

Christopher Columbus CS

Schoolwide Title 1 Comprehensive Plan | 2024 - 2027



Profile and Plan Essentials

LEA Type		AUN
Charter School		126513160
Address 1		
916 Christian St		
Address 2		
North Bldg		
City	State	Zip Code
Philadelphia	PA	19147
Chief School Administrator		Chief School Administrator Email
Mr Nathan Blodgett		nblodgett@cccs.k12.pa.us
Single Point of Contact Name		
Sierra Scully		
Single Point of Contact Email		
sscully@cccs.k12.pa.us		
Single Point of Contact Phone Number		Single Point of Contact Extension
2153896000		
Principal Name		
Charles Moore		
Principal Email		
mrmoore@cccs.k12.pa.us		
Principal Phone Number		Principal Extension
215-808-0840		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Nathan Blodgett	Administrator	Christopher Columbus Charter School	nblodgett@cccs.k12.pa
Charles Moore Jr.	Administrator	Christopher Columbus Charter School	mrmoore@cccs.k12.pa.us
Alyssa Boyle	Administrator	Christopher Columbus Charter School	aboyle@cccs.k12.pa.us
Alicia Mastrobuoni	Administrator	Christopher Columbus Charter School	amastrobuoni@cccs.k12.pa.us
Danielle Small	Other	CCCS Special Education Director	dsmall@cccs.k12.pa.us
Matthew Szelagowski	Parent	CCCS Community Member	mattewjszelagowski@gmail.com
Christine Sullivan	Data Analyst	Christopher Columbus Charter School	csullivan@cccs.k12.pa.us
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Katherine Finnegan	Teacher	Christopher Columbus Charter School 6th Grade Unit Leader	kfinnegan@cccs.k12.pa.us
Jennifer Oeschger	Teacher	Christopher Columbus Charter School 8th Grade Unit Leader	joeschger@cccs.k12.pa.us

LEA Profile

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 is fiscally solvent. Students and teachers have all 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 learner's lives.

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

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

Mission and Vision

Mission

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

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.

Educational Values

Students

Students assume a vital role in the school's ability to attain the mission and the vision. Students must respect learning through active participation and a scholarly approach. Students must respect school property issued to support learning activities and facilities that enhance learning in both curricular and extracurricular activities. Students must respect themselves through healthy lifestyles and respect the needs and differences of others. Students must respect safety to ensure all students have access to all available services.

Staff

All members of the staff must recognize that instruction must be engaging, challenging, purposeful and relevant and be able to employ best practices to nurture a culture conducive to student learning and continuous professional growth. Staff members must utilize a variety of assessment data to assist in driving instructional decisions. Through the recognition and belief that students can be successful learners, all staff must be diligent in creating appropriate and supportive environments. Staff must recognize that growth and achievement take place not only in the academic arena but also in social, physical and emotional contexts. Collectively the staff must contribute to creating a safe environment where all students can take intellectual risks.

Administration

School administrators must embrace decision making models that are aligned to the Mission, Vision and Strategic Goals with Financial Stewardship. Administrators must contribute and use supervisory positions to ensure that learning and workplace environments are safe and conducive to learning and workflow. Administrators must communicate effectively to all stakeholders and manage conflict in a manner that is constructive and respectful while listening and effectively responding to concerns. School officials must maintain high expectations for student growth and provide effective resources, facilities, and support for instruction and learning. School administrators must regularly examine and support a curriculum that is engaging, relevant, and accessible to all students.

Parents

Parent involvement and active engagement in their child's education is inherently connected to the success of the school successfully attaining the mission and vision. Parents must encourage and support all students in their pursuit and participation in academics, arts, activities, and athletics. Parents must provide feedback to appropriate school personnel and share concerns to promote positive change and institutional growth. Parents must have opportunities to build productive partnerships through community engagement.

Community

Community members must feel as welcomed partners while contributing to the successful attainment of the mission and vision of the school district. Community members must be provided with opportunities to work in unison with the school district to accomplish goals. Community members must support and encourage the general wellbeing of all students in their pursuit of academics, arts, activities, and athletics. Community members must provide feedback to appropriate school personnel and share concerns to promote positive change and institutional growth. Community members must have opportunities to build productive partnerships through community engagement.

Other (Optional)

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA Percent Proficient/Advanced 69.8%	62.0% of CCSS 3rd-8th students achieved at or above proficiency on the PSSA.
Science Percent Proficient/Advanced	PSSA indicate that all groups and the overall group showed increases over the prior year and met the interim goal/ improvement target
Promotion rate 98% and Attendance 95.2%	Both the CCCS attendance and promotions were near 100%

Challenges

Indicator	Comments/Notable Observations
Math Percent Proficient/Advanced 38.0%	66% of our 3rd-8th grade students are not meeting proficiency in mathematics
Overall decrease in performance in ELA. PVAAS	Scores on the PSSA have (although above the state average) have shown little change or a slight decrease over time.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator ELA PSSA Proficient/Advanced ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Overall student score (61.8%) /Economically Disadvantaged (63.4.%) This subgroup meets or exceeded their interim goal.
Indicator MATH PSSA Proficient/Advanced	Comments/Notable Observations

<p>ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities</p>	<p>Students with Disabilities (21.2%)/Economically Disadvantaged (30.4%) This subgroup meets or exceeded their interim goal.</p>
<p>Indicator PVAAS Science</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Grades 4 and 8. All Student Groups. All students' groups meet the standard demonstrating growth.</p>

Challenges

<p>Indicator ELA PSSA</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Grades 3rd-8th Subgroup; Black, Hispanic, EL, Economically Disadvantaged While the group's overall proficient/advance score of 61.8% was above the statewide average, the scores in the listed subgroups were on average of 12% below the group.</p>
<p>Indicator MATH PSSA</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Grade 3rd-8th Subgroup; Black, Hispanic, EL The group as a whole, was below the state average a 33.8% proficient/advance. The scores of the listed subgroups were on average 11% below the group.</p>
<p>Indicator Science PSSA</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, English Learners</p>	<p>Comments/Notable Observations Grade 4 and 8 Subgroup; Black, Hispanic, EL While the group's overall proficient/advance score of 67.7% was above the statewide average, the scores in the listed subgroups were on average 15% below the group.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

In summary, CCCS has strong overall achievement in ELA and Science, and continues to show growth in closing the achievement gap for students with disabilities and the economically disadvantaged.
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CCCS attendance and promotions rates are near 100% across all grade levels.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Across all academic indicators the subgroups of Black, Hispanic, and EIs have not scored at the same levels of the whole group.

CCCS continues to have difficulties with closing the achievement gap for all students, and meeting the needs of 3rd-8th grade students in the area of mathematics.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS Growth	The PVAAS Academic Growth Score (100) did not meet the standard demonstrating growth state score of 70.
ELA PSSA Prof/Advanced Percentage	The CCCS ELA PSSA was 61.8% above the statewide average of 62.1%.
ELL Access Test	Based on WIDA ACCESS test scores and teachers' inventories, most of our ELs attain English Language proficiency by sixth grade. Current growth for the 2023-2024 school year showed that 20% of ESL students scored proficiency and were able to be reclassified. In addition, 90% of our EL students showed progress from the previous year and are working towards proficiency.

English Language Arts Summary

Strengths

MTSS program with research-based ELA interventions implemented.
Increased technology in all grades to support ELA.
Overall, improvement from Fall to winter and Winter to Spring in STAR360 benchmark testing.
100% participation in STAR360 Benchmark testing.

Challenges

The following subgroups present the greatest challenges for ELA proficiency: ELs, Black and Hispanic.
The PVAAS Academic Growth Score (100) did not meet the standard demonstrating growth state score of 70 although our PSSA was 61.8% above the statewide average of 62.1%.

Mathematics

Data	Comments/Notable Observations
PVAAS STAR360 Benchmark	CCCS exceed the growth standard for math with increases in all student groups but in particular the subgroups; Hispanic, economically disadvantaged, and Students with Spring benchmarks indicated that schoolwide 62% of students K-8 were on at or above grade level in math.
Math PSSA Prof/Advance Percentage	33.8% of CCCS students 3rd-8th scored proficient/advanced. Below the statewide average of 38.3%

Mathematics Summary

Strengths

Increased technology in all grades to support Math.
MTSS program with researched-based Math interventions implemented.
Overall, improvement from Fall to winter and Winter to Spring in STAR360 benchmark testing.
100% participation in STAR360 Benchmark testing.

Challenges

PVAAS: The following subgroups present the greatest challenges for ELA proficiency: Els, Black and Hispanic.
STAR 360 Benchmark: Performance in math fluency and conceptual knowledge as measured by benchmark testing.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science	While the group's overall proficient/advance score of 67.7% was above the statewide average, that score did not meet the interim goal/improvement target.
PVAAS Science	Grades 4 and 8. All Student Groups. All students' groups meet the standard demonstrating growth.

