

Chester CS for the Arts

**Charter School Plan**

07/01/2018 - 06/30/2021

# Charter School Profile

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## Demographics

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

Federal Accountability Designation:	Focus
Schoolwide Status:	Not Provided
CEO:	Akosua Watts
Date of Local Chartering School Board/PDE Approval:	
	11/11/2014
Length of Charter:	5 years
Opening Date:	9/10/2012
Grade Level:	K-8
Hours of Operation:	9AM-4PM
Percentage of Certified Staff:	92.30 %
Total Instructional Staff:	40
Student/Teacher Ratio:	24:1
Student Waiting List:	501
Attendance Rate/Percentage:	95.00 %
Enrollment:	585
Per Pupil Subsidy:	10,600
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	
	76.10 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	
	83

## Student Profile

Group	Student Count
American Indian/Alaskan Native	1.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	567.00
Hispanic	11.00
White (Non-Hispanic)	5.00
Multicultural	1.00

## Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	176.00	176.00	176.00	176.00
Instructional Hours	0.00	0.00	1071.00	1071.00	1071.00	1071.00

## Planning Process

The Chester Charter School for the Arts has engaged in a multi-layered planning process that has included input from a variety of stakeholders including students, parents, staff, community and Board members. Input was provided in planning sessions, surveys and focus group meetings. The process included a full review of performance data and other metrics.

## Mission Statement

The Chester Charter School for the Arts empowers students to realize their best selves, and employ their intellectual and creative power to succeed personally and to enrich their community.

## Vision Statement

100% of CCSA students will graduate and are prepared for college, conservatory, technical school, the military or gainful employment. This means that they will demonstrate:

- Scholarship - All students meet or exceed CCSA standards in all academic areas.
- Character - All students demonstrate scholarly habits.
- Craftsmanship - All students possess the 21st century skills to create academic and artistic works with high quality craftsmanship.
- Purpose - All students have a clear goal and action plan for their future academic/career pursuits.

## Shared Values

The Chester Charter School for the Arts believes that arts education is a vital component to each child's learning process and development.

### CCSA CORE VALUES

- **Excellence** - We aim high and embrace perseverance as a necessary ingredient for success. We are passionately driven to seek excellence in all its forms, defining it as both personal and institutional realization of the best we have to offer.
- **Integrity** - We encourage ourselves and others to demonstrate honesty and civility, to take responsibility for our own actions and aspirations, and to align our deeds with our words.
- **Respect** - We treat each other with mutual respect, and ground our working relationships in shared goals and accountability within a community.
- **Creativity** - We engage creativity in order to provide students with broad opportunity, to break educational paradigms, and to change traditional mindsets. We inspire intellectual and artistic resourcefulness in ourselves as well as in others.
- **Opportunity** - Hope and possibility are generated by the opportunities that are provided to students. We encourage collaborative partnerships. We open doors to alternative paths and unlock each student's ability to express oneself, transform one's life and shape one's destiny.

## Educational Community

The Chester Charter School for the Arts educates 540 students who reside in Chester, an urban city located in Delaware County, Pennsylvania. The city of Chester is located 15 minutes outside of the Metropolitan Philadelphia area. The city is home to the Philadelphia Union Soccer Stadium, Harrah's Casino, Widener University, and Crozer Hospital (the first and oldest hospital in Delaware County, PA).

Chester, Pennsylvania is a predominantly African American (73%) community. The median income per household for the city in 2009 was reported as \$25,294. The Chester Charter School for the Arts offers its students a challenging and innovative educational program while building character and preparation for real world experiences through academics and the arts. The students are able to receive this education in a safe location and from a staff who values the importance of a quality education for all students regardless of socio-economic status.

The Charter school is funded through the Chester Upland School District. The District recently has gone through a change in leadership and is on its way to creating and implementing a plan for healthier a financial future and better education for the more than 8,000 other children residing in the city of Chester, the Chester Charter School for the Arts is also funded by The Chester Fund for Education. Keren White is the Executive Director of The Chester Fund.

