

Christopher Columbus CS

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

South Building
1242-46 S 13th St
Philadelphia, PA 19147
(215)389-6000

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Rosemary Dougherty
Date of Local Chartering School Board/PDE Approval:	5/1/2013
Length of Charter:	5 years
Opening Date:	9/1/1999
Grade Level:	K-8
Hours of Operation:	8:30-3:45
Percentage of Certified Staff:	95.00 %
Total Instructional Staff:	54
Student/Teacher Ratio:	25:1
Student Waiting List:	500
Attendance Rate/Percentage:	96.00 %
Enrollment:	859
Per Pupil Subsidy:	Regular Education- \$8327.35 Special Education- \$26,197.24
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	100.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	107

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	92.00
Black (Non-Hispanic)	138.00
Hispanic	65.00
White (Non-Hispanic)	485.00
Multicultural	72.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	176.00	176.00	176.00	176.00	176.00	176.00
Instructional Hours	1062.00	1062.00	1062.00	1062.00	1062.00	1125.00

Planning Process

Christopher Columbus Charter School has a Strategic Planning Committee which includes twenty-two (22) members from all stakeholder groups. The committee consists of two board members, five administrators, three community members, two business members, two elementary teachers, two middle school teachers, two junior high teachers, two educational specialists, and two parents. The committee meets bi-annually to discuss school community updates, curriculum updates, assessment scores, SPP calculations, and SPR calculations. The committee works together to review progress of goals from the previous school year and to develop new academic, social, formative, and attendance goals, and strategies to achieve those goals. Throughout the school year, members of the committee communicate with the administration offering ideas for strategies and activities which can be added to action plans. All goals and strategies are data-driven. The administration then works to create action plans for achievement of these goals, revising plans and curriculum throughout the school year.

Teachers at CCCS meet weekly, in grade/department units, to discuss goals, strategies, and progress. They create developmental lesson plans and strategies for effective implementation. They discuss techniques for effective differentiated instruction and individualized learning. Unit leaders complete weekly reports for the administration concerning the content of their meetings. Administrators give immediate feedback and offer formative support to teachers and paraprofessionals.

Teachers are surveyed to access information in order to provide professional development which is aligned to the needs of the teachers and their students. Professional development opportunities are selected carefully to ensure that the professional development is worthwhile and productive. Teachers are surveyed after professional development to gauge the effectiveness of the opportunity.

All instructional staff meet monthly for subject meetings in both ELA and Mathematics. There are subject coordinators at both the elementary and the middle school sites. Subject coordinators provide research-based techniques and interventions to help improve instruction and classroom management.

New teachers and teachers with Instructional I Level certificates are required to complete an induction program. Inductees are assigned mentors. Inductees and mentors meet very often to develop goals for instruction and classroom management, plan lessons, plan differentiated instruction, review and analyze data, create assessments which are aligned to the PA Common Core standards, and evaluate the individual inductee's progress. Inductees are required to participate in professional development both at school and on their own. Inductees, and all teachers and other certified professionals are required to meet all Act 48 requirements as mandated by the state.

Data from all of these resources is continuously recorded and used to develop and revise the Comprehensive Plan. Development of the plan is on-going and is continuous. Data includes, but is not limited to the following:

- State Assessment Scores (PSSA; WIDA ACCESS)
- School Performance Profile (SPP)
- School Report Card
- PVAAS
- Portfolio Assessment
- Quarterly Progress Reports and Report Cards
- Local Assessments
- Performance Assessments
- Running Records
- Anecdotal Notes
- Induction Logs
- Teacher Surveys
- Parent Surveys
- Student Surveys
- Weekly Unit Meeting Reports
- Monthly Subject Coordinator Reports
- Monthly Board Meeting Minutes
- Curriculum Reviews
- Formative Observation of Teachers
- Summative Observation of Teachers
- Professional Development Evaluation

Mission Statement

The mission of Christopher Columbus Charter School is to provide students with a content-rich, academic, rigorous Core Knowledge education, with a well-defined, sequential curriculum in a safe, orderly, disciplined, and caring learning environment. CCCS students will learn to express themselves in at least one international language, and will utilize computer technology to support learning in all major subjects, and become, literate in the technologies of the 21st Century.

Vision Statement

The vision of the founding board members of Christopher Columbus Charter School was the development of a school community in the ever-changing "Italian Market" area of South Philadelphia, which could be a source of hope for children from all cultural backgrounds and family situations. This vision included welcoming all children so that they could experience the joy of learning and develop an innate love for learning. one of the major goals of the founding board members' vision was to promote responsible citizenship and the skills for utilizing that citizenship throughout their lives.

All stakeholders in Christopher Columbus Charter School share in this vision. It is the vision of all involved in the school that our students succeed academically in a safe, orderly environment. A major part of the vision is that the children learn to respect themselves and others, and continuously develop positive character traits, in order to serve others in the community and in the world. In addition, all children will experience the true joy of learning and will become life-long learners. Since its inception, CCCS has made this dream a reality. All stakeholders envision that this dream will continue to be a reality and that future CCCS students will get the best education possible, become technologically proficient, and proficient in all areas, as well as to grow in respect for themselves and others.

Shared Values

Stakeholders in Christopher Columbus Charter School include board members, administration teachers, staff, parents, students, and members of the community. All stakeholders share a vision or common beliefs concerning the growth and development of all students who pass through the doorways of the school. It is the shared belief that all students will learn and can be taught, in a safe, healthy, and effective learning environment. All stakeholders collaborate to plan and solve problems.

SHARED BELIEFS-ACADEMIC

Curriculum is aligned to Pennsylvania Academic Standards and instructional techniques are adapted from research-based effective strategies, which include differentiated instruction techniques to ensure that all students are able to meet proficiency levels in Reading, Language Arts, Mathematics, and the content areas, regardless of race, ethnicity, or ability level.

All students will become technologically proficient.

All students will be conversational in the Italian language.

All students will be able to express themselves effectively through oral and written communication.

SHARED BELIEFS-SOCIAL

All students will learn to respect themselves and others, and to show respect in word and deed.

All students will learn citizenship skills in order to serve others.

All students will learn through cooperative learning techniques to become team players.