Science, Technology, and Engineering Education Summary

Strengths

Science district PSSA data the following student groups proficiencies are as the follows:
Overall, student increased performance in standard demonstrating growth (PVAAS)
External funding to support and supplement STEM activities.

Challenges

The following subgroups present the greatest challenges for Science PSSA proficiency: Student with Disabilities ELs, Black, and Hispanic.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index	Career Standards Benchmark-CCCS had 98.4% of the students meet the career standards benchmark. This data showed that CCCS met or exceeded the state standard of 98%.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

In summary, CCCS has strong overall achievement in ELA and Science, and continues to show growth in closing the achievement gap for students with disabilities and the economically disadvantage.

CCCS attendance and promotions rates are near 100% across all grade levels.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Across all academic indicators the subgroups of Black, Hispanic, and Els have not score at the same levels of the whole group.

CCCS continues to have difficulties with closing the achievement gap for all students, and meeting the needs of 3rd -8th grade students in the area of mathematics.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA ACCESS Testing	Based on WIDA ACCESS test scores and teachers' inventories, most of our ELs attain English Language proficiency by sixth grade. Current growth for the 2023-2024 school year showed that 20% of ESL students scored proficiency and were able to be reclassified. In addition, 90% of our EL students showed progress from the previous year and are working towards proficiency.
PSSA	ELs scored lower in Math 30.4% (Overall 33.8%), ELA 53.3% (Overall 61.8%), and Science 64.5% (Overall 67.7%) the school's overall student group.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Population Data	The CCCS special education population has increased yearly. With the increase in population and needs the staffing and services have been adjusted to meet those needs.
PVAAS	Students with disabilities made progress towards PVAAS standards in Math, ELA, and Science.
PSSA	Students with disabilities scored lower in Math 21.1% (Overall 33.8%), ELA 30.1% (Overall 61.8)%, and Science 50% (Overall 67.7%) than the school's student group.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PVAAS	Economically disadvantaged students made progress in math and science but failed to meet the standard for ELA.
PSSA	Economically disadvantaged students scored lower in Math 33.8% (30.8%) , ELA 61.3% (Overall 63.4%), and Science 71.0% (Overall 67.7%) than the overall school's student group.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Asian	13.7%
Black	17.4%
Hispanic	13.7%
White	49.3%
2 or More Races	5.9%

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

CCCS utilizes a Positive Behavior Intervention Support framework to address tiered social and emotional student needs.
CCCS 5th -8th graders participate in programs and activities that immerse them in authentic career and technical experiences.
Based on WIDA ACCESS test scores and teachers' inventories, most of our Els attain English Language proficiency by sixth grade. Current growth for the 2023-2024 school year showed that 20% of ESL students scored proficiency and were able to be reclassified. In addition, 90% of our EL students showed progress from the previous year and are working towards proficiency.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

CCCS has seen increases in student populations (ELL, special Education, and Economically Disadvantaged) that require special services and support. With significant increases in these needs, CCCS must continue to evaluate its staffing and program for effectiveness.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	<p>CCCS believes that all students can learn and should be supported to reach their potential. We take the necessary measures to meet the needs of individual students and to ensure that they receive a rigorous education regardless of disability. To this end, we have certified special education teachers who provide on-going support to students who have been identified as needing special education services. Our special education program complies with the Individuals with Disabilities in Education Act (IDEA) and other federal and state laws that impact special education.</p> <p>Step 1: Identification CCCS identifies and refers students who might be eligible for special education services for evaluation. Screening and referral processes include standardized reading and mathematics assessments, classroom performance, benchmark examinations, vision and hearing screenings, and the Student Assistance Program (SAP). Whenever a student is referred by the SAP Team for a multi-disciplinary evaluation, CCCS must obtain written consent from a parent/guardian before the evaluation can be conducted. Please note that, if a parent/guardian consents to the evaluation of their student, they are agreeing to an evaluation of their student's eligibility for services, not to the implementation of special education services. If parents/guardians think that their child might be eligible for special education services, they should contact the Principal to request a multi-disciplinary evaluation for their child. When they make a request for an evaluation, the school will provide them with an evaluation request form to complete within ten (10) calendar days. Upon receiving the evaluation request form, the school will issue a formal Permission to Evaluate. The multi-disciplinary evaluation will occur within sixty (60) calendar days of the school's receipt of the signed Permission to Evaluate form. Once the multi-disciplinary evaluation has been completed, the psychologist and team will meet with the parent/guardian to review the findings of the evaluation. In order to qualify as a "student with a disability" under the IDEA, a Student must be found to: (1) have one or more of the following physical and/or mental disabilities: autism; deaf-blindness; deafness; emotional disturbance; a hearing impairment; an intellectual disability; multiple disabilities; an orthopedic impairment, other health impairments (e.g. ADD or ADHD); a speech or language impairment; a traumatic brain injury; a visual impairment; and/or a specific learning disability in the following areas: basic reading skills, reading comprehension, math calculations, math reasoning, listening comprehension, written expression, and/or oral expression; and (2) require specially designed instruction and/or related services as a result of his/her disability(ies).</p> <p>Step 2: Individualized Education Program (IEP) Process If a child is identified as having a disability and in need of special education services, the next step in the process is to develop an Individualized Education Program (IEP). This document describes the child's needs and explains the specific services that CCCS will provide to assist them in achieving academic and/or social-emotional progress in school. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports the child needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs</p>

	<p>of the child, as may change from time to time. Either a parent/guardian or the school staff can initiate the process for reconvening the IEP team to amend the service plan. The IEP is written by a team of qualified professionals, and parents/guardians are critical members of the team. Parents/guardians are invited to attend all IEP meetings. We value parent/guardian and student input during these meetings. This input allows the team to devise an IEP that will meet the student's individual academic and/or social-emotional needs. When the student turns fourteen (14) years of age within an IEP term, they will be invited to the IEP meeting to discuss post-secondary goals and transition needs. After the IEP is written, parents/guardians will be asked to sign a Notice of Recommended Educational Placement (NOREP). By signing this document, the parent/guardian indicates his/her approval of the proposed program and services included in the IEP. Services will commence once the NOREP is signed by the parent/guardian. Please note that parents/guardians are not required to sign the NOREP at the IEP meeting. CCCS encourages families to think deeply about the proposed services before signing the NOREP. We request that families indicate their approval of services or present clarifying questions and/or changes to the IEP/NOREP within 48 hours of the IEP meeting. Step 3: Start Services and Progress Monitoring After the NOREP is signed, indicating approval of proposed services, the student will begin receiving the services outlined in the IEP. CCCS uses data to monitor the academic and social-emotional/behavioral growth of all students in order to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are sent home quarterly, along with the report cards. Step 4: Transition Services CCCS wants to ensure that all students are able to transition to secondary and post-secondary opportunities. Consideration of transition needs is required annually for all students once they reach fourteen (14) years of age.</p>
<p>Title 1 Program</p>	<p>Christopher Columbus Charter School Title 1 Plan What is Title I? Title I is a federal program that provides funding for students in low-income schools. For Title I purposes, the low-income count in each building is determined by the number of families eligible for free or reduced-price lunch according to the income scale established by the National School Lunch Act. The funding is based on the poverty level within the district and distributed to schools that meet the established criteria. Title I funds cannot be used to pay for programs required by other federal, state, or local laws/requirements. There are two types of Title I programs: Targeted Assistance and Schoolwide. The Targeted Assistance model provides additional educational services to identified Title I students who are low achieving or most at risk of low achievement. Selection for services is based entirely on low achieving, not low income. Schools using the Targeted Assistance model are required to identify specific children to receive supplemental instructional services, as well as specific staff to deliver the supplemental instructional services. In a Targeted Assistance model, Title I funds may be used to coordinate and supplement services. Targeted Assistance schools must maintain documentation showing program expenditures to verify that funds were used to meet statutory requirements for such programs. A school with a 35% or above poverty level qualifies to operate a Schoolwide program. Christopher Columbus Charter School qualifies as a Schoolwide building. Schools using the Schoolwide model are not required to identify specific children to receive supplemental instructional services or specific staff to deliver the supplemental instructional services. All students are eligible</p>

to receive Title I services in a Schoolwide building. The Schoolwide program is based on a comprehensive school reform strategy designed to upgrade the entire educational program in the building. The primary goal is that all students, without distinguishing between eligible and ineligible children, demonstrate proficient and advanced levels of achievement on state academic standards. Highly Qualified Teachers Every Student Succeeds Act (ESSA) does not use the term Highly Qualified, as NCLB did. Christopher Columbus Charter School, however, strives to hire only teachers who hold Pennsylvania certification to teach the grade levels and subjects to which they are assigned. Parents of CV students may, at any time, request information relating to the professional qualifications of any of his/her child's classroom teacher(s) and any paraprofessional providing instructional support services to his/her child. Christopher Columbus Charter School Title I Parent and Family Engagement Policy 2024-2025 Christopher Columbus Charter School, in collaboration with our Parent Advisory Board and Strategic Planning Committee, has jointly developed and agreed upon this Title I Parent and Family Engagement Policy. The focal point of this policy is to encourage, foster and increase parental participation in the development and implementation of our school programs. Our staff and parents are instrumental in creating a positive and nurturing climate for all students. This will have a direct impact on our students meeting the school's and state's academic standards. This Title I Parent and Family Engagement Policy was devised by adhering to all Title I requirements and is a working document. This policy is updated annually by utilizing the information given by our Title I parents and is available for both parents and community members to review in the parent student handbook and on the CCCS website: columbuscharter.org