The Charter school has been fortunate enough to partner with many organizations in the city such as the The Lantern Theater, the Pennsylvania Ballet, the Darlington Arts Center, the Songhai Press Publishing

Company, the Wallingford Arts Center, Violette de Mazia Foundation, and more to assist in the education our students.

The community and organizations continue to validate their acceptance of the Chester Charter School for the Arts through the out pouring of support, grants, donations and a re-enrollment percentage of greater than 90% for the 2016-2017.

## Board of Trustees

<b>Name</b>	<b>Office</b>	<b>Address</b>	<b>Phone</b>	<b>Email</b>
Scott Beaumont	Treasurer	16 Sagewood Drive. Malvern, PA 19355	610-878-5558	scottb414@gmail.com
Benjamin Berger	Member	45 Woodbrook Lane. Swarthmore, PA 19081	610-544-3322	bberger1@swarthmore.edu
Donald Delson	President	621 N. Chester Road. Swarthmore, PA 19081	610-543-5772	donald.delson@gmail.com
Marilyn Henkelman	Member	Swarthmore, PA	610-859-3010	marilyn.henkelman@gmail.com
Ramona Jones	Member	1107 W. 8th Street, Chester, PA 19013	484-769-6999	rmjones.wcadcc@gmail.com
Barbara Klock	Vice President	Philadelphia, PA	610-859-3010	barbaraklock@hotmail.com
Dion Lewis	Member	Parrish Hall 122, 500 College Avenue, Swarthmore, PA 19081	610-328-8456	dlewis1@swarthmore.edu
Marcine Pickron-Davis	Member	187 Concord Meeting Rd. Glen Mills, PA 19342	610-499-4566	mcpickron-davis@widener.edu
Steven Piltch	Member	841	484-614-6996	spiltch@shipleyschool.org

		Montgomery Avenue. Bryn Mawr, PA 19010		
Joan Richards	Member	3 Saddle Run, Newtown Square, PA 19073	610-353-3484	Jric1000@gmail.com

## Board of Trustees Professional Development

A formal orientation program will be held at the beginning of each new term. This orientation will also serve as a forum for founders to articulate their vision to the Board while allowing an opportunity for new and old board members to merge into an effective team; The topics to be covered through on-going governance training will include but is not limited to the following areas: what do boards do, The Board/Principal relationship, recruiting and retaining the peak-performing board, better board meetings, accountability and oversight, long-range planning, effective committees, what boards should know about fundraising.

## Governance and Management

The proposed management organization of the school includes the following requirements:

An affirmative vote of the majority of the members of the Board of Trustees of the Charter School, duly recorded, showing how each member voted shall be used in order to take action on the following subjects: school calendar, adopting textbooks, appointing or dismissing school administrators, adopting the annual budget, purchasing and/or selling of land, locating new buildings or changing the locations of old ones, creating or increasing any indebtedness, adopting courses of study, designating depositories for school funds, entering into contracts of any kind where the amount exceeds \$200, fixing salaries or compensations of administrators, teachers, or other employees of the charter school, entering into contracts with and making appropriations to an intermediate unit, school district, or area vocational/technical school for the charter's proportionate share of the cost or services provided or to be provided by the foregoing entities.

The Board of Trustees will govern all operations of the school, delegating day-to-day management functions of the Principal and establishing a relationship between the Board and the Principal. The Board will be responsible for ensuring that the school is run in compliance with the charter application and all applicable laws and for ensuring the school's sustained financial viability.

## Student Enrollment

The Chester Charter School for the Arts will adhere to the requirements of charter school law and will be open to all age-appropriate children who will attend on a first-come-first-serve basis with the following exceptions as permitted by Act 22. Siblings of enrolled students will be given preference over other names on the wait list. Preference will also be given to the children and grandchildren of the founders and board members during the application process.