All students will learn and internalize such values as truth, honesty, kindness, generosity, patience, consideration for others, and empathy.

Educational Community

The Christopher Columbus Charter School is a Philadelphia charter school, which serves South Philadelphia and the surrounding urban neighborhoods. At its inception in 1999, the school served students in grades K, 1, 2, and 3. Each year a grade was added, until grade 8, which was added in 2004. Presently, the school has 863 students in grades K through 8. There are two facilities. the North building, located at 916 Christian Street, Philadelphia , PA 19147, houses students in grades K through 5. There are four classes of each grade level in kindergarten through grade 5. The South Building, located at 1242-46 South 13th Street, Philadelphia, PA 19147, houses the other two 5th grade classes and four classes of each grade 6 through 8. Christopher Columbus Charter School has also purchased an additional building located at 1329 East Moyamensing Avenue, Philadelphia, PA 19148. Future plans include complete renovation of the site, which will eventually house students in grades 6, 7, and 8.

The neighboring community is made up of people from many different cultures and economic backgrounds. There are many businesses and restaurants in the community. Many of the businesses are part of an open outside market called the "Italian Market." The student population of Christopher Columbus Charter School is multicultural, with students from various economic backgrounds. CCCS provides Universal breakfast and lunch for all students. Our students live in all different sections of the city, however, the majority of our students are from the immediate area, living within the 19147 and 19148 zip codes. The students' family structures are varied. Many of the students are from single parent households, or under the guardianship of a grandparent or non-related guardian.

The founding board members' vision was the development of a school community in the heart of South Philadelphia's "Italian Market" area, which would serve as a source of hope for the ever-

changing urban environment. Children from all cultural backgrounds, neighborhoods, and family situations would be welcomed to experience the joy of learning and to develop a life-long love of learning. A major goal of this vision was to promote the development of responsible citizenship and the skills for utilizing that citizenship within the community and the world.

Over the years, all stakeholders of Christopher Columbus Charter School have worked collaboratively to make the founding board members' vision a reality. Stakeholders include the board of trustees, the administration, staff, parents, students, and community members. They have created a highly effective learning environment where the students succeed, feel safe, and learn to respect themselves and others. The students experience a content-rich academic curriculum and develop positive character traits through an on-going character development program. A strategic planning committee, including members from all stakeholder categories meet to form goals and to develop strategies to achieve those goals.

Christopher Columbus Charter School has achieved academic success with regard to mandated state testing. CCCS has received the prestigious "Keystone" award from the Pennsylvania Department of Education two times. For 2013 ,on the PSSA assessments, 73% of tested CCCS students performed at the Advanced/Proficient levels for Reading and, 66% in Math, In Writing, 70% of grade 5 students performed at the Advanced/Proficient levels and 99% of grade 8 students. In Science, 77% of grade 4 students performed at the Advanced/Proficient levels and 62% of grade 8 students. Good academic performance, consistent attendance rates, and a high level of student improvement, in addition to having many students perform at the Advanced level in Reading, Math, Writing, and Science on PSSA assessments has earned a high score of 86 for CCCS on the new School Performance Profile accountability program., with 75 being the average score.

Christopher Columbus Charter School is fiscally solvent. Students and teachers have all of the materials that they need. The buildings are maintained on a regular basis. Title I funds are allocated appropriately to ensure that all students are receiving the best education possible. The school has recently purchased a new property at 1329 East Moyamensing Avenue, Philadelphia, PA 19148. A request was submitted for an additional number of students to occupy the building and make efficient use of all facilities.

One of the main ideals expressed in the board's philosophy is to maintain relationships among board members, administrative team members, faculty and staff, students and families and the communities in which the school functions. Key to good relationships is good communication. The following is a measurement of the ways in which the Board evaluates the success of the day-to-day operations, and effectiveness of the CCCS leadership and the community that springs from its leadership.

CCCS has a strong and successful school plan, design, format, and procedure. The following is a list of documents that have been listed, either verbally or in written format, as areas of strength at CCCS, especially in the domain of educational community:

- Strong, local leadership under the direction of a stable administrative team
- Loyal faculty with a strong retention rate
- Locally developed curriculum with Common Core Standards Base
- Reading Specialists to assist at risk learners
- Exceptional Special Education Programs at both sites
- Curriculum aligned ELL (English Language Learner) instruction at both sites
- Music and Art programs at both sites with partnerships within and around the communities, particularly, Walnut Street Theater, Live Connections, and Settlement Music School.
- Connection with Drexel University and the Bio-Eyes (STEM research-based program providing hands-on science experience)
- Character Development Programs, K-8
- Be A Better Me Honors Program Grades 3-8
- Strong Community connections, like Green Club and Love your Park...
- Positive Rewards for Behaviors
- Italian Instruction, K-8
- Health Instruction, 4-8
- Strong PE Instruction Program
- After School Clubs for Grades 5-8
- Foundations After School Program K-5

Board of Trustees

Name	Office	Address	Phone	Email
Craig Butler	Member	701 East Gate Drive, Suite 300	(856) 533-1660	cbutler@foundationsinc.org

		Mt. Laurel, NJ 08054		
Rosemary Dougherty	CEO	1242-46 S. 13th Street Philadelphia, PA 19147	(215) 389- 6000	roseydoc2229@aol.com
Mary Faustino	Member	1527 S. Carlisle Street Philadelphia, PA 19146	(215) 292- 9998	maryafaustino@comcast.net
Jules Mingroni	Treasurer	45 Di's Court Sewell, NJ 08080	(215) 688- 1618	jmingroni@cccs.k12.pa.us
Mark Myers	Member	2432 S. Chadwick Street Philadelphia, PA 19145	(267) 549- 6842	mmyers@pcaphl.org
Bob O'Donnell	Member	1601 Market Street Philadelphia PA 19103	(215) 563- 6991	Bob@odonnellassociates.com
Raymond Pescatore	Board Chair	1409 Lombard Street Philadelphia, PA 19146	(215) 735- 7434	rpescatore@catchinc.com
Diane Pirollo	Secretary	2301 South Broad Street Philadelphia, PA 19148	(215) 952- 9003 Ext. 9006	Diane.Pirollo@jeffersonhospital.org
Edward Poznek	Member	PO Box 37463 Philadelphia PA 19148	(215) 268- 2700	poznek@maritimecharter.org
Herbert Schectman	Member	6 Chrysanthemum Court Sewell, NJ 08080	(215) 518- 3971	hschectman1@gmail.com
Adrienne Thomas	Member	3612 Connecticut Pennsauken NJ 08109	(267) 978- 6918	athomas@cccs.k12.pa.us

