

RENAISSANCE ACADEMY CS

413 Fairview Street

Academic Standards and Assessment Requirements (Chapter 4) | 2023 - 2026

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:

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	300
3 - 5	Yes	240
6 - 8	Yes	240
9 - 12	Yes	330
		Total 1110

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

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

Economics

K-2, 9-12

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

Geography

K-2, 3-5, 6-8

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

Reading and Writing for Science and Technical Subjects

3-5

3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

3-5, 6-8, 9-12

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

Career Education and Work

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.

The LEA continually updates and revises the scope and sequence rotationally. In the next cycle, the LEA will update and revise. The ELA curriculum to ensure alignment with newly acquired literacy and writing materials and standards. This will involve the ELA CL, Reading, Writing, and Language teachers with input from the Principals and Achievement Director.

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

In the focus area of ELA, the support will include IU-delivered training and support in Literacy, materials, and training related to newly acquired literacy materials, including funding and enhanced writing materials with trainer-supported delivery in Step Up to Writing. The LEA will leverage provided and ongoing training support through Reading Specialists and Literacy experts.

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

All Curricula Scope and Sequence documents are saved on a school-shared drive and cataloged by subject area. When staff are unloaded, they are provided access to the drive, and the Curriculum Leader provides training on the materials contained within the drive. A multiple touch points throughout the year. Curriculum Leaders review the curriculum, hold meetings, and check in with teachers to determine if they are using the correct materials and have access to all needed items. Supplements and enhancements. Observation data from the Principal, Lead Teacher, and Curriculum Leaders further validate that the materials are available and utilized correctly.

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)

A locally developed curriculum area under review and revision is the K-12 Health Program. This program is being updated to include a diverse subset of learners. The Heatlehr / PE Teachers work directly with a Safe Spaces Consultant to ensure materials, content, and topics are age-appropriate, culturally relevant and meet the state standard expectations.

Based on the responses above, would written curriculum be a priority in your comprehensive plan? No

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).

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 PSSA				Type of Assessment Summative	
Frequency or Date Given Annually	K-2	3-5 Yes	6-8 Yes		9-12
Assessment MAP				Type of Assessment Benchmark	
Frequency or Date Given Fall, Winter Spring	K-2 Yes	3-5 Yes	6-8 Yes		9-12
Assessment CDT				Type of Assessment Diagnostic	
Frequency or Date Given Fall, Winter, Spring	K-2	3-5	6-8 Yes		9-12 Yes

Assessment Keystone				Type of Assessment Summative	
Frequency or Date Given Winter, Spring	K-2	3-5	6-8	9-12	Yes Yes
Assessment SAT				Type of Assessment Summative	
Frequency or Date Given Fall, Spring	K-2	3-5	6-8	9-12	Yes
Assessment PSAT				Type of Assessment Summative	
Frequency or Date Given Fall	K-2	3-5	6-8	9-12	Yes
Assessment Multiple AP Exams				Type of Assessment Summative	
Frequency or Date Given Annually	K-2	3-5	6-8	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

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

Priorities for ongoing effort and improvement in relation to the above assessments: Work scrutiny task to ensure daily / local assessments and classwork are formatted to state and high-stakes assessments. Review and provide professional development regarding PSSA test blueprint with teachers or tested grades to improve focus on the eligible content for the tests. Build on a culture of achievement that supports an intrinsic appreciation for assessment feedback at all grade levels. Ensure that high standards for the test environment are intentionally planned for, calculated, and upheld through rigor proctor training and consistent assignments of proctors. The teacher of record must do a student-level performance analysis on the most recent assessments through professional development and support. This includes focused curriculum onboarding, induction, and mentoring for new staff. Teacher retention at critical grade levels with support for those teachers is a priority for the school and will be informed by formative assessment growth in cohorts. Continue to grow the availability of AP offerings and provide continued growth and training for the teachers responsible for those classes. Benchmark and diagnostic assessments are used for intentional lesson planning and targeted remediation, development, and enrichment.

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.

Gina Guarino Buli
Chief School Administrator

09/24/2023
Date