I. Parent and Family Engagement Meetings

- Initial meeting to develop the policy and annual meeting to review and revise policy and compact as needed
- Informational meetings during the year to keep parents and families informed and solicit suggestions/ideas from parents and families

II. Parent and Family Annual Meeting for Discussions and Information Dissemination

- Parent and Family Engagement Policy
- Current Curriculum
- Explanation of Parent and Family Rights
- Explanation of Title I Requirements and Guidelines
- School – Parent – Student - Compact
- Spring Needs Assessment Survey
- Any other information that is pertinent to Title I

III. Ongoing Communication Process for Parents and Family Knowledge: These methods of communication will include the following information:

- Explanation of curriculum forms of academic assessment, proficiency levels of students, state's academic content standards, local assessments.
- Individual Parent and Family Conferences in August of new school year
- Parent and Family Report Card Conferences
- Phone calls
- School website and Facebook
- PDE (Pennsylvania Department of Education) Website
- Letters to Home via: VIP Thursday Folders, mail, email or postings on website and
- Workshops

IV. Providing Materials and Training to Parents and Families:

- In-house workshops; reading specialists and special education team
- Technology information sessions
- Pamphlets and videos
- After School Club workshops

V. Solicit/Integrate parent and family engagement strategies with local agencies, schools and programs:

- Special Education/Counseling Services
- School District of Philadelphia Programs
- Community Agencies

VI. Foster strong and productive parent and family engagement through:

- Providing parents and families with opportunities to volunteer and participate in their child's class, observe classroom activities, and to

be chaperones · Provide parents and families with the appropriate information to obtain the mandatory background checks under Pennsylvania's Child Protective Services Law Providing various and flexible meeting times throughout the school year · Providing parent/family workshops on various academic/parenting topics · Provide take home materials and supplies to support learning VII. Parents and Families will be encouraged to improve and enhance their skills and gain information by: · Attending and participating in workshops · Attending August one-on-one teacher conferences · Attending Report Card Conferences Attending the school-wide meetings during the school year · Reading the letters, newsletters, web site and all other communication pieces · Communicating with the Parent Advisory Board members VIII. Adoption: This policy was adopted by the Christopher Columbus Charter School's Board of Trustees. This Title I Parent and Family Engagement Policy was devised in compliance with the Title I regulations and guidelines. The goal of our Parent and Family Engagement Policy is to actively engage our parents and families, in a collaborative effort, in the academic process and programs of our school, for the sole purpose of improving student achievement. Reviewed: June 2018 Amended: January 2024 Title 1 Parent Right to Know Letter Dear Parent(s)/Legal Guardian(s): Your child attends Christopher Columbus Charter School which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child. At Christopher Columbus Charter School, we are very proud of our teachers and feel they are ready for the 2024-25 School Year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA (Elementary and Secondary Education Act of 1965). These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask: Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching. Whether the teacher received an emergency or conditional certificate where certain state qualifications were waived; and What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration. You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications. The Every Student Succeeds Act (ESSA), which was signed into law in December 2015 and reauthorizes ESEA, includes additional right to know requests. At any time, parents and family members can request: Information on policies regarding student participation in assessments and procedures for opting out, and Information on required assessments that include: - subject matter tested; - purpose of the test; - source of the requirement (if applicable); - amount of time it takes students to complete the test; and o time and format of disseminating results. Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes ensuring that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements. If you have any questions about your child's assignment to a teacher or paraprofessional, please

	<p>contact CEO Nathan Blodgett at 215-925-7400 or by email at nblodgett@cccs.k12.pa.us Sincerely, Nathan Blodgett, CEO</p>
<p>Student Services</p>	<p>CCCS aims at promoting appropriate student behavior and increasing student learning through tiered interventions. Maintaining our effort to help all students meet with continuous success through Response to Instruction and Intervention (RtII), we are moving ahead with Pennsylvania's Multi-Tiered System of Supports (PA-MTSS), which represents a broad set of evidence-based practices that may be implemented across a system to include academics and behavior within a recursive and systematic problem-solving process. Tier 1: Classroom and School-Wide Interventions – Foundation/Standards-Aligned Instruction for All Students.</p> <p>At this Tier, standards-aligned instruction and school-wide foundational interventions are provided to all students as part of the general education core curriculum. Students who are making expected grade level progress (benchmark students) in the standards-aligned system and who demonstrate social competence receive regular instruction and interventions at Tier I. Grade level teams, school administrators, support staff and coordinators meet on an on-going basis in Data Team meetings, Unit meetings and Student Problem Solving Meetings to discuss student needs and to act as a peer support group. Students needing academic, attendance, or behavioral support are identified using various school-wide and grade-level data and screenings. Classroom teacher(s) implement and document strategies to monitor student progress and promote student success. Tier 2: Targeted Interventions</p> <p>Students that do not respond to Tier 1 core programming and are identified through school-wide data review are placed in Tier 2. Grade level teams, with highly trained support staff, determine the appropriate targeted interventions for students who require additional academic and behavioral support to successfully engage in the learning process and succeed in the standards-aligned system. At this level documented interventions are more frequently delivered in smaller group settings. Progress monitoring is also increased for Tier 2 students to ensure provided interventions are having desired impact. Through on-going team discussion and data review, decisions are made to determine the students' instructional and/or behavioral path that will lead them to the greatest success. Tier 3: Intensive Strategic Intervention</p> <p>Students who make minimal progress in Tier 2 instruction need additional intensive support. Tier 3 interventions provide a high level of intensity, time, and support for these students. Instruction is delivered daily in small groups using researched based programs different from the core curriculum used in the general education classroom. If a student fails to respond to Tier 3 interventions done with fidelity, then an additional Student Problem Solving Meeting takes place to decide if a referral is warranted for a multi-disciplinary evaluation, i.e. special education testing and services.</p>
<p>K-12 Guidance Plan (339 Plan)</p>	<p>Vision The mission of Christopher Columbus Charter School is to provide students with 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. Mission Statement The vision of the founding board members of Christopher</p>

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. 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. School Counseling Department Mission Statement The mission of the CCCS Counseling Department is to maximize student potential in academic, career, and social/emotional development. The program is accessible to all students and prepares them for the challenges of our evolving world through collaboration with families, educators, and various community stakeholders. The school counseling mission statement links with the school’s vision and mission. It guides our school counselors to build partnerships and focus on student growth, as students learn the skills to meet challenges and strive for their personal best. In addition, the school counseling program aligns with the American School Counselor Association National Model and the themes of leadership, advocacy, collaboration, and systemic change, to enhance programming and equity for all CCCS students.

Program Goals - 2024-2025

Kindergarten through 4th Grade

Personal/Social Domain Goal?l: Purpose: To increase students’ coping, social/emotional, and self-regulation skills, elementary school counselors will teach a minimum of two social/emotional classroom lessons. By the end of 4th grade, 90% of students will be able to identify and demonstrate a minimum of three skills to support their social/emotional well-being.

Career Domain Goal?: Purpose: To assist students in identifying their interests and abilities, elementary school counselors will teach one career counseling classroom lesson. By the end of 5th grade, 90% of students will have the ability to align their interests and abilities with two career paths.

Academic Domain Goal?: Purpose: To support students with academic success, elementary counselors will maintain open communication and collaboration with parents/guardians and classroom teachers. By the end of 4th grade, 90% of students will be aware of how grades, attendance, and performance impact their post-secondary options.

5th Grade through 8th Grade

Personal/Social Domain Goal?: Purpose: To help students discover their strengths and to foster student resiliency and respect for others By the end of 8th grade, 90% of students will receive 3 classroom counseling lessons per year on SEL skills aligned with the ASCA Student Standards and CASEL framework.