Board of Trustees Professional Development

Throughout the year, the Board of Trustees of Christopher Columbus Charter School uses specific operational issues that arise in areas including special education, personnel, and student discipline to obtain guidance from outside sources, such as auditors and legal counsel. These outside sources provide professional development to help to understand the professional and legal context for those matters and the appropriate role of the Board in dealing with those issues. All Board members are of long-standing and have appropriate backgrounds for their roles. The Board will occasionally have legal counsel attend monthly meetings to guide the process from a parliamentary perspective.

Before the beginning of each school year, the Board holds a retreat, at which time legal counsel provides a review of Board responsibilities under applicable law, with an emphasis on updates of legislative, judicial, and administrative developments. Topics include charter school law, Board responsibilities including decision-making, compliance and performance, budget development and monitoring, establishing policies, strategic planning, effective Board operations, effective use of employees, Board meetings under the Sunshine Act, the Ethics Act, Act 22 compliance, and charter compliance and renewal.

Governance and Management

Christopher Columbus Charter School is governed by a Board of Trustees. The members of the Board of Trustees meet monthly with the CEO. The Board of Trustees works very cooperatively with the CEO and the administration of the school. Members of the Board of trustees are very helpful in assisting the administration with solving any problems or issues that may arise. The members of the Board are very open to any new ideas the administrative team has for improving instruction and/or the overall school climate.

Christopher Columbus Charter School is managed by an administrative team consisting of a CEO/Campus Principal, an Elementary Site Principal, a Middle School Site Principal, and two Vice-Principals.

Student Enrollment

CCCS is represented by a very diverse population with African-American, Asians, Hispanics, and a variety of ethnic Caucasian groups. The school population and design shows that the wide diversity of the city youth can be served well at CCCS. "The school's classroom populations will reflect the local and global society in which we live, and which our children will be a part of in the 21st century." (Original Charter Application, submitted in November, 1997.)

CCCS will provide an opportunity for all students in grades K-8 to register for enrollment. The school admits students for four sections of each grade level for Kindergarten through Grade Eight. If applications exceed space available, the following selection process is used:

- Children of Founding Board or current Board of Directors.
- Children of staff members who agree to continue their active support and commitment to CCCS.
- Siblings of students currently enrolled as CCCS students will be admitted before any new family applicants.
- A student list according to grade level is kept on file.
- Intent to register packets MUST be completed in order to be considered for admission.
- Kindergarten Intent to register packets are accepted until January 31st. CCCS lottery for Kindergarten is held during the first week of February. All parents are notified via e-mail if their child is accepted or if they are on a waiting list. Because CCCS has a very small turnover in the other grade levels, selected applicants are notified by mail of their admission.

The immunization requirements for CCCS follow the same standards as the School District of Philadelphia. They are as follows :

VACCINES ARE REQUIRED ON THE FIRST DAY OF SCHOOL FOR ALL GRADES.

A child must have at least one dose of all vaccinations, or risk exclusion.

A child must have a documented medical, religious, or philosophical exemption from these vaccinations.

Even if exempt, a child may be excluded from school during an outbreak of vaccine-preventable disease.

- 4 doses of tetanus, diphtheria, and acellular pertussis * (1 dose at/after age 4)
- 3 doses of polio ** (4th dose at/after age 4 and at least 6 months after previous dose)
- 2 doses of measles, mumps, rubella (German Measles) *** (At/After age 1)
- 3 doses of hepatitis B
- 2 doses of varicella (chicken pox) vaccine or history of the disease or evidence of immunity (At/After age 1)

IF A CHILD DOES NOT HAVE REQUIRED DOSES, THEY MUST WITHIN THE FIRST 5 DAYS OF SCHOOL:

Receive the next dose, if medically appropriate.

Have a parent/guardian provide a medical plan if the next dose isn't the final dose of the series.

Have a parent/guardian provide a medical plan if the next dose is not medically appropriate.

* Usually given as DTP or DTaP or if medically advisable, DT or Td

** A 4th dose is not necessary if the third dose was given at age 4 or older and at least six months after the previous dose

*** Usually given as MMR

Children entering Kindergarten must have the following:

- A complete physical and required vaccines for the first day of school.
- Copy of immunizations
- TB/PPD, which is a requirement for admissions and again in 9th grade.

Children entering 6th grade must have the following:

- An updated physical

Children entering the 7th grade must have the following:

- one dose of tetanus, diphtheria, acellular, pertussis (Tdap) (At/After age 7)
- one dose of meningococcal conjugate vaccine (MCV4) (At/After age 2)

No student will be allowed in the building without a varicella (chicken pox) vaccination.

Parent Communication

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

Files uploaded:

- CCCS Parent-Student Handbook 2017-2018 final.docx

Registration Policy

Registration Policy

DOCX file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

Enrollment History—Part I

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
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2013	88	86	89	84	89	80	87	84	81				
2014	88	90	89	92	87	91	82	87	83				
2015	94	93	90	90	93	90	87	80	83				
2016	108	88	89	87	89	84	85	87	79				
2017	98	101	89	94	88	86	87	85	83				
2018	105	107	101	95	98	92	88	85	87				

Stakeholder Involvement

Name	Role
Kathleen Banecker	Elementary School Teacher - Regular Education
Dorothea Bunting	Elementary School Teacher - Regular Education
Craig Butler	Business Representative
Zachary Cline	High School Teacher - Regular Education
Marisa Corbett	Middle School Teacher - Regular Education
Juan DelGado	Community Representative
Rosemary Dougherty	Building Principal
Florence Doyle	Building Principal
Anthony Elia	Administrator
Mary Faustino	Board Member
Maria Grassia	Administrator
Patricia Hickey	Ed Specialist - School Counselor
Eric Holland	High School Teacher - Regular Education
Kimberly Kimrey	Parent
Reverend John Large	Community Representative
Lenore Moston	Ed Specialist - School Counselor
Kyle Nelson	Middle School Teacher - Regular Education
Raymond Pescatore Jr.	Business Representative
Maryellen Porsia	Building Principal
Edward Poznek	Board Member
Matthew Szalagowski	Community Representative
Robin Thompson	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The following standards are checked "Non-Existent" because they are not part of the Christopher Columbus Charter School curriculum since they are not aligned to the age and grade levels of our students:

Career Education and Work
Economics
Family and Consumer Sciences

Elementary Education-Intermediate Level

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

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

Certain areas are marked "Non Existent" because they are not part of the Christopher Columbus Charter School curriculum because they are not aligned to the age and grade levels of our students.

