

Chester CS for the Arts

Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

1500 Highland Avenue
 Chester, PA 19013
 (610)859-3010

Phase:	Improvement Revision 2018-2019
Federal Accountability Designation:	Focus
Title I Status:	Yes
Schoolwide Status:	Not Provided
CEO Name:	Akosua Watts
CEO E-mail address:	awatts@chestercharterschoolforthearts.org

Planning Committee

Name	Role
Rachel Cameron-PIMS Administrator	Administrator
Nicole DeRitis	Administrator
Brian Holm	Administrator
Mindy Nguyen	Administrator
Akosua Watts-Head of School/CEO	Building Principal
Joe Martin	Business Representative
Michael Whisman	Business Representative
James Emrich	Community Representative
Lisa Wilson	Ed Specialist - Other
Stacey Kucera	Elementary School Teacher - Regular Education
Frank Vaccaro	High School Teacher - Regular Education
Andrew Coonradt	Intermediate Unit Staff Member
Theresa Cummings	Middle School Teacher - Regular Education
Ramona Jones	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

The Chester Charter School for the Arts successfully designed, financed, constructed and transitioned into a brand new 3 floor building. The 2017-18 school year is the first of occupancy.

Accomplishment #2:

The Chester Charter School for the Arts boasts of a 99% re-enrollment rate for the 2018-2019 academic school year indicating that families are satisfied with the educational program provided for their children.

Accomplishment #3:

The Chester Charter School for the Arts successfully expanded its K-6 (2012-13) program to K-11 (present).

Accomplishment #4:

The Chester Charter School for the Arts had the third overall highest SPP improvement for the 800 schools in the Philadelphia Region for 2014.

School Concerns

Concern #1:

Improving PSSA Reading Performance for grades 3 - 8

Concern #2:

Improving PSSA Math Performance for grades 3 - 8

Concern #3:

Improving PSSA Science Performance for grades 4 & 8

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) We have noticed that incoming students are at a significant disadvantage as related to reading. There are students who enter our school; one, two and sometimes three grade levels below their current grade level.

Aligned Concerns:

Improving PSSA Reading Performance for grades 3 - 8

Improving PSSA Math Performance for grades 3 - 8

Systemic Challenge #2 (*Guiding Question #0*) The formatting for the Pennsylvania Student State Assessments was restructured to align with Common Core Standards. This presented a challenge not only for CCSA but also for many PA schools.

Aligned Concerns:

Improving PSSA Reading Performance for grades 3 - 8

Systemic Challenge #3 (*Guiding Question #0*) The PA Core Standards for math require a level of reading and critical thinking for problem solving that is significantly more demanding than previously required, which in turn requires a major shift in instructional approach.

Aligned Concerns:

Improving PSSA Math Performance for grades 3 - 8

Systemic Challenge #4 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Improving PSSA Science Performance for grades 4 & 8

Improvement Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Related Challenges:

- The formatting for the Pennsylvania Student State Assessments was restructured to align with Common Core Standards. This presented a challenge not only for CCSA but also for many PA schools.
- The PA Core Standards for math require a level of reading and critical thinking for problem solving that is significantly more demanding than previously required, which in turn requires a major shift in instructional approach.

Indicators of Effectiveness:

Type: Interim

Data Source: Fountas and Pinnell Benchmark Assessment System

Specific Targets: Specific Targets: At least 1 level of movement will be achieved by 85% of the eligible student population for each trimester.

Type: Annual

Data Source: PSSA Results

Specific Targets: 1. The number of students achieving proficient or advanced on the PSSA Reading assessment will increase by at least 10%.

2. The number of students achieving proficient or advanced on the PSSA Math assessment will increase by at least 10%.

Strategies:

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Professional Development

Description:

- Will take place at minimum once a month.
- All staff members are required to attend these meetings.
- Upon completion of the meetings staff members will receive the appropriate Act 48 credits.
- Staff members who do not attend these meetings will not be awarded credits.
- Focal Area - improving language and literacy acquisition for all students
 - All incoming and existing staff will be trained to use the F&P BAS to assess student reading level and determine instructional needs.
- Focal Area - teaching diverse learners in an inclusive setting
 - All staff will be trained in strategies to modify assignments and assessments to assist diverse learners within the classroom

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Implementation/Monitoring

Description:

- o The Director will develop and organize all professional developments for the school.
- o A sign-in sheet will be available at each professional development to keep a record of staff member's participation and attendance.

Start Date: 8/29/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Curriculum Mapping

Evaluation

Description:

The Director will evaluate the effectiveness of all professional developments and will revise or continue on the current course of actions as needed annually.

Start Date: 7/1/2018 **End Date:** 8/5/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Communications

Description:

- o Staff will be informed and reminded of these activities through daily staff updates and via the school calendar.
- o Parents will be informed and reminded of parent development activities via email, weekly family focus letters and via the school calendar.

Start Date: 7/1/2018 **End Date:** 6/15/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Curriculum Mapping