Academic Domain Goal: Purpose: To help students link academic success with future readiness By the end of 7th grade, 90% of students will understand how their current grades and attendance impact their future high school possibilities.

Career Domain Goal?: Purpose: To have students identify careers and career pathways that interest them; to help students discover their strengths and link those strengths to potential high schools and future careers. By the start of 8th grade, 90% of students will have identified 5 high schools that interest them, they qualify for, and they could apply to. By the end of 8th grade, 90% of students will have identified three careers and three clusters/pathways that interest them.

Stakeholders: Students The K-8 Counseling Program serves all students. Students benefit by building positive relationships with others, solving conflicts, making decisions, connecting school to work, developing organizational skills, and increasing self-awareness and emotional regulation. The counseling program supports career exploration, awareness and planning for all students.

Parents A comprehensive K-12 counseling? ?program assists parents in understanding how to help their child with academic, career, social and emotional development, as well as concerns. Parents are provided with high school and career readiness information and programs to help their child with career readiness and secondary planning. Parents benefit by access to resources and referrals to outside services. The K-8 counseling program benefits from parental support. Parents partner with school counselors to encourage student growth and success. Educators The counseling program helps to identify barriers to learning and assists educators with developmental information on student behavior. Counselors provide supportive counseling and mediation for student success. Educators consult with counselors for ways to best help the students. Educators provide time for counselors to deliver counseling core curriculum and assist with follow through of the lessons within the educational curriculum. Educators support career development through lessons, activities, and discussions within the classroom. Educators are members of the SAP Team to assist with social, emotional support of students. Business/Community The business community benefits when students graduate career ready to enter the workforce. They benefit from students attending 4-year high schools in preparation for either college or career pathways. They benefit from community service programs that students participate in and contribute to. The business community supports the counseling program with community service connections. Business and community members will be invited to participate on the Advisory Council. School Counseling Program Action Plan "Big Idea" Program Goals (SMART Format) CEW Stand. Grade Level Activities /Event Description Data to Measure Impact Timeline Beginning & End Educate parents about the K-8 counseling program All parents & guardians will understand the role of the school counselor and school counseling resources 13.1.5.E 13.2.5.D K-8 Every year school counselors introduce themselves and inform parents of school counseling services during Parent Roster Night. Parent feedback In September of the upcoming school year By the beginning of each school year, all counselors information will be up to date on the school's website 13.1.8.E 13.2.8.D K-8 website maintenance Parent Feedback August of upcoming school year During the school year, the counselor will post one newsletter per month on the school's class dojo main page 13.1.11.C 13.1.11.D 13.1.11.G 5-8 13th Street Counselor's Corner Newsletter Class Dojo Analytics to show number of views and likes Ongoing Educate students within the K-8 school counseling program By the beginning of the year, all students will understand the role of the school counselor and school counseling services 13.1.5.A 13.1.8.A 5-8 Meet the Counselor Counseling Lesson & Minute Meeting Students responses on minute meeting survey September of upcoming school year By the end of the year, all students will have received 3 classroom counseling lessons from the school counselor (1 per trimester) 13.1.5.A 13.1.8.A K-8 Classroom Lessons Student attendance and response data Ongoing Educate parents about the high school application process and all secondary options for students By the beginning of the school year, 8th grade parents will know the details of the high school application process 13.1.8.E 13.2.8.D 8 Presentation to parents on high school application process at High School Night Number of parents that attend orientation September of upcoming school year By the end of the year, the counselor will inform all parents about the number of acceptances our students have received to various high schools, promoting the positive outcome

	<p>for our students. 13.1.8.A 12.1.8.B K-8 Class Dojo Class Dojo Analytics to show number of views and likes</p> <p>Ongoing Role of the School Counselor Leader Christopher Columbus Charter School Counselors are leaders who implement a K-8 Counseling Program, following the American School Counselor Association ?Ethical Standards for School Counselors? (2016). Counselors take an active role in numerous school-based teams such as Student Assistance Program, Emergency Response Team and Data Teams. Counselors are consultants for parents and teachers. As leaders, counselors promote career readiness, organizing various career activities for students at the elementary and middle school levels. Advocate As advocates, counselors recognize student needs and work to remove barriers to student growth in social, emotional, career and academic areas. Counselors assess student needs, create programs where needs exist, and make mental health referrals when necessary. Counselors are student advocates with educators, parents, business/community, and post-secondary stakeholders. Counselors advocate for the school counseling program with these stakeholders. Collaborator The K-8 Counseling Department collaborates with counselors at the different levels for student transition planning. Collaborative communication exists between counselors and teachers, administrators, parents, business/community, and secondary institutes through team meetings, parent conferences, and evening parent programs. Student success and the counseling program are strengthened through effective collaboration. Agent of Systemic Change School counselors have taken an active role in the development of the k-8 Comprehensive Counseling Program. Counselors work to remove barriers for students. Assessing need, advocating for change, collaborating with stakeholders and taking a leadership role have all been necessary for these systemic changes in the CCCS community.</p>
Technology Plan	N/A
English Language Development Programs	<p>English Learners (EL's) Christopher Columbus Charter School provides an appropriate planned instructional program for students identified as English learners (ELs) which meets Federally Mandated criterion that is: (1) based on sound educational and language learning theory; (2) implemented with sufficient resources and staffed by appropriately prepared personnel; and (3) periodically evaluated. The program model uses Content and Language Integrated Learning; our PA Standards-based curriculum (including the PA English Language Proficiency Standards) provides the content for language learning. Our EL students fully participate in the general curriculum and receive push-in English language support in the classroom and pull-out instruction in small groups with ELs in the same grade. The active encouragement of family engagement and regular collaboration with classroom teachers ensures that students thrive and achieve at high levels. We encourage literacy in and maintenance of the home language, and the full participation of ELs in the CCCS community. We support our learners in attaining control of academic language and fluency in the domains of reading, writing, listening, and speaking. Language skills are fostered and developed in small grade-level groups, with lessons created sequentially using the WIDA Can-Do Indicators. By working with students in small groups in addition to push-in collaboration with classroom teachers, instruction for our students can be individualized and language learning accelerated. The ESL program is designed to provide students with direct language instruction through grade level content using a balance of</p>

what Paul Nation describes as “The Four Strands”; meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Our ESL specialists work with all teachers to create adaptations to instruction and assessment in content areas, both of which must be commensurate with the student’s level of English proficiency. Students in the ESL program are provided with meaningful, comprehensible access to instruction in all content areas and are graded using the same grading system as all other students. The grading of ELs reflects what the students know and are able to do at their level of English language proficiency. ELs cannot be retained based solely on their level of English language proficiency. Our ESL teachers are PA certified and highly qualified and are required to continue their professional development and to remain current regarding state and federal regulations and best practices in the teaching of English learners. They have a wealth of resources and technology and are dedicated to the success of our students. Identification Procedure Upon enrollment, all parents/guardians are given a Home Language Survey to complete. Based on the results of the home language survey and parent interview, students identified as potential English learners will be screened within 30 days of the beginning of the school year or within 14 days of enrollment for transfer students. The test used to assess English proficiency is the WIDA W-APT. If a student is found to be in need of language support parents/guardians will be notified immediately in writing in the preferred language of the results of this screening test, and the specifics of the schedule and curriculum. CCCS follows the entrance criteria determined by WIDA and the PA Department of Education. Families have the right to opt-out of some or all portions of our language program, but once identified as an EL they must be included in the annual ACCESS assessment. Families can also reinstate services should they choose to do so after opting-out. Reclassification and Monitoring

CCCS follows the state-mandated reclassification and monitoring criteria for English learners as outlined in current PDE exit criteria and PDE’s Basic Education Circular (providing guidance for compliance with 22 Pa. Code section §4.26, reviewed and revised July 1, 2017). Program exiting takes place each year when the results of the WIDA ACCESS test are reviewed; determination of students' status is made by September 30 and reported to the state in the October enrollment data. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for EL’s, and gathered by teachers using standardized language use inventories. Reclassification Criteria

Students are reclassified and exited from the ESL program through two metrics; the ACCESS test score and language inventories from ESL and content teachers. If the total points awarded are 10.5 or greater, then a student should be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained. Monitoring Exited students are actively monitored for two years; the ESL teacher and classroom teachers maintain communication and complete monitoring forms each quarter. ESL teachers provide support to monitored students as needed, assisting with