Parents and guardians must fill out a student application and supply the following documentation listed below in order to be eligible for admission. Where necessary, the Chester Charter School for the Arts staff will help secure those records when the parents are unable to get them from their present districts or schools: birth certificate, documentation of immunizations, proof of residency, and a parent registration form.

The Chester Charter School for the Arts is a public school and as such will not discriminate against any student who applies. If more students apply than the number of slots available, the students will then be selected on a random basis by the lottery.

### Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

#### Files uploaded:

- Re-enrollment form 2017-18.pdf

### Registration Policy

Registration Policy

*DOCX file uploaded.*

### Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

*PDF file uploaded.*

## Student Enrollment History

### Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2012	320	320	0		19
2013	373	368	0	relocation	4
2014	424	417	0	relocation	10
2015	487	478	0	relocation	5
2016	542	536	2	relocation	13

### Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2012	42	46	46	48	45	45	48	0	0	0	0	0	0
2013	42	46	46	48	45	45	48	48	0	0	0	0	0
2014	42	46	46	48	46	46	46	48	48	0	0	0	0
2015	46	48	48	48	48	48	48	48	48	48	0	0	0
2016	46	50	50	50	50	50	48	48	50	50	50		

## Stakeholder Involvement

Name	Role
Rachel Cameron	Administrator
Kathleen Carpenter	Ed Specialist - School Counselor
Theresa Cummings	Middle School Teacher - Regular Education
Denise Dill	Parent
Brian Holm	High School Teacher - Regular Education
Ramona Jones	Parent
Joe Martin	Business Representative
Jay McEntee	Community Representative
Stacey Milliken	Elementary School Teacher - Special Education
Mindy Nguyen	Elementary School Teacher - Regular Education
Tara Park	Middle School Teacher - Regular Education
Jeffrey Powell	Ed Specialist - Instructional Technology

Hillary Sorin	Community Representative
Frank Vaccaro	High School Teacher - Regular Education
Akosua Watts	Administrator
Michael Whisman	Business Representative

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

*This narrative is empty.*

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

Science and Technical Subjects		
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

*This narrative is empty.*

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

*This narrative is empty.*

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

*Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

## High School Level

### *Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### *Unchecked answers*

*None.*

Explanation for any standards checked:

The Chester Charter School for the Arts is in the process of developing Pennsylvania academic standards in all specified content areas.

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Chester Charter School for the Arts offers the commitment to implementing a rigorous standards-based arts integrated curriculum as the primary means for achieving annual school-wide improvement in the areas of attendance, reading, math and student code of conduct.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Chester Charter School for the Arts offers the commitment to implementing a rigorous standards-based arts integrated curriculum as the primary means for achieving annual school-wide improvement in the areas of attendance, reading, math and student code of conduct.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Chester Charter School for the Arts offers the commitment to implementing a rigorous standards-based arts integrated curriculum as the primary means for achieving annual school-wide improvement in the areas of attendance, reading, math and student code of conduct.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Chester Charter School for the Arts offers the commitment to implementing a rigorous standards-based arts integrated curriculum as the primary means for achieving annual school-wide improvement in the areas of attendance, reading, math and student code of conduct.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### ***Modification and Accommodations***

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The Chester Charter School for the Arts uses a range of instructional strategies to provide all necessary support to students with varying ability levels. Academic support, accommodations, and modifications are provided based on individual need and include, but are not limited to: modified curriculum delivered in the classroom with the support of a certified special education teacher; team teaching with a special education teacher; computer-based remediation and resource intervention; learning support curriculum materials; small group instruction provided by a reading specialist, intervention instructor, support staff, teaching assistants and/or other teachers.

### **Instruction**

## *Instructional Strategies*

### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

### *Regular Lesson Plan Review*

#### *Checked Answers*

- Administrators

#### *Unchecked Answers*

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The Chester Charter School for the Arts ensures that all staff receive feedback about instruction to support the delivery of a high quality, standards based education for all students.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Lesson Plan review is more periodic as the focus is primarily on the delivery of instruction in the classroom rather than merely documentation of the planning.

