on key domains and components. o Utilize recognized teacher leaders as instructional coaches to lead/co-lead sessions. • Falcon Flex Opportunities: for targeted learning opportunities o Develop opportunities to utilize teacher strengths to develop the same capacity in others. o Utilize recognized teacher leaders as instructional coaches to lead/co-lead sessions. 4. Monitor and Reflect on Progress • Collect observational data on domains and components. • Analyze data across domains and components. • Review, if others who are deficient in this area are able to show growth. 5. Celebrate Success • Recognize teacher leaders as appropriate. • Highlight their impact on peer learning and student outcomes.

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

Goals Set	Comments/Considerations
Provided at the district level	At the district level, principal performance goals are typically determined and identified using a variety of data sources and inputs to ensure alignment with district priorities (Comprehensive Plan) and school improvement needs. These information sources often include: Student Achievement/Growth/Graduation Data, Improvement Plans, Evaluations, Financial Management, and District Priorities and Initiatives
Provided at the building level	At the building level, principal performance goals are typically determined and identified using a variety of data sources such as: Student Achievement/Growth/Graduation Data, Climate/Culture Data, and Operational Data (Staff/Student Attendance and Discipline Data).
Individual principal choice	Principals typically determine their own performance goals through a reflective, data-driven, and collaborative process. This process often incorporates input from multiple sources, including their own observations, school needs, and district expectations. Process: Reflect on Leadership Strengths and Areas for Growth, Analyze School Data, Alignment with School Improvement Efforts, and Collaborate with Stakeholders.
Other (state what other is)	N/A

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	N/A	N/A
District-Designed Measure & Examination	9-12/Social Studies 9-12/ Technology Education 9-12/Special Education 9-12/Health & PE 9-12/Music 9/ Biology 11/ Physics 9-12/ Business 9-12/ Art 9-12/ Math 10/ Chemistry 9-12/ English 9-12/ World Languages 9-12/ ESL Grades K-12/Music, Art, P.E., Library Grades 3-5 Grade 2	Type 3 Writing exam Project-Based assessment Progress-monitoring assessment Fitness Test Performance Task scored by rubric Lab Report Final Artwork Critique scored by rubric Application exam Common Assessment-Simulation Marking Period Exam Teacher-Created Rubrics XtraMath data, Reflex Math data, Study Island Benchmark, Exact Path Diagnostic, teacher-created rubrics
Nationally Recognized Standardized Test	Grades K-5	Acadience Data (ORF, MAZE testing)
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	N/A	N/A

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Student Portfolios Pursuant to Local Requirements	N/A	N/A

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

Study Island Benchmark Assessment - ELA and Math

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

2x per year

No

Yes

Yes

No

Assessment

Study Island Benchmark Assessment - Literature, Biology, Algebra I

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

2x per year

No

No

No

Yes

Assessment

Study Island Benchmark Assessment - Science

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

2x per year

No

No

Yes

No

Assessment

Exact Path Diagnostic Assessment - Reading and Math

Type of Assessment

Diagnostic

Frequency or Date Given

3x per year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

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?

Data from benchmark and diagnostic assessments is used to inform instruction, evaluate curriculum, review curriculum-based assessments, and determine professional learning needs.

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.

Chief School Administrator

Date