

**LINDLEY ACADEMY CS AT BIRNEY**

900 West Lindley Avenue

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

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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 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:

Charter School

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	240
3 - 5	Yes	265
6 - 8	Yes	225
9 - 12	No	0
		Total 730

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**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

K-2, 3-5, 6-8

PA-Core Mathematics

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Science and Technology

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Environment and Ecology

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Civics and Government

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Economics

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Geography

K-2, 3-5, 6-8

K-2, 3-5, 6-8

History

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Arts and Humanities

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Health, Safety, and Physical Education

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Family and Consumer Sciences

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Reading and Writing for Science and Technical Subjects

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Reading and Writing for History and Social Studies

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Career Education and Work

K-2, 3-5, 6-8

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 | No  |

**Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.**

Lindley does not have students in grades 9-12

- |   |     |
|---|-----|
| 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 teachers attend spring meetings where they review the locally developed curriculum and provide feedback. Revisions are then made and the updated curriculum is distributed both at the end of that school year and the beginning of the following school year. Training is then provided for teachers at the beginning of the school year. All teachers receive a full week of training prior to students returning.

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

Lindley Academy's academic leaders regularly review student academic data. They use this data to make decisions about whether a new curriculum is needed, if teachers need more training on how to effectively deliver the curriculum and/or how the current curriculum can be delivered to improve student outcomes. Academic leaders also meet regularly with teachers to get feedback on the curriculum. They rely heavily on the Academic Directors from American Paradigm Schools (our CMO) for the latest information about curriculum.

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

All teachers are provided with curriculum materials and training on how to use the materials each year. As the need arises teachers may request additional materials and/or additional professional development. The PD may be provided by grade group or through 1:1 coaching.

Planned instruction consists of at least the following elements: (Chapter 4.12)

- |  |     |
|--|-----|
| <b>9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.</b>  | Yes |
| <b>10. Essential content is developed from PA Core/Academic Content Standards.</b>   | Yes |
| <b>11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.</b>                           | Yes |
| <b>12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.</b> | Yes |
| <b>13. Courses and units of study are developed from measurable outcomes and/or objectives.</b>  | Yes |
| <b>14. Course objectives to be achieved by all students are identified.</b>  | Yes |
| <b>15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.</b>          | Yes |
| <br>   |     |
| <b>16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)</b>           |     |
| We intend to revise the K-8 science curriculum.  |     |
| <b>Based on the responses above, would written curriculum be a priority in your comprehensive plan?</b>  | Yes |
| <br>   |     |
| <b>Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?</b>                   | Yes |

## ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

## 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

STAR

### Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

3 times per year

Yes

Yes

Yes

No

### Assessment

IRLA (Independent Reading Level Assessment)

### Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

At least 2-3 times a year and as needed.

Yes

Yes

Yes

No

### Assessment

Common Assessment/End of Unit Modules

### Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

4-6 times per year

Yes

Yes

Yes

No

Assessment  
Exit Tickets

Type of Assessment  
Formative

Frequency or Date Given  
Daily or Weekly

K-2  
Yes

3-5  
Yes

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

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

The LEA uses administers and reviews benchmarks and/or diagnostic assessments on a regular basis through schoolwide, class-wide, and student-specific lenses. The purpose of these regular reviews by academic leaders, coaches, and teachers is to create learning plans for students that support both students who are experience learning gaps and students who are excelling. Diagnostic Assessment: The LEA administers STAR as the universal screener three times a year. STAR is a diagnostic assessment. STAR reading and STAR math are administered in Grades 3 - 8. STAR Early Literacy is given in Grades K-2. This data is used to identify students in need of extra support or in need of referral to our MTSS process. The data is then revisited during subsequent administrations to ensure the student is making progress and responding to any supports or interventions that are in place. The BESS social emotional screener is also administered each year (K to 8) to ensure that students needing any social emotional support can also get what they need. Benchmark assessment for reading: Lindley also administers the Independent Reading Level Assessment in Grades K to 5. This assessment identifies the student's independent and instructional levels. The teachers track this data throughout the school year in School Pace to ensure that students are reading independently at their "just right level" during the daily independent reading time. The levels also provide teachers will the knowledge of which skills, power words, sight words, high frequency words, and word work skills a student should be explicitly taught in order to progress to the next level. Benchmark Assessment in ELA & Math: At the end of each module in the math and reading program, students engage in completing the end of module assessments. This data is carefully examined during professional learning meetings. These assessments are checking to make sure that students learned all of the required skills and concepts during that module. Teachers dig into the data so they can ensure that they reteach any necessary skills/concepts to individuals, small groups, or a whole class as indicated by the assessment results. Pre-assessments in math: In Math, students complete pre-assessments which identify any prior learning gaps that would impede a student from accessing the upcoming grade level instruction. Teachers work during

PLC (professional learning community) time to plan instruction for any students whose learning gaps must be addressed prior to beginning the new grade level module. This Just In Time intervention method will be a focus practice during this new comprehensive plan cycle.

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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.

Dr. Margery Covello  
Chief School Administrator

03/01/2024  
Date