## *Responsiveness to Student Needs*

### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible	Implemented in

scheduling and differentiated instruction are used to meet the needs of gifted students.	50% or more of district classrooms
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If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The Chester Charter School of the Arts (CCSA) selects staff who are committed to the goals of the charter, able to see all children as successful learners and dedicated to providing children with the resources and skills needed to be ongoing critical learners. In most cases, educators are hired who are certified by the state of Pennsylvania in their area of expertise, although past experience and demonstrated proficiency will also be considered. CCSA posts open positions on their website as well as PAREAP and other available online sites. Additionally, CCSA asks current faculty members to refer candidates who they believe possess the skill and passion required of staff at CCSA. Potential candidates participate in a panel interview and are required to provide a demonstration lesson with current CCSA students.

### Assessments

#### Local Graduation Requirements

<b>Course Completion</b>	<b>SY 18/19</b>	<b>SY 19/20</b>	<b>SY 20/21</b>
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X				X
Career Education and Work		X			X	
Civics and Government	X	X				X
PA Core Standards: English Language Arts	X	X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	X	X		X		X
PA Core Standards: Mathematics	X	X			X	X
Economics	X	X				X
Environment and Ecology	X	X				X
Family and Consumer Sciences		X				
Geography	X	X				X
Health, Safety and Physical Education		X				X
History	X	X				X
Science and Technology and Engineering Education	X	X				X
Alternate Academic Content Standards for Math		X				
Alternate Academic Content Standards for Reading		X				
World Language		X				X

## *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a

cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

#### *Unchecked answers*

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
4Sight	X	X	X	
PSSA	X	X	X	
Academic program assessments	X	X	X	

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
4Sight Assessments	X	X	X	
Pinnell Benchmark Assessment System	X	X	X	

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic program assessments	X	X	X	
Teacher-made evaluations	X	X	X	
Teacher observations	X	X	X	
Student self-assessments/reflections	X	X	X	

#### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Fountas and Pinnell Benchmark Assessment System	X	X	X	
Academic program assessments	X	X	X	

### *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	
Building Supervisor Review				
Department Supervisor Review				
Professional Learning Community Review	X	X	X	
Instructional Coach Review				
Teacher Peer Review	X	X	X	

Provide brief explanation of your process for reviewing assessments.

There are varied opportunities for teachers to receive feedback for the various tools they are using for assessment with the primary means being peer review and feedback.

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

*This narrative is empty.*

### *Collection and Dissemination*

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The Chester Charter School for the Arts administers the 4Sight assessment 3 times during the year, internally scores the assessments as soon as practicable summarizes the data by grade and across grades. The entire database of information is distributed to the entire staff so that any staff member who serves a particular student may see his/ her performance and can consider the students strengths and needs for improvement. Data from the Fountas and Pinnell Benchmark Assessment System is similarly collected and shared in a file that all staff review and access. All staff are included in discussions about data and student progress because every staff member is expected to contribute to the academic growth of any student with whom they have interaction and/or instructional responsibility.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The data from assessments will be collated to examine the developmental path of each individual student and of the whole class. Information from the assessments will be used to

individualize instruction for each student and to help choose appropriate materials, pedagogy, groupings for all students.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	
Instructional practices modified or adapted to increase student mastery.	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

Teachers actively review student performance and progress using a variety of assessments and make specific adjustments to scaffold instruction to ensure mastery.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website				
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				

School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

*This narrative is empty.*

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

*This narrative is empty.*

## Safe and Supportive Schools

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs	X	X	X	
Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	
Comprehensive School Safety and Violence Prevention Plans	X	X	X	
Purchase of Security-related Technology	X	X	X	
Student, Staff and Visitor Identification Systems	X	X	X	
Placement of School Resource Officers	X	X	X	
Student Assistance Program Teams and Training	X	X	X	
Counseling Services Available for all Students	X	X	X	
Internet Web-based System for the Management of Student Discipline	X	X	X	