Middle Level

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

Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

Certain areas are marked "Non Existent" because these standards are not topics found in the curriculum at Christopher Columbus Charter School.

High School Level

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

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

Certain areas are marked "Non Existent" because Christopher Columbus Charter School does not include a high school level.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

The Christopher Columbus Charter School curriculum has been revised to incorporate PA Common Core standards in the areas of Reading/Language and Mathematics. Curriculum standards for the Arts, Physical Education, Foreign Language (Italian) were revised and updated in 2015.

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The Christopher Columbus Charter School curriculum is a well-defined , sequential curriculum. All concepts in the curriculum are directly aligned to the Pennsylvania State Academic Standards, which includes alignment to PA Common Core standards. The curriculum establishes objectives which are paced according to a common timeline at each grade level from kindergarten through grade 8. The curriculum identifies when concepts would be presented in Language, Reading, Mathematics, Social Studies, Science, and Italian, Music, Art, Physical Education, and Computer. Concepts are presented according to the following objectives: *Introduce, Develop, Review, and Maintain.*

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

NA

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

See Explanation Box for Primary Level..

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

NA

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

See explanation Box for Primary Level.

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

NA

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.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

These characteristics are Non-Existent because Christopher Columbus Charter school does not have a High School Level.

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

These characteristics are checked "Non-Existent" because Christopher Columbus Charter School does not have a High School level.

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.

All students with IEP's or 504 Plans are given accommodations and modifications as indicated on his/her IEP.

Accommodations may include, but not be limited to the following:

- Special Seating
- Testing in a separate room
- Additional time for classwork and testing
- Small group or one on one instruction
- Use of supplemental materials
- Use of audi-visual aids

Modifications may include, but not be limited to:

- Use of recorded stories and notes
- Use of leveled libraries
- Shortened study notes/and homework
- Highlighting Important Information
- Various types of assessment
- Use of instructional level materials
- Less items on tests

Teachers differentiate instruction and use various interventions to accommodate students of all ability levels. Lesson planning includes differentiated instruction and flexible grouping to accommodate those students who do not have a disability, but are at risk for failure.

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
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Walkthroughs are conducted by administrators on a daily basis at all grade levels. Lesson plans are reviewed and signed weekly by building principals. Student assessments and projects are reviewed and signed weekly by administrators assigned to that particular grade level. Quarterly formative observations targeting instruction are conducted by administrators. teachers are given written feedback. New teachers and teachers needing help are assigned a mentor. Mentors coach their mentees and provide strategies and assistance where needed. All teachers with Instructional I certification are formally evalutaed bi-annually. All teachers with Instructional II certification are formally evaluated annually.

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

NA.

Responsiveness to Student Needs

Elementary Education-Primary 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

NA

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

NA

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

NA

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

Christopher Columbus Charter School does not have a High School Level.

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.

All core content teachers at Christopher Columbus Charter School are Pennsylvania state certified to teach the grade level and subjects that they teach. All grade 7 and 8 teachers have middle level (7-9) add-on certificates for the subjects they teach. All teachers are provided with training to effectively differentiate instruction in order to meet the learning needs of students who are below proficiency. Christopher Columbus Charter School has three reading specialists who provide additional support to those students who are below proficiency in reading and language. Additional support is given in math by the special education teachers, for those students who are below proficiency in math.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English			
Mathematics			

Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
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						
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language						

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*

None.

Unchecked 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.

- 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

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
Mid-Year End-Year Tests (Based on Curriculum)	X	X	X	
WIDA ACCESS (ELL)	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Text Book Series Benchmark Tests	X	X	X	
Performance Coach PSSA Preparation Benchmark Assessments		X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Weekly Tests	X	X	X	
Projects	X	X	X	
Portfolio Assessment	X	X	X	
Running Records	X	X	X	
Performance Assessments	X	X	X	
Questioning Strategies	X	X	X	
Whiteboards	X	X	X	
Cooperative Learning Activities	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Qualitative Reading Inventory	X	X		

Woodcock Reading Assessment			X	
Key Math	X	X	X	
W-APT (ELL)	X	X	X	
Phonological Awareness Assessment	X	X	X	

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X	X	X	
Intermediate Unit Review				
LEA Administration Review	X	X	X	
Building Supervisor Review	X	X	X	
Department Supervisor Review				
Professional Learning Community Review	X	X	X	
Instructional Coach Review	X	X	X	
Teacher Peer Review	X	X	X	

Provide brief explanation of your process for reviewing assessments.

All assessments are first reviewed by the grade unit team members and then by the administration, specifically by the building administrators. Assessments are checked for alignment to the standards and for evidence of various types of items (multiple choice, true and false, essay ...) and open-ended questions. Assessments are reviewed to determine if items accommodate all types of learning styles and if essays and open-ended questions generate the use of critical thinking. After assessments are administered, the building administrators review and sign assessments to evaluate validity and alignment to the needs of all students.

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.

The teachers in the individual grade units work together to develop locally administered assessments on a regular basis. The assessments are then reviewed by the administration to evaluate for validity. This is an on-going process. Any assessments that are used from year to year, are checked each year to gauge alignment to any updated standards, new student accommodations, and content. If assessments need updating, revisions are made.

Collection and Dissemination

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

Christopher Columbus Charter School uses various types of assessments to monitor student progress. All locally developed tests are reviewed for validity. After these assessments are administered, school leaders review and sign these assessments and keep records of student progress. State mandated PSSA assessment results are collected and then analyzed by teachers and school leaders. Teachers are given these results at the beginning of every school year to create individual student snapshots to differentiate instruction more effectively, and to have a clear picture as to how to best accommodate each learner. School leaders use this data to evaluate and revise the curriculum and to help to give formative supervision to all teachers with regard to differentiated instruction and RTI. School leaders bring this data to the strategic planning committee members to get feedback about ways to improve curriculum and instructional techniques.

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.

Students who are not demonstrating achievement of academic standards proficiently are targeted for remediation and interventions are put into place immediately. These students are given many opportunities to help them to be successful. If students are not making reasonable progress in reading or language skills, that student is referred to a reading specialist for evaluation for individual remediation of skills. Reading specialists provide support and keep careful records of student progress. There is frequent communication between the reading specialists and the classroom teachers regarding the individual student's needs. The reading specialists work with these students both individually and within a small group setting. Students experiencing difficulty in mathematics or any of the content areas are given additional help by instructional paraprofessionals. All instructional paraprofessionals have an Associates' degree or have passed an approved assessment. These students are also observed and informally evaluated by the special education teachers in order that they may provide the classroom teachers with effective interventions to help address the problem.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
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	X	X	X	

mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

All PSSA assessments results are collected and analyzed by teachers and school leaders. Assessment results are reported to staff and parents as soon as they are collected. At the beginning of each school year, teachers are given the PSSA student reports for the students they are presently teaching. They are asked to use these results to create individual student snapshots highlighting areas of strength and weakness. Teachers then work together to develop instructional strategies/interventions to accommodate the needs of all students. Instructional practices and interventions are discussed each week at grade units meetings. Teachers discuss existing strategies and modifications are made as needed.

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

All strategies were selected.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

PSSA test results are announced to the Board of Trustees at the first board meeting following the receipt of results. Scores are announced to staff as soon as all information is collected. Parents are sent individual student score reports immediately. Assessment results are announced to all parents and the community at the first Parent Meeting of the school year. Assessment results can also be found on the school website and Facebook page.

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

Christopher Columbus Charter School distributes assessment information to all stakeholders in a clear, timely manner. The strategies for distribution that were not selected, are not necessary for announcing assessment information. All stakeholders are made aware of test results via various modes of distribution. If these other strategies would need to be incorporated, CCCS would make every effort to do so.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
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	

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

Some, but not all of the teachers are starting to use POWERSCHOOL to manage discipline files for their students. There are no strategies checked for high school level because there is no high school level at Christopher Columbus Charter School.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling				
Attendance Monitoring	X	X	X	
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	

Career Awareness				
Career Development/Planning				
Coaching/Mentoring	X	X	X	
Compliance with Health Requirements –i.e., Immunization	X	X	X	
Emergency and Disaster Preparedness	X	X	X	
Guidance Curriculum	X	X	X	
Health and Wellness Curriculum	X	X	X	
Health Screenings	X	X	X	
Individual Student Planning	X	X	X	
Nutrition	X	X	X	
Orientation/Transition			X	
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	
Student Counseling	X	X	X	
Character Development Program	X	X	X	

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

None of these are implemented at the high school level, because CCCS does not have a high school level.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

None of these items are checked for high school level because CCCS does not have a high school level.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Health and Safety

Health and Safety	Answer
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?	No
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)

Christopher Columbus Charter School has a full-time certified school nurse, and a part-time registered nurse. The school nurse is responsible for all health related issues which occur. The nurse's responsibilities are as follows:

- Ensures that enrolled students are fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania
- Conducts screenings for general health, vision, and hearing
- Maintains and updates all physical health records in accordance with the requirements of the state of Pennsylvania
- Ensures that all students/parents turn over all prescription and non-prescription drugs to the school nurse with clear descriptions of dispensation of the medication(s) in the original containers with accurate label contents and dosage information
- Provides information for the required Health Reimbursement Application
- Educates students and parents concerning issues with nutrition and health

Food Service Program

Describe unique features of the Charter School meal program

Christopher Columbus Charter School uses the Nutritional Development Program from the Archdiocese of Philadelphia for its meal program. CCCS participates in the Universal Breakfast and Lunch Program. All students are eligible each day to receive free breakfast. Parents are given applications to apply for free or reduced lunch based on economic status. Students who are not deemed eligible for free or reduced lunch may pay for lunch each day.

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:

Christopher Columbus Charter School has Board approved Emergency Plans which include Fire, Shelter in Place, and Building Invasion, which we call "Columbus Plan." Also included are Early dismissal Plans for each site in the case of severe weather, or natural or civic disasters. CCCS also has a plan for Emergency Preparedness for Pandemic Flu. All staff members are provided with professional development concerning the procedures for each emergency plan at the beginning of each school year. Staff members have copies of each plan with diagrams with designated staff assignments for each plan at each site. Fire and Shelter in Place procedures are posted in every classroom and all other areas of each building. Students are made aware of procedures for each plan. Fire drills are conducted every month. Shelter in Place drills and "Columbus" drills are conducted two to three times per school year.

At both the elementary and the middle school sites, students, staff members, and visitors are protected by video surveillance. This 24 hour surveillance is provided by Sonitrol Alarm Company. Doors are kept locked at all times. Anyone entering the buildings must be let in by the

receptionists. The elementary site, which has a schoolyard, is protected by an electronic gate, which can only be opened by remote control or controls located at the reception area. At the middle school, the reception area is protected by shatterproof and bulletproof glass enclosures. No one can enter either building without an activated swipe card, which are assigned to employees by individual designation. Both buildings have fire alarm systems aligned to the Sonitrol alarm system.

When any visitor enters either site, he/she must be let in by the receptionist. Visitors must sign- in and then sign- out when they leave. All visitors must wear a visitor pass for the entire time they are in the building. Passes must be handed back to the receptionist upon signing out when leaving the building.

All students have emergency pick-up information and everyday pick-up information on file. No student is permitted to leave school with anyone who is not on the pick-up list. Even if someone who is on the pick-up list comes to pick up a student, and this person is not familiar to staff members, the parent is called to verify and the person must show picture identification as proof that he/she is the person who was verified. Any person coming from any organization or company providing a service must show employee identification with a picture before seeing any student. All individuals who come to school to provide a service for a student on a regular basis, even though known to the staff, must sign in and then sign out every time they come to provide the service. This includes TSS workers, school psychologists, speech pathologists, occupational therapists, physical therapists, behavioral therapists, and any case workers from the Department of Human Services.

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

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- CCCS 2017-2018 Certificate of Liability Insurance.pdf

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.

Christopher Columbus Charter School uses the School District of Philadelphia's transportation program. There are no school buses. Eligible students receive weekly transpasses if they live more than 1.5 miles from the school. Parents/Guardians who drive their children to and from school receive reimbursements if they live more than 1.5 miles from school. Transportation for any special education students has been provided by the School District of Philadelphia.

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.

Code of Student Conduct

The school's Code of Student Conduct

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Not Applicable

Collaboration for Interventions

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

Classroom teachers collaborate regularly and frequently with all support teachers, therapists, etc... who serve their students. Support staff includes special education teachers, the speech therapist, the occupational therapists, the physical therapist, the ELL teacher, the reading specialists, instructional paraprofessionals the school nurse, and the school counselor. If a student receives services from support staff, the classroom teacher has the opportunity to meet

with that person(s) to discuss the individual student's needs and individualized learning program. Teachers and support teachers discuss individual goals, strategies, modifications, and accommodations. They work together to update both academic and behavioral interventions for each student. Each week, classroom teachers complete individualized planning sheets for each student for the support teachers. Support teachers are then aware of classroom pacing of lessons and skills, upcoming assessments, effectiveness or ineffectiveness of MTSS interventions that are in use in the general education classroom, and any other factors that affect learning.

Community and Parent Engagement

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

The Board of Trustees of Christopher Columbus Charter School works with the administration to set up the school calendar to include community and social events to foster participation of parents in the activities.

Some activities include:

Basket Bingo

"Holiday Hoopla"

Fundraisers

Staff Luncheons and Celebrations

Holiday and Spring Concerts

"Achieve Your Personal Best" Student Day

Kindergarten and Grade 8 Graduations

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

Christopher Columbus Charter School coordinates with all community before and after school programs to set clear directives for drop-off and pick-up of students, provide and update contact information, and create an alliance between school leaders and program supervisors. Many of our neighborhood child care and preschool programs are "feeder" programs for our school, therefore, school leaders strive to work closely with community program directors to help ensure a smooth transition from preschool to the regular school program. In addition, many of our students are referred by our community liaison, Officer Juan DelGado, to community based after school and weekend programs, such as, "PAL," (Police Athletic League).

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.

Upon acceptance of students with disabilities into kindergarten at Christopher Columbus Charter School, the administration and special education team meets with each student's parents/guardians to review all preschool age evaluations, IEP's, Positive Behavior Support Plans, etc... . The school counselor or one of the special education teachers goes to the preschool to observe the student and to confer with the preschool teacher and other staff members who are involved in the education or care of the student.

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.

All materials are chosen and acquired as a result of careful alignment to academic standards at each grade level. Components of texts, which accommodate all ability levels and special learners such as special education and ELL students are also acquired as part of student and teacher resources.

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

There are no checks in these areas.

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.

See explanation above.

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

There are no checks in these areas.

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.

See explanation above.

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

There are no checks in these areas.

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	Non Existent
A robust supply of high quality aligned instructional materials and	Non Existent

resources available	
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

There is no High School Level at Christopher Columbus Charter School.

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

These are checked "Non-Existent" because there is no High School Level at Christopher Columbus Charter School.

SAS Incorporation

Elementary Education-Primary Level

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

American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Areas marked NA are not part of the Christopher Columbus Charter School curriculum.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Not Applicable
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation

Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Areas marked NA are not part of the Christopher Columbus Charter School curriculum. The common core

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Not Applicable
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full

	Implementation
World Language	Full Implementation

Further explanation for columns selected "

Areas marked Na are not part of the Christopher Columbus Charter School curriculum. the common core areas are marked <50% because implementation of these standards is gradual.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

All areas are marked NA because there is no High School Level at Christopher Columbus Charter School.

Fiscal Solvency Policies

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

Christopher Columbus Charter School is able to assure that all expenditures and revenue categories remain within budget through careful monitoring of expenditures and revenues.

Fiscal solvency is maintained via the following:

- adherence to an adopted budget
- an approved purchase order system
- separation of financial duties
- review and monitoring of all payroll transactions
- time reporting payments and relevant tax reporting
- selection of approved vendors and consultants
- best practices of cash management and reporting

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 accounting system is The Financial Edge loaded with the State Chart of Accounts. All Pennsylvania State Report Guidelines and (GAAP) are followed. All reports are generated in compliance with the state requirements. Transactions are posted by the business agent's office, which is staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures, and a statement of disbursements are prepared as required.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	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	
Increases the educator's teaching skills based on effective practice research, with attention given to	X	X	X	

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	
Empowers educators to work effectively with parents and community partners.	X	X	X	

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
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	
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.	X	X	X	
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	
Instructs the leader in managing resources for effective results.	X	X	X	

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

Professional development opportunities are aligned to the individual needs of the teachers. Teachers are surveyed to access their professional development needs in their area of assignment. Professional development is chosen which provides research-based "hands-on" strategies and interventions for accommodating all types of learners. Locally based professional development provides skills for analyzing data and using that data to effectively provide instruction, and to differentiate appropriately.

School leaders are provided with professional development opportunities which accommodate the need to plan strategically and to guide teachers in the areas of planning, instruction, use of effective interventions, and proper use of materials. In addition, all administrators have had professional development in data analysis and its use for informed decision making.

Christopher Columbus Charter School does not have a specific program for gifted students. However, teachers are provided with professional development and supplementary materials to differentiate effectively by using research based interventions for students who need to be challenged. In addition, school leaders make every effort to ensure that curriculum topics and implementation are aligned to the instruction of higher achieving students, as well as all other students.

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

No strategies were selected for the High School Level because Christopher Columbus Charter School does not have a high school level.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
11/11/2016 Partial staff training was conducted by Family Support Alliance.
8/28/2017 Whole Staff Training was conducted by Family Support Alliance.

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.