	<p>projects, writing assignments, classwork, and assessments. The student is classified as an exited EL in the first or second year of monitoring. In the third and fourth year of monitoring, students are classified in PIMS as former ELs but are not actively monitored. Redesignation Process If a student who has exited the ESL program is not making adequate progress or is not meeting academic standards after supports and interventions have been put in place, redesignation as an EL and participation in the ESL program is considered. Parents/guardians would be notified if a student was found to be eligible for redesignation. Our goal is to provide the students with the appropriate supports so that they can reach their highest potential.</p>
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Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curricular materials and lesson plans to the PA standards.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and instructional practices.
Identify and address individual student learning needs.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
Collectively shape the vision for continuous improvement of teaching and learning.
Implement evidence-based strategies to engage families to support learning.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
In summary, CCCS has strong overall achievement in ELA and Science, and continues to show growth in closing the achievement gap for students with disabilities and the economically disadvantaged.	False
CCCS attendance and promotions rates are near 100% across all grade levels.	False
MTSS program with research-based ELA interventions implemented.	False
Increased technology in all grades to support ELA.	False
Overall, improvement from Fall to winter and Winter to Spring in STAR360 benchmark testing.	False
100% participation in STAR360 Benchmark testing.	False
Science district PSSA data the following student groups proficiencies are as the follows:	False
Overall, student increased performance in standard demonstrating growth (PVAAS)	False
External funding to support and supplement STEM activities.	False
Increased technology in all grades to support Math.	False
MTSS program with researched-based Math interventions implemented.	False
Overall, improvement from Fall to winter and Winter to Spring in STAR360 benchmark testing.	False
Align curricular materials and lesson plans to the PA standards.	False
Identify and address individual student learning needs.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and instructional practices.	True
100% participation in STAR360 Benchmark testing.	False
In summary, CCCS has strong overall achievement in ELA and Science, and continues to show growth in closing the achievement gap for students with disabilities and the economically disadvantage.	False
CCCS utilizes a Positive Behavior Intervention Support framework to address tiered social and emotional student needs.	False
CCCS 5th -8th graders participate in programs and activities that immerse them in authentic career and technical experiences.	False

Based on WIDA ACCESS test scores and teachers' inventories, most of our Els attain English Language proficiency by sixth grade. Current growth for the 2023-2024 school year showed that 20% of ESL students scored proficiency and were able to be reclassified. In addition, 90% of our EL students showed progress from the previous year and are working towards proficiency.	False
CCCS attendance and promotions rates are near 100% across all grade levels.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Across all academic indicators the subgroups of Black, Hispanic, and Els have not scored at the same levels of the whole group.	False
CCCS continues to have difficulties with closing the achievement gap for all students, and meeting the needs of 3rd-8th grade students in the area of mathematics.	False
PVAAS: The following subgroups present the greatest challenges for ELA proficiency: Els, Black and Hispanic.	False
STAR 360 Benchmark: Performance in math fluency and conceptual knowledge as measured by benchmark testing.	False
Collectively shape the vision for continuous improvement of teaching and learning.	True
Implement evidence-based strategies to engage families to support learning.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	False
The following subgroups present the greatest challenges for ELA proficiency: Els, Black and Hispanic.	False
The PVAAS Academic Growth Score (100) did not meet the standard demonstrating growth state score of 70 although our PSSA was 61.8% above the statewide average of 62.1%.	False
Across all academic indicators the subgroups of Black, Hispanic, and Els have not score at the same levels of the whole group.	False
CCCS continues to have difficulties with closing the achievement gap for all students, and meeting the needs of 3rd -8th grade students in the area of mathematics.	False

CCCS has seen increases in student populations (ELL, special Education, and Economically Disadvantaged) that require special services and support. With significant increases in these needs, CCCS must continue to evaluate its staffing and program for effectiveness.	False
The following subgroups present the greatest challenges for Science PSSA proficiency: Student with Disabilities ELs, Black, and Hispanic.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

CCCS has made significant investments in curriculum, technology, benchmark assessment planning, and professional development. There are indicators that these efforts are having an impact on ELA achievement. There are areas of innovation and success (focus on culture and trauma-informed approaches, restorative practices, MTSS implementation, systems of academic coaching/evaluation) that can form strengths that will aide in addressing challenges.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Collectively shape the vision for continuous improvement of teaching and learning.		True
Implement evidence-based strategies to engage families to support learning.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and instructional practices.	
Identify and address individual student learning needs.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Establish and Implement Multi-Tiered Systems of Supports
	Create a school culture that allows families and community members to have greater opportunities for engagement and contribution.

Goal Setting

Priority: Establish and Implement Multi-Tiered Systems of Supports

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessment and the full implementation of an elementary and MS MTSS model. (MTSS)			
Measurable Goal Nickname (35 Character Max)			
MTSS			
Target Year 1	Target Year 2	Target Year 3	
Introduction and overview of MTSS. By June 6, 2024 CCCS will develop an MTSS system at the universal level and they will be implemented with 60% fidelity across all grade levels as measured Develop long term MTSS PD plan.	Continue to research, recommend, develop, and implement programming for all tiers of MTSS through focus groups, surveys, and data analysis. By June 6, 2024 CCCS will develop an MTSS system at the universal level and they will be implemented with 80% fidelity across all grade levels as measured.	Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessment and the full implementation of an elementary and MS MTSS model. (MTSS)	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Introduction and overview of MTSS. By June 6, 2024 CCCS will develop an MTSS system at the universal level and they will be implemented with 60% fidelity across all grade levels as measured Develop long term MTSS PD plan.	Introduction and overview of MTSS. By June 6, 2024 CCCS will develop an MTSS system at the universal level and they will be implemented with 60% fidelity across all grade levels as measured Develop long term MTSS PD plan.	Introduction and overview of MTSS. By June 6, 2024 CCCS will develop an MTSS system at the universal level and they will be implemented with 60% fidelity across all grade levels as measured Develop long term MTSS PD plan.	Introduction and overview of MTSS. By June 6, 2024 CCCS will develop an MTSS system at the universal level and they will be implemented with 60% fidelity across all grade levels as measured Develop long term MTSS PD plan.

Outcome Category
Parent and family engagement
Measurable Goal Statement (Smart Goal)

CCCS will implement tools to collect data and provide new opportunities for family and community engagement while promoting positive school culture.			
Measurable Goal Nickname (35 Character Max)			
Family Engagement/Positive School Culture			
Target Year 1	Target Year 2	Target Year 3	
Create opportunities for 100% of the students and families to provide meaningful contributions to all aspects of the district's operations. Have 80% of the stakeholders participate in the provided opportunities.	Create opportunities for 100% of the students and families to provide meaningful contributions to all aspects of the district's operations. Have 90% of the stakeholders participate in the provided opportunities.		
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Create opportunities for 100% of the students and families to provide meaningful contributions to all aspects of the district's operations. Have 80% of the stakeholders participate in the provided opportunities.	Create opportunities for 100% of the students and families to provide meaningful contributions to all aspects of the district's operations. Have 80% of the stakeholders participate in the provided opportunities.	Create opportunities for 100% of the students and families to provide meaningful contributions to all aspects of the district's operations. Have 80% of the stakeholders participate in the provided opportunities.	Create opportunities for 100% of the students and families to provide meaningful contributions to all aspects of the district's operations.

Priority: Create a school culture that allows families and community members to have greater opportunities for engagement and contribution.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
CCCS will utilize multiple strategies and interventions to increase student attendance. The Attendance Team will meet on a regular basis to review attendance data and to identify students with concerning attendance patterns.			
Measurable Goal Nickname (35 Character Max)			
CCCS will be able to increase student attendance so that 96% of students are in attendance on a daily basis.			
Target Year 1	Target Year 2	Target Year 3	
CCCS will be able to increase student attendance so that 96% of	CCCS will be able to increase student attendance so that 97% of	CCCS will utilize multiple strategies and interventions to increase student attendance. The Attendance Team will meet on a regular	

students are in attendance on a daily basis.	students are in attendance on a daily basis.	basis to review attendance data and to identify students with concerning attendance patterns.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
CCCS will be able to increase student attendance so that 96% of students are in attendance on a daily basis.	CCCS will be able to increase student attendance so that 96% of students are in attendance on a daily basis.	CCCS will be able to increase student attendance so that 96% of students are in attendance on a daily basis.	CCCS will be able to increase student attendance so that 96% of students are in attendance on a daily basis.

Action Plan

Measurable Goals

MTSS	Family Engagement/Positive School Culture
CCCS will be able to increase student attendance so that 96% of students are in attendance on a daily basis.	