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The Chester Charter School for the Arts does not currently have high school students. The school will enroll its first 9th graders during the 2015-2016 SY.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X

Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
Reading Intervention	X	X	X	X
Math Lab (Remediation)	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

*This narrative is empty.*

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Health and Safety*

<b>Health and Safety</b>	<b>Answer</b>
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

#### Description of the responsibilities of the Charter School nurse(s)

The school nurse serves a pivotal role to provide expertise and oversight for the provision of school health services and promotion of health education. The Nurse uses clinical knowledge and judgment to provide effective health care to students and staff, performs health screenings, and maintains all required documentation required for state and federal reporting. The school nurse also serves as a liaison between school personnel, family, community and healthcare providers to

advocate for health care and a healthy school environment (American Nurses Association & National Association of School Nurses [ANA & NASN] 2011).

### ***Food Service Program***

Describe unique features of the Charter School meal program

The Chester Charter School for the Arts has developed a meal program that allows students to receive a complete breakfast and lunch each day they are present in school. The students receive a hot nutritious meal for lunch and also participate in creating the monthly lunch menus.

### ***Safety and Security***

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

The Chester Charter School requires that all visitors stop at the front desk upon entrance into the school. Staff members have been provided with electronic devices to access the building. The students are not allowed to go outside of the building with the permission or assistance of an adult staff member or designated parent or guardian. All entry points are set to the alarm panel and when opened sets off a sound at the front desk. Students are not allowed to leave with individuals who are not listed as an emergency contact or as the primary contact.

### ***Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students***

#### **Wellness Policy**

The school wellness policy

*DOCX file uploaded.*

#### **Health Reimbursement Policy**

The school policy regarding Health Reimbursement

*DOC file uploaded.*

### ***Current School Insurance Coverage Policies and Programs***

#### **Current Insurance Accord**

The school's current Insurance Accord

*DOCX file uploaded.*

#### **Certificate of Liability**

The school's Certificate of Liability

*DOCX file uploaded.*

### **Insurance Coverage Details**

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

#### **Files uploaded:**

- CCSA 2016-2017 WC Policy.docx

### ***Transportation***

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

All Students who attend The Chester Charter School for the Arts are provided transportation to and from school via Chester Upland School District and within the requirements of PDE codes and regulations listed below:

The school must be located in their school district of residence, a regional charter school of which the school district is a part or a charter school located outside district boundaries at a distance not exceeding ten (10) miles by the nearest public highway shall be provided free transportation to the charter school by their school district of residence on such dates and periods that the charter school is in regular session whether or not transportation is provided on such dates and periods to students attending schools of the district. Transportation is not required for elementary students, including kindergarten students, residing within one and one-half (1.5) miles or for secondary students residing within two (2) miles of the nearest public highway from the charter school in which the students are enrolled unless the road or traffic conditions are such that walking constitutes a hazard to the safety of the students when so certified by the Department of Transportation, except that if the school district provides transportation to the public schools of the school district for elementary students, including kindergarten students, residing within one and one-half (1.5) miles or for secondary students residing within two (2) miles of the nearest public highway under non-hazardous conditions, transportation shall also be provided to charter schools under the same conditions. Districts providing transportation to a charter school outside the district and, for the 2007-2008 school year and each year thereafter, districts providing transportation to a charter school within the district, shall be eligible for payments under Section 2509.3 for each public school student transported.

(a.1) In addition to any other requirements in this section, school districts of the first class shall provide transportation to students who attend a charter school if they are the same age or are enrolled in the same grade, grades or their grade equivalents as any of the students of the school district for whom transportation is provided under any program or policy to the schools of the school district.