This section was not answered.

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.

Questions
Not Applicable for our school entity

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

None.

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

Professional development activities are directly aligned to student assessment results and the needs of the teachers. Choices for professional development opportunities are made based on careful review of student and teacher needs which are accessed via information received from teachers at grade unit meetings and individual conferences. Providers are carefully chosen after research by administrators to ensure that they will provide quality professional development which will enable the teachers to obtain effective strategies for implementation within the curriculum. All administrators participate in all professional development activities and see that on-going supports are put into place. Administrators provide formative supervision to all teachers to ensure that practices learned through professional development are being used frequently and effectively.

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

All strategies have been selected.

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.

All new teachers are assigned mentors to guide them through the induction process. Inductees meet regularly with their mentors to discuss required induction topics and topics they need to develop. Conferences include the following topics, but are not limited to these topics:

Lesson Planning and Implementation
Varied and Research-based Instructional

Strategies

Differentiated Instruction
Classroom Management (Including Positive

Behavior Plan)

Data- driven Instruction
Policies and Procedures
Interpersonal Relations

Teachers in the induction program keep a log of the dates and times that they confer with their mentors. This log includes a list of topics discussed. Inductees also meet approximately every six to eight weeks, with their assigned administrator to discuss their progress and to gauge the achievement of their induction goals.

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

All strategies have been selected.

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).
- Inductee survey (local, intermediate units and national level).
- 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).
- Regular meetings with administrators to discuss progress and gauge accomplishment of induction goals.

Unchecked answers

None.

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

The Christopher Columbus Charter School Induction Program assures that all new teachers are mentored and guided in various areas of professional development. The needs of all inductees are accessed via frequent classroom observation, weekly review of lesson plans and student assessments, regular meetings with mentors and administrators, review of induction program logs and any other written performance materials provided by the teacher's mentor or the supervising administrator.

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

NA

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

Unchecked answers

None.

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

Mentors for teachers in the Christopher Columbus Charter School Induction Program are chosen very carefully. All mentors first of all must be willing to accept the responsibility of being a mentor and all of the work and time involved. All mentors usually have previous experience of some kind. Mentors who are chosen have similar areas of assignment or certification as the inductee. Only teachers with excellent work performance records are chosen to guide new teachers.

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

NA

Induction Program Timeline

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

If necessary, provide further explanation.

Each month mentors and inductees focus on one particular area. However, mentors and inductees meet very frequently, therefore, most topics are addressed each month, or as needed by the inductee.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Each inductee in the Christopher Columbus Charter School Induction Program has a teacher mentor and an assigned supervising administrator. Inductees meet quite often with their mentors to discuss goals and review strategies. In addition, inductees meet with their supervising administrators on a regular basis so that the procedures can be monitored. Inductees and administrators discuss topics that were addressed with inductee and mentor in great detail. Inductee comments or concerns are also addressed at these conferences. There is an on-going open-door policy between inductees and the supervising administrator.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

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.**

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Christopher Columbus Charter School (CCCS) is located in South Philadelphia. The school serves South Philadelphia and the surrounding communities. The students are from predominately low-income, multi-cultural families. Family structures vary, with many students in the care of a single parent, or under the guardianship of a relative (such as grandparent, aunt or uncle), or a non-relative guardian. One hundred percent of the families are eligible for the Free and Reduced Lunch Program using the Universal Program.

Students need a challenging curriculum that is implemented through the use of such instructional strategies as inquiry-based learning, one-on-one instruction, cooperative learning, differentiated instruction, and flexible grouping. Students must demonstrate their abilities through the use of traditional assessments and performance-based assessments. Students with weak skills are given one-on one instruction.

Teachers need to develop strategies for the answering of open-ended questions using constructed responses and problem solving. Teachers will format classroom testing procedures to the format used on assessments. Teachers will meet weekly to identify general areas of weakness and to collaboratively develop strategies to strengthen these skills.

Parents must feel welcome in the school and be able to participate in meaningful school activities. Workshops will be provided to develop the importance of parent involvement and to support the instructional program at home.

The technical assistance provided is based on scientifically based research and will be used to strengthen the core academic program of CCCS. Teachers will provide specific reform activities that will present opportunities for all children to meet the proficient and advanced levels of achievement.

Data used to develop needs assessment, including the problems that led to identification for improvement.

2012-2013 PSSA Grades 3-8 Math Percentage	63
2013-2014 PSSA Grades 3-8 Math Percentage	66
2014-2015 PSSA Grades 3-8 Math Percentage	28
2015-2016 PSSA Grades 3-8 Math Percentage	30

2012-2013 PSSA Grades 3-8 ELA Percentage	69
2013-2014 PSSA Grades 3-8 ELA Percentage	69
2014-2015 PSSA Grades 3-8 ELA Percentage	66
2015-2016 PSSA Grades 3-8 ELA Percentage	70

Standardized test results are evidence of improved academic performance by the students at CCCS. While there has been a significant decrease in the math scores and minor decrease in the ELA scores due to the full incorporation of the Common Core Standards, test results reflect that the Average Growth Index (AGI) indicates that CCCS student met or exceeded the statewide growth standard.

Given the uncertainty of the educational climate and the changes that ESSA will bring, we will continue to use the specific methods and instructional strategies named in the SWP to improve the growth and performance of all of our students regardless of gender, race/ethnicity or subgroups.

	ELA Average Growth Index -2016
All	0.99 Evidence that the school has met the standard for PA Academic Growth
Lowest Performing 20%	-0.11 Evidence that the school has meet the standard for PA Academic Growth

	Math Average Growth Index -2016
All	6.10 Significant evidence that the school has met the standard for PA Academic Growth
Lowest Performing 20%	3.67 Significant evidence that the school has meet the standard for PA Academic Growth

Provider	Meeting Date	Type of Assistance
Parent Advisory Council	1/18/2017 12:00:00 AM	Title I Presentation
CCCS Strategic Planning Committee	10/27/2016 12:00:00 AM	Presentation of needs assessment and plan for implementation
Curriculum Committee Meeting	10/31/2016 12:00:00 AM	Subject Coordinators provide staff development for teachers.
Curriculum Coordinator Meeting	3/1/2017 12:00:00 AM	Subject Coordinators provide staff development for teachers.
SDE Singapore Math	1/13/2017 12:00:00 AM	Professional Development for teachers and staff

SDE-Singapore Math	8/30/2016 12:00:00 AM	Professional Development for teachers and staff
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Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

- Establish quarterly objectives aligned to the Common Core Curriculum Standards and correlate to the content areas of CCCS curriculum.
- Pace the presentation to a common timeline for all classes at each grade level.
- Class schedules set for optimum learning.
- Provide resource materials for differentiated instruction.
- Teachers using benchmark testing and PSSA data to create student snapshots to monitor student progress.
- Teachers meeting weekly to collaborate, plan, and identify student needs.
- Subject Curriculum coordinators present quarterly staff development days based on teacher/student needs.
- Teachers to incorporate test prep materials into daily lesson plans.
- Teachers to focus on extending meaning by using critical thinking skills, developing various comprehension strategies, and providing practice in recognition and understanding of literacy terms and mathematics vocabulary..
- Support provided one on one and small group setting for students with skill weakness.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No

Summer School Program	Yes
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administrated by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
State/Local Grant Program	Amount of Grant

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

For 2015-2016, Christopher Columbus Charter School's School Performance Profile (SPP) was 77.9. CCCS had the fourth highest SPP out of 82 charter schools in the city of Philadelphia, and the highest SPP out of all K-8 charter schools in the city of Philadelphia. CCCS had the highest SPP out of all K-8 public and charter schools in the city of Philadelphia.

SPP scores for 2016-2017 have not yet been made public yet.

Accomplishment #2:

Christopher Columbus Charter School received the School District of Philadelphia "Leading the Way" Peer Leader Award (School Climate) for the 2014-2015 school year.

Accomplishment #3:

On the 2017 PSSA Assessments, 73.2 % of all tested students performed at the Advanced/Proficient Levels for ELA. This showed more than an 8% increase from 2016. For ELA, 73.6 % of all grade 3 students, 71.4 % of all grade 5 students, and 83.5 % of all grade 7 students performed at the Advanced/Proficient Levels. All other grade levels had Advanced/Proficient Level percentages which exceeded 65 %.

Accomplishment #4:

On the 2017 PSSA Assessments, 33.9 % of all students performed at the Advanced/Proficient Levels in Mathematics. This showed almost a 4 % overall increase from 2016. In 2017, Grade 7 performance in Mathematics increased by more than 12%. Grade 3 performance in Mathematics increased by more than 13 %. Grade 5 performance in Mathematics increased by more than 25 %.

Accomplishment #5:

On the 2017 PSSA Science Assessment, 75.3 % of all Grade 4 students performed at the Advanced/Proficient Levels.

Accomplishment #6:

In 2017, the Christopher Columbus Charter School attendance rate was more than 96%.

Charter School Concerns

Concern #1:

On the 2017 PSSA Assessments, 66.4 % of grade 8 students performed at the Advanced/Proficient Levels in ELA and 16.8 % in Math, and 47 % in Science. This showed an 18 % decrease in grade 8 scores in ELA, a 7 % decrease in grade 8 scores, in math, and a 15 % decrease in Science, from the prior year.

Concern #2:

On the 2017 PSSA Assessments, percentages of students performing at the Advanced/Proficient Levels decreased by 15 % in grade 4, and 7 % in grade 8, from the prior year. In the prior year, the same group of grade 4 students, then in grade 3, had a 15.8 % higher percentage of Advanced/Proficient performance. The same group of grade 8 students, then in grade 7, had more than an 11% higher percentage of Advanced/Proficient performance.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) To see an increase in 2018 PSSA Advanced/Proficient percentages for Grade 8 students in Mathematics and Science.

Aligned Concerns:

On the 2017 PSSA Assessments, 66.4 % of grade 8 students performed at the Advanced/Proficient Levels in ELA and 16.8 % in Math, and 47 % in Science. This showed an 18 % decrease in grade 8 scores in ELA, a 7 % decrease in grade 8 scores, in math, and a 15 % decrease in Science, from the prior year.

Systemic Challenge #2 (*Guiding Question #0*) To see an increase in Advanced/Proficient percentages on the 2018 PSSA Assessments for both grades 4 and 8.

Aligned Concerns:

On the 2017 PSSA Assessments, percentages of students performing at the Advanced/Proficient Levels decreased by 15 % in grade 4, and 7 % in grade 8, from the prior year. In the prior year, the same group of grade 4 students, then in grade 3, had a 15.8 % higher percentage of Advanced/Proficient performance. The same group of grade 8 students, then in grade 7, had more than an 11% higher percentage of Advanced/Proficient performance.

Systemic Challenge #3 (*Guiding Question #0*) To see an increase in Advanced/Proficient percentages for Mathematics for the group of students who were in grade 4 last year, on the 2018 PSSA Assessment.

Aligned Concerns:

On the 2017 PSSA Assessments, percentages of students performing at the Advanced/Proficient Levels decreased by 15 % in grade 4, and 7 % in grade 8, from the prior year. In the prior year, the same group of grade 4 students, then in grade 3, had a 15.8 % higher percentage of Advanced/Proficient performance. The same group of grade 8 students, then in grade 7, had more than an 11% higher percentage of Advanced/Proficient performance.

Systemic Challenge #4 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Student Surveys

Specific Targets: There are no career development programs because Christopher Columbus Charter School does not serve high school students, only students in grades kindergarten through grade eight. Grade 7 and 8 students could benefit from career development activities.

Strategies:

To further develop career awareness and development for students in grades 7 and 8

Description:

Strategy development includes promoting an environment of career awareness and development for students in grade 7 and 8 in order to help them to choose the appropriate high school for the career they believe they may want to pursue.

SAS Alignment: None selected

Implementation Steps:

To help to develop career awareness and implement career development activities for grade 7 and 8 students

Description:

Counselors and grade 8 advisors will further develop and implement career awareness and development activities for students in grades 7 and 8. Activities could include career fairs, shadowing, and community service.

Start Date: 9/10/2018 **End Date:** 6/12/2019

Program Area(s): Student Services

Supported Strategies:

- To further develop career awareness and development for students in grades 7 and 8