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessment and the full implementation of an elementary and MS MTSS model. (MTSS)

Action Step		Anticipated Start/Completion Date	
At Christopher Columbus Charter School, we are committed to ensuring the success of every child. For that reason, and in order to adhere to current state guidance and best practices, we will continue with our MTSS (Multi-Tiered Systems of Support) process for Reading/English Language Arts (ELA) and Math this year and moving forward. The purpose of MTSS is to make sure your child is successful in school by identifying any barriers to learning and implementing interventions to address those barriers. The MTSS process is implemented school wide and based on our current universal screener data (STAR), that is administered each trimester. Students will receive intervention and enrichment based on their individual STAR data. Student groups may shift and change based on STAR benchmark and ongoing progress monitoring data.		2024-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coordinators: Melanie Pienkowski and Christine Sullivan	Chromebooks Universal Screener (STAR Early Literacy, STAR Reading, STAR Math) and Reports Kindergarten Letter and Sound Recognition Assessment Curriculum Based Phonics Screener Curriculum Based Fluency Passages Curriculum Based Oral Reading Fluency Norms Reading Horizons Phonemic Awareness, Phonics, and Comprehension Assessments Curriculum Based Informal Reading Inventory Assessments Lexia Core 5 Research-Based Reading Program KeyMath-3 Diagnostic	Yes	Yes

	Assessment Woodcock Reading Mastery Assessment - WRMT-III Additional School-Wide Curriculum Resources Data Meetings		
Action Step		Anticipated Start/Completion Date	
Action Item #1: School Wide student growth will be assessed through the Renaissance Star 360 Benchmarking program		2024-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coordinators: Melanie Pienkowski and Christine Sullivan	Online Universal Benchmark Screener: STAR Early Literacy, STAR Reading, STAR Math STAR Growth and Annual Progress Reports Classroom. ELL, SPED Teachers, Instructional Assistants	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #2: Kindergarten Letter and Sound Recognition Assessment		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coordinators: Melanie Pienkowski and Christine Sullivan	Kindergarten Letter and Sound Recognition Assessment (Proficiency - Fall- 50%, Winter - 75%, Spring - 100%) Teachers Reading Specialists/Interventionists Instructional Assistants	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #3: Grades 1-4 Fluency		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coordinators: Melanie	Classroom, ELL, SPED teachers Reading Specialists/Interventionists Curriculum Based Fluency Passages Curriculum-Based Oral Reading Fluency Norms (Hasbrouck J. Tindal)	Yes	Yes

Pienkowski and Christine Sullivan			
Action Step		Anticipated Start/Completion Date	
Action Item #4: Progress Monitoring of Tier 2 students		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coordinators: Melanie Pienkowski and Christine Sullivan	Classroom Teachers STAR Student Progress Monitoring Early Literacy, Reading, and Math Assessments Annual Progress and Growth Reports Lexia Core 5 Research-Based Reading Program Additional School Wide Curriculum Resources	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #5: Progress Monitoring of Tier 3 students		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coordinators	Classroom Teachers Reading Specialists and Interventionists ELD Teachers STAR 360 Student Progress Monitoring Early Literacy, Reading and Math STAR Annual Progress and Growth Reports Lexia Core 5 Research Based Reading Program Reading Horizons Elevate and Discovery Instructional Assessments (phonemic awareness, phonics, and comprehension assessments Curriculum-Based Oral reading Fluency Assessments and Norms KeyMath-3 Diagnostic Assessment (As needed) Woodcock Reading Mastery Assessment - WRMT-III (As Needed)	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #6: Professional Development/ ILT Meetings (Data Meetings)		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Instructional Coordinators	Administration Special Education Director and Teachers Instructional Coordinators, Reading Specialists/ Interventionists, Instructional Assistants, ELD Teachers, Classroom Teachers Instructional Planning Time Individual/Class Student Data Instructional Student Supports Instructional Best Practices	Yes	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessment and the full implementation of an elementary and MS MTSS model. (MTSS)</p>	<p>Action Item #1: School Wide student growth will be assessed through the Renaissance Star 360 Benchmarking program People: Instructional Coordinators & Teachers Frequency: Fall, Winter, and Spring. Method: Online Benchmark Measurement Tool: Star Renaissance Student Progress Monitoring, Annual Progress and Growth reports Action Item #2: Kindergarten Letter and Sound Recognition Assessment People: Instructional Coordinators, Teachers, and Reading Specialists & Interventionists Frequency: Fall, Winter, Spring Method: Screener Measurement Tool: Proficiency: Fall - 50%, Winter - 75%, Spring - 100% Action Item #3: Grades 1-4 Fluency People: Instructional Coordinators, Teachers Frequency: Fall, Winter, Spring Method: Fluency Passages Measurement Tool: Curriculum-Based Oral Reading Fluency Norms (Hasbrouck J. Tindal) Action Item #4: Progress Monitoring of Tier 2 students People: Instructional Coordinators, Classroom Teachers Frequency: Every 6-8 weeks Method: Star 360 Reading and Math Assessment, Additional School Wide Curriculum Resources: Measurement Tool: Star Renaissance Student Progress Monitoring, Annual Progress and Growth reports Action Item #5: Progress Monitoring of Tier 3 students People: Instructional Coordinators, Classroom Teachers, Reading Specialists & Interventionists Frequency: Every 2-4 weeks Method: Star 360, Reading Horizons Elevate Instructional Assessments, Additional School Wide Curriculum Resources Measurement Tool: Star Renaissance Student Progress Monitoring, Annual Progress and Growth reports, Reading Horizons Phonemic Awareness, Phonics and Comprehension Assessments, Curriculum-Based Oral Reading Fluency Norms Action Item #6: Professional Development/ ILT Meetings (Data Meetings) People: Administration, Special Education Director and Teachers, Instructional Coordinators, Reading Specialists/ Interventionists, Instructional Assistants, ELD Teachers, Classroom Teachers Frequency: Every two weeks Method: Instructional Planning Time Measurement Tool: Review Individual</p>

	Student Data, Discuss/ Implement Instructional Student Support, Learn/Discuss Instructional Best Practices
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Action Plan For: Family Engagement

Measurable Goals:
<ul style="list-style-type: none"> CCCS will implement tools to collect data and provide new opportunities for family and community engagement while promoting positive school culture.

Action Step	Anticipated Start/Completion Date	
<p>CCCS PARENTAL AND FAMILY INVOLVEMENT POLICY 2024-2025 Christopher Columbus Charter School will put into operation programs, activities and procedures for the involvement of parents in all of its schools, consistent with section 1116 of the EveryStudent Succeeds Act (ESSA), Title I, Part A programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children and updated annually to meet the changing needs of parents, family members and the school. Consistent with section 1116, Christopher Columbus Charter School will ensure that the required school-level parental involvement policies meet the requirements of ESSA, Section 1116 (b)(1), and each include, as a component, a school-parent compact consistent with ESSA, Section 1116 (d)(1). In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, CCCS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section III of the ESSA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools for parent-related activities or other school-related activity as agreed upon between the parents and the school administration. The school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards (ESSA, Section 1116 (c) (4) (B)). The school will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will</p>	2024-08-19	2027-06-02

carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring- A. that parents play an integral role in assisting their child's learning; B. that parents are encouraged to be actively involved in their child's education at school; C. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; D. the carrying out of other activities, such as those described in Section 1116 of the ESSA.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	Physical Space Parental Feedback Technology Internet Computers Policy and Procedure Handbooks Surveys Email Data Title 1 Information Conferences School Reach Phone System Social Media Interpreting Services Class Dojo Folders Parent/Student Compact Safety Net Team Committees Meetings	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #1 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under ESSA, Section 1116 (c)(3), morning and/or evening Sessions: Kindergarten Orientation Meeting (May prior to entering Kindergarten) Board Meetings Fall Planning Sessions Parent Information and Feedback Sessions Application Nights to complement SDP policies and procedures Individual High School Counseling Meeting (as needed)		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	Physical Space Parental Feedback Policy and Procedure Handbooks Technology Internet	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #2 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will take the following actions to involve parents in the process of school review and improvement under ESSA, Section 1116 (c) (3) Sessions: Board Meetings Survey Parents' Planning Committee (PAC Board Organization and Compact Representatives Committees) Requests for feedback on issues Email Correspondence		2024-08-19	2027-06-02

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	Physical Space Internet Technology Parent/Family Engagement Compact Feedback Email Accounts	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #3 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS The school will provide the necessary coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Sessions: Back to School Night Report Card Conferences Interim Reports PSSA Reports Math/Literacy/STEM Nights Title 1 Information Sessions Tier Time Updates I.E.P Conferences Home Visits by the Counselor and Administrator Technology Information Session Family Events Personnel Support (Technology & Community Coordinator) Updating Social Media Technical Equipment and Adequate Facilities		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	Physical Space Data Conference Days built into Calendar Internet Computers Technology Power School Paper VIP Folders Title 1 Information IEPs School Reach Phone System Social Media (Website, Facebook, Instagram)	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #4 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will coordinate and integrate parental involvement strategies in Title I Part A with parental involvement strategies under the following other programs (ESSA, Section 1116 (c) (4) (A)): Services- After School Support Program and Einstein Behavioral Health Student Assistance Program- offers family counseling, referral, assessment, and family support		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	After School Support Program Einstein Behavioral Health Student Assistance Program Referrals Pamphlets Family Support	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Action Item #5 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in order to assess its impact on family engagement in Title I, Part A schools (ESSA, Section 1116 (c) (1)) . The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Christopher Columbus Charter School will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies (ESSA, Section 1116(7) (f)). Sessions: Annual Title I Meeting Survey Results Interpreter Family Communication Class Dojo (Can be translated to native languages) Folders/Paper Copies (Translated on Google when needed) Parent Representative (Compact) meeting		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	Technology Internet Title 1 Information Physical Space Surveys Interpreting Services Phone Class Dojo Folders/Paper Copies Parent/Family Engagement Compact	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #6 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will provide assistance to parents, as appropriate, in understanding topics such as the following (ESSA, Section 1116(c) (4) (C)): the State’s academic content and achievement standards; the State and local academic assessments including alternative assessments;the requirements of Title I, Part A; how to monitor their child’s progress and how to work with educators Activities in School Plan: Back to School Night Parent Teacher Conferences Notes/Emails from Staff Information Sessions for Parents Report Card Conferences I.E.P. Conferences and updates Application Nights Messages on website Phone Calls from school Social Media (Facebook, Instagram) School Reach Service Learning Parent Core Organization events		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

School Principals	Physical Space Technology/Internet/Email Report Cards IEPs Website Phone Social Media School Reach Phone System Service-Learning Projects	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #7 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will, with assistance, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by (ESSA, Section 1116 (6) (e) (1)): Activities in School Plan: A Principal and two Assistant Principals for parents to access A Safety Net Team (which includes the Director of Student Services, Assistant Principals, and School Counselor) Access to Parental Resources Ongoing communication with teachers and staff Information Sessions for parents		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	Safety Net Team Parent Resources Communication	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #8 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will, with assistance, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by(ESSA, Section 1116 (6) (e) (3): Activities in School Plan: Professional Development Meetings Grade Group Meetings Instructional Support Meetings Administrative Meetings Professional Conferences/Development		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	Physical Space Unit Leaders Binders Professional Development Presenters	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #9 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and other programs, and conduct other activities, such as		2024-08-19	2027-06-02

parent resource centers, that encourage and support parents in more fully participating in the education of their children by (ESSA, Section 1116 (6) (e) (4)): Activities in School Plan: PHMC (coordinates these activities) Application Nights Related service agencies including behavioral, occupation and speech services			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	PHMC Related Service Agencies Physical Space	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #10 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the parents can understand (ESSA, Section 1116 (6) (e) (5)): Activities in School Plan: Letters to Parents Wednesday Reminders Website Notices Facebook/Instagram Emails School Reach-automated schoolwide phone system Phone Calls		2024-08-19	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	Paper Website Social Media Email School Reach Phone System Phones	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #11 SCHOOL-WIDE PARENTAL AND FAMILY INVOLVEMENT POLICY COMPONENTS Description: The School's Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's achievement, such as the following discretionary activities ESSA, Section 1116 (5): a. involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training b. providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training c. paying reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions d. training parents to enhance the involvement of other parents arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; in		2024-08-19	2027-06-02

order to maximize parental involvement and participation in their children’s education e. adopting and implementing model approaches to improving parental involvement f. establishing a Parent Core Organization to provide input on all matters related to parental involvement in Title I, Part A programs g. developing appropriate roles for community-based organizations and businesses, in parental involvement activities h. providing other reasonable support for parental involvement activities under ESSA, Section 1116 (d) (2) (A-D) as parents may request.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	Training Materials funds transportation flexibility PAC Board Community-based organizations and businesses	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Action Item #12 ADOPTION Christopher Columbus Charter School and Parental Involvement Policy has been developed jointly with, and agreed with, parents as evidenced by Participation in School Plan. The school will distribute this policy to all parents on or before August 26, 2025 CHRISTOPHER COLUMBUS CHARTER SCHOOL PARENT AND FAMILY ENGAGEMENT COMPACT The Christopher Columbus Charter School, and the parents of the students participating in activities, services, and programs funded by the Title I, Part A of the Every Student Succeeds Act (ESSA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during the school year 2024-2025. Christopher Columbus Charter School will: 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: Our curriculum is standards based and delivered by a highly qualified staff. We implement the MTSS model and serve the diverse needs of our learners. Progress is monitored with multiple assessments ensuring that our curriculum and techniques are data driven. Teaching teams meet regularly to plan accordingly. We have a positive behavior model and implement Responsive Classroom school wide. 2. Hold parent information sessions (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: ? Fall Title I Information Session ? Monthly Chat and Chew Sessions ? Back to School Night in September lays out classroom and school-wide protocols and goals for the year. ? Mandatory Report Card Parent Teacher Conferences occur twice annually- December and March. 3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Interim Reports for every student are sent home in October and discretionary Interim Reports		2024-08-19	2027-06-02

are sent in January and April. Report cards are delivered in December, March and June. Baseline assessment results are shared as well as ongoing classroom assessments throughout the year. Standardized test results are delivered in a timely manner. Staff members are required to contact parents whenever there is a concern and also for times of success. Communication logs are kept daily.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: ? All staff receive phone messages through our front office and will respond within twenty-four hours. ? A written letter to a teacher will be responded to within twenty-four hours. ? Each staff member has an email address. First initial, last name @cccs.k12.pa.us i.e. amastrobuoni@cccs.k12.pa.us

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Our Community Coordinator oversees all volunteer opportunities and communicates with parents concerning upcoming school events. All of our volunteers are in compliance with the Child Protective Services Law and have obtained all clearances including the FBI fingerprinting check. The Parent Advisory Council (PAC) works with administration to sponsor events throughout the school year such as Book Fairs, the Holiday Shop etc. Christopher Columbus Charter School has an open-door policy for our parents which allows them to observe in their child’s classroom setting whenever requested. These arrangements are set up with administration and the classroom teacher. When available, each classroom attends a yearly class trip in which parents are invited as chaperones. We invite our parents to visit anytime.

Parent Responsibilities We, as parents, will support our children’s learning in the following ways: ? Monitor attendance including lateness and early dismissals; well-fed; well rested. ? Make sure that homework is completed. ? Monitor the amount of television and electronic use to create a home atmosphere that supports learning. ? Complete clearances and checks required in accordance with the Child Protective Laws Services Act in order to volunteer at Christopher Columbus Charter School events: ? Communicate with school concerning issues related to child, including homelessness. ? Review all school communication & respond promptly. ? Participating, as appropriate, in decisions relating to my child’s education. ? Promoting positive use of my child’s extracurricular time. ? Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. ? Serving the CCCS community to the extent possible; attend school functions. ? Encourage their child to show respect for all members of the school community and school property.

Student Responsibilities (revise as appropriate to grade level) We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will: ? Attend school regularly and on time. ? Follow CCCS Norms. ? Do my homework every day and ask for help when I need it. ? Read at least 30 minutes every day outside of school time. ? Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Christopher Columbus Charter School will: 1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way. This happens at the Annual Title I/Parent Roster Night which was held on September 12, 2024. 2.

<p>Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way. Information will be shared at monthly parent meetings. 3. Hold an annual meeting (Annual Title I/Parent Roster Night which was held on September 12, 2024) to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents and will offer monthly parental involvement meetings, such as morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. 4. Ensuring regular two-way, meaningful communication between family members and school staff and provide information to parents of participating students in an understandable and uniform format and including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. 5. Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet. 6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. There will also be an annual survey made available to parents so they can offer feedback. The school will respond to any such suggestions as soon as practicably possible. 7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. 8. Provide information to parents and district, upon notification of issues related to housing. 9. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002). To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Christopher Columbus Charter School will: 1. Recommend to the ESSA the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams. 2. Work with the School District of Philadelphia in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A. 3. Work with the School District of Philadelphia to ensure that a copy of the State Education Agency’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate charter school officials or representatives.</p>			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	Parent and Family Engagement Compact	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
CCCS will implement tools to collect data and provide new opportunities for family and community engagement while promoting positive school culture.	PEOPLE: board members, CAO, principals, vice principals, coordinators, Teachers, staff, community members, parents. related service agencies, PAC Board, After School Support Program Staff, Einstein Behavioral Health Staff FREQUENCY: As needed, daily, weekly, monthly, yearly METHOD: virtual, email, Class Dojo, social media, meetings, surveys, conferences, committees, parent nights, scores/reports

Action Plan For: Attendance

Measurable Goals:
<ul style="list-style-type: none"> CCCS will utilize multiple strategies and interventions to increase student attendance. The Attendance Team will meet on a regular basis to review attendance data and to identify students with concerning attendance patterns.

Action Step		Anticipated Start/Completion Date	
Absence Notification		2024-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Monitor	PowerSchool School Phone Number	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Excused Absences - Parent/Medical Documentation CCCS does not allow more than three (3) parent notes to be accepted for excused absences per year; for any absences beyond the third parental notification, a physician's note is required. CCCS may excuse student absences under certain circumstances, as long as original documentation is provided. Those circumstances only include emergency (non-routine) doctors' appointments, court subpoenas, funeral notices, and other reasons recognized by law. Routine medical and dental appointments are to be made outside of school hours.		2024-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Attendance Monitor	PowerSchool Parent/Medical Documentation	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Unexcused Absences - CCCS does not allow more than three (3) parent notes to be accepted for excused absences per year For any absences beyond the third parental notification, a physician’s note is required. Absent – “Unexcused” All absences are treated as unexcused/illegal until CCCS receives original documentation/written explanation of the reason(s) for the absence. The absence will be permanently recorded as unexcused if the parents/guardians do not provide the original documentation/written explanation within the three (3) days of the absence. Family vacations will be counted as unexcused absences from school. A student is considered truant once they have accumulated three (3) or more unexcused absences. A notification of three (3) illegal absences will be sent home to notify families in an attempt to rectify the issue tardiness.		2024-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Monitor	PowerSchool Physician Notification	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Chronic Unexcused Absences - After frequent unexcused absences as mentioned in the method below. Meetings will be held after five (5) and eight (8) absences in order to work together and remove any barriers that are preventing the students from attending school. Students and their families will be referred to DHS or Truancy Court once a student reaches ten (10) unexcused absences. Students will be dropped from CCCS’s enrollment after ten (10) consecutive unexcused absences. Students will be required to attend summer school once they reach twenty (20) absences and may be retained in their current grade if they reach twenty-five (25).		2024-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Monitor	PowerSchool Parents Attendance Monitor Administration	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease absenteeism through parent accountability, with explicit guidelines and policies, while building relationships with staff.	Monitoring: PowerSchool People: Attendance Monitor Frequency: Daily

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• MTSS	Improving Basic Programs	\$934,718.00
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">• MTSS	Supporting Effective Instruction	\$51,703.00
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">• MTSS	Student Support and Academic Achievement	\$72,114.00
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	At Christopher Columbus Charter School, we are committed to ensuring the success of every child. For that reason, and in order to adhere to current state guidance and best practices, we will continue with our MTSS (Multi-Tiered Systems of Support) process for Reading/English Language Arts (ELA) and Math this year and moving forward. The purpose of MTSS is to make sure your child is successful in school by identifying any barriers to learning and implementing interventions to address those barriers. The MTSS process is implemented school wide and based on our current universal screener data (STAR), that is administered each trimester. Students will receive intervention and enrichment based on their individual STAR data. Student groups may shift and change based on STAR benchmark and ongoing progress monitoring data.
MTSS	Action Item #1: School Wide student growth will be assessed through the Renaissance Star 360 Benchmarking program
MTSS	Action Item #2: Kindergarten Letter and Sound Recognition Assessment
MTSS	Action Item #3: Grades 1-4 Fluency
MTSS	Action Item #4: Progress Monitoring of Tier 2 students
MTSS	Action Item #5: Progress Monitoring of Tier 3 students
MTSS	Action Item #6: Professional Development/ ILT Meetings (Data Meetings)
Family Engagement	Action Item #2 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will take the following actions to involve parents in the process of school review and improvement under ESSA, Section 1116 (c) (3) Sessions: Board Meetings Survey Parents' Planning Committee (PAC Board Organization and Compact Representatives Committees) Requests for feedback on issues Email Correspondence
Family Engagement	Action Item #1 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under ESSA, Section 1116 (c)(3), morning and/or evening Sessions: Kindergarten Orientation Meeting (May prior to entering Kindergarten) Board Meetings Fall Planning Sessions Parent Information and Feedback Sessions Application Nights to complement SDP policies and procedures Individual High School Counseling Meeting (as needed)
Family Engagement	CCCS PARENTAL AND FAMILY INVOLVEMENT POLICY 2024-2025 Christopher Columbus Charter School will put into operation programs, activities and procedures for the involvement of parents in all of its schools, consistent with section 1116 of the EveryStudent Succeeds Act (ESSA), Title I, Part A programs.Those programs, activities and

	<p>procedures will be planned and operated with meaningful consultation with parents of participating children and updated annually to meet the changing needs of parents, family members and the school. Consistent with section 1116, Christopher Columbus Charter School will ensure that the required school-level parental involvement policies meet the requirements of ESSA, Section 1116 (b)(1), and each include, as a component, a school-parent compact consistent with ESSA, Section 1116 (d)(1). In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, CCCS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section III of the ESSA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools for parent-related activities or other school-related activity as agreed upon between the parents and the school administration. The school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards (ESSA, Section 1116 (c) (4) (B)). The school will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring-</p> <p>A. that parents play an integral role in assisting their child’s learning; B. that parents are encouraged to be actively involved in their child’s education at school; C. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; D. the carrying out of other activities, such as those described in Section 1116 of the ESSA.</p>
<p>Family Engagement</p>	<p>Action Item #3 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS The school will provide the necessary coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Sessions: Back to School Night Report Card Conferences Interim Reports PSSA Reports Math/Literacy/STEM Nights Title 1 Information Sessions Tier Time Updates I.E.P Conferences Home Visits by the Counselor and Administrator Technology Information Session Family Events Personnel Support (Technology & Community Coordinator) Updating Social Media Technical Equipment and Adequate Facilities</p>
<p>Family Engagement</p>	<p>Action Item #4 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will coordinate and integrate parental involvement strategies in Title I Part A with parental involvement strategies under the following other programs (ESSA, Section 1116 (c) (4) (A)): Services- After School Support Program and Einstein Behavioral Health Student Assistance Program- offers family counseling, referral, assessment, and family support</p>

Family Engagement	Action Item #5 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in order to assess its impact on family engagement in Title I, Part A schools (ESSA, Section 1116 (c) (1)) . The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Christopher Columbus Charter School will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies (ESSA, Section 1116(7) (f)). Sessions: Annual Title I Meeting Survey Results Interpreter Family Communication Class Dojo (Can be translated to native languages) Folders/Paper Copies (Translated on Google when needed) Parent Representative (Compact) meeting
Family Engagement	Action Item #6 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will provide assistance to parents, as appropriate, in understanding topics such as the following (ESSA, Section 1116(c) (4) (C)): the State’s academic content and achievement standards; the State and local academic assessments including alternative assessments;the requirements of Title I, Part A; how to monitor their child’s progress and how to work with educators Activities in School Plan: Back to School Night Parent Teacher Conferences Notes/Emails from Staff Information Sessions for Parents Report Card Conferences I.E.P. Conferences and updates Application Nights Messages on website Phone Calls from school Social Media (Facebook, Instagram) School Reach Service Learning Parent Core Organization events
Family Engagement	Action Item #7 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will, with assistance, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by (ESSA, Section 1116 (6) (e) (1)): Activities in School Plan: A Principal and two Assistant Principals for parents to access A Safety Net Team (which includes the Director of Student Services, Assistant Principals, and School Counselor) Access to Parental Resources Ongoing communication with teachers and staff Information Sessions for parents
Family Engagement	Action Item #8 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will, with assistance, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by(ESSA, Section 1116 (6) (e) (3): Activities in School Plan: Professional Development Meetings Grade Group Meetings Instructional Support Meetings Administrative Meetings Professional Conferences/Development

Family Engagement	Action Item #9 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by (ESSA, Section 1116 (6) (e) (4)): Activities in School Plan: PHMC (coordinates these activities) Application Nights Related service agencies including behavioral, occupation and speech services
Family Engagement	Action Item #10 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS CCCS will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the parents can understand (ESSA, Section 1116 (6) (e) (5)): Activities in School Plan: Letters to Parents Wednesday Reminders Website Notices Facebook/Instagram Emails School Reach- automated schoolwide phone system Phone Calls
Family Engagement	Action Item #11 SCHOOL-WIDE PARENTAL AND FAMILY INVOLVEMENT POLICY COMPONENTS Description: The School’s Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s achievement, such as the following discretionary activities ESSA, Section 1116 (5): a. involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training b. providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training c. paying reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions d. training parents to enhance the involvement of other parents arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; in order to maximize parental involvement and participation in their