(b) In the event that the Secretary of Education determines that a school district is not providing the required transportation to students to the charter school, the Department of Education shall pay directly to the charter school funds for costs incurred in the transportation of its students. Payments to a charter school shall be determined in the following manner: for each eligible student transported, the charter school shall receive a payment equal to the total expenditures for transportation of the school district divided by the total number of school students transported by the school district under any program or policy.

(c) The department shall deduct the amount paid to the charter school under subsection (b) from any and all payments made to the district.

(d) A school district of the first class shall submit a copy of its current transportation policy to the department no later than August 1 of each year.

#### Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

*No file has been uploaded.*

#### Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes

Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

*This narrative is empty.*

### **Code of Student Conduct**

The school's Code of Student Conduct

*DOCX file uploaded.*

### ***Frequency of Communication***

#### **Elementary Education - Primary Level**

- More than once a month

#### **Elementary Education - Intermediate Level**

- More than once a month

#### **Middle Level**

- More than once a month

#### **High School Level**

- Never

### ***Collaboration for Interventions***

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

There is a culture of collaboration that support student growth and achievement at CCSA. The entire staff embrace the perspective of how do help each child close the academic content/skill gaps. Because the entire staff embraces this approach they regularly seek out colleagues to determine the best instructional approach to best serve the student. School schedules allow for daily common planning for grade level teams and many of the intervention staff and special education team.

### ***Community and Parent Engagement***

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

The Chester Charter School for the Arts makes every effort to include parents in school-wide events through invitations to volunteer.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Chester Charter School for the Arts has arranged before/after care services for students who attend community programs such as Kidz1st, Carter's Open Arms and Kindercare.

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

1. n/a

2. n/a

3. The Chester Charter School for the Arts holds a Kindergarten Open House each spring to share school expectations, program structure and requirements with prospective parents. Kindergarten students are provided with a Meet and Greet Day the Thursday and Friday before school begins. During this time, small groups of students and their parents/guardians are invited to come to the school meet their child's teacher, tour the classroom and ask questions.

## **Materials and Resources**

## Description of Materials and Resources

### Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The CCSA staff review the academic materials and resources to ensure that they allow for rigorous standards based instruction. Teachers supplement as needed to scaffold and/or cover any concepts/skills that students require but may not be adequately addressed in the materials. CCSA allocates significant resources to support purchase of materials/resources.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The CCSA staff review the academic materials and resources to ensure that they allow for rigorous standards based instruction. Teachers supplement as needed to scaffold and/or cover any concepts/skills that students require but may not be adequately addressed in the materials. CCSA allocates significant resources to support purchase of materials/resources.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The CCSA staff review the academic materials and resources to ensure that they allow for rigorous standards based instruction. Teachers supplement as needed to scaffold and/or cover any concepts/skills that students require but may not be adequately addressed in the materials. CCSA allocates significant resources to support purchase of materials/resources.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### *SAS Incorporation*

#### Elementary Education-Primary Level

Standards	Status
-----------	--------

Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

	classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of

	district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in

	50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms

Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable

American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### ***Fiscal Solvency Policies***

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

The Chester Charter School for the Arts has contracted with Charter Choices to handle all financial aspects of the organization. Charter Choices is held accountable through financial audits and by reporting monthly to the Board of Trustees.

### ***Accounting Systems***

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

The Chester Charter School for the Arts contracts with Charter Choices to provide accurate data and systems that are supported by the Pennsylvania State Charts of Accounts and Annual Financial reporting that utilizes General Accepted Accounting Principals (GAAP) for budgeting, accounting and reporting.

## **Professional Education**

### ***Characteristics***

<b>Charter School's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>Charter School's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Professional development occurs at the classroom level, the school level, and through opportunities provided to teachers and other school staff through outside organizations.

Classroom: The school schedule will be developed so that all teachers at a given grade level will have common preparation and planning times at least four times a week. Teachers are expected to use this time for curriculum development, problem solving, and examination of student progress through assessment materials. Teachers are expected to spend several weeks each summer developing curriculum, collecting materials, and working together to plan and coordinate thematic curriculum within and across grade levels.

School: Teachers in the school will gather weekly to discuss and develop plans for working on school-based issues and themes. They are responsible for examining and modifying, as

needed, a discipline code for the school, the school schedule, curriculum areas, and classroom configurations. Teachers and administrators gather and analyze data related to identified areas of interest and concern.

External: Funding is available for teachers and administrators to attend at least one professional conference a year. They are expected to share what they have learned with their colleagues when they return, so that all staff can take advantage of the experience.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The Chester Charter School for the Arts currently serves students in grades K-11.

***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
The LEA has conducted the required training on:
6/3/2016 Training completed online individually

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
6/12/2017

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
8/24/2017

***Strategies Ensuring Fidelity***

*Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators’ learning priorities.

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

#### *Unchecked answers*

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

Provide brief explanation of your process for ensuring these selected characteristics.

Teacher growth plans and regular input from teachers are used to set priorities for implementation of professional learning opportunities.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Almost all professional development opportunities are provided by staff who know our students and school needs.

### ***Induction Program***

#### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

New teachers are required to participate in a multi-day orientation prior to the entire staff returning.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### ***Needs of Inductees***

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

#### *Unchecked answers*

- Inductee survey (local, intermediate units and national level).

Provide brief explanation of your process for ensuring these selected characteristics.

More senior teachers and CCSA administrators work closely together to support new teachers.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

The Chester Charter School for the Arts does not use surveys as a means of analyzing a teacher's performance.

### ***Mentor Characteristics***

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

#### *Unchecked answers*

- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

CCSA administrators select effective mentors who have demonstrated success at the school.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

The Chester Charter School for the Arts does not schedule meetings regularly. The staff members are given the availability of the Principal and other senior teachers in the organization.

### *Induction Program Timeline*

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X					
Standards	X					
Curriculum	X		X		X	
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X			X		
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

*This narrative is empty.*

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

CCSA Administrators frequently visit the classrooms of new teachers to ensure successful implementation of the practices taught in relation to the induction program. The result of the classroom visits inform the content of the induction program and/or level of support provided to individual teachers.

### *Recording Process*

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

- LEA administrator receives, tallies, and archives all LEA mentor records.

# Assurances

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## Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

## Cyber Charter Schools

*No policies or procedures have been identified.*

## Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

# Needs Assessment

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## Charter School Accomplishments

### Accomplishment #1:

The Chester Charter School for the Arts successfully completed its first academic year on June 18, 2013 and had a 94% re-enrollment rate for the 2013-2014 academic school year.

### Accomplishment #2:

The Chester Charter School for the Arts has maintained an annual attendance rate of at least 95% for each year of operation.

## Charter School Concerns

### Concern #1:

PSSA Reading Performance for grades 3 - 8

### Concern #2:

PSSA Math Performance for grades 3 - 8

## Prioritized Systemic Challenges

*No prioritized systemic challenges have been identified.*

# Charter School Level Plan

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## Action Plans

**Goal #1:** Establish a system within the Charter School that fully ensures consistent implementation of standards-aligned curricula for all students.

### Indicators of Effectiveness:

Type: Interim

Data Source: Curricuplan standards analysis report

Specific Targets: All PA standards will be included after an analysis of CCSA documented curriculum

Type: Annual

Data Source: PSSA Results

Specific Targets: Achievement of the identified school-wide improvement targets for PSSA performance in Math and Reading will serve as evidence that CCSA is offering a valid and rigorous curriculum.

### Strategies:

#### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum

mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>  
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Materials & Resources

### ***Implementation Steps:***

#### *Ongoing Curriculum Mapping work*

**Description:**

CCSA staff will engage in a series of activities that promote the development and improvement of a cohesive curriculum.

**Start Date:** 7/1/2013    **End Date:** 8/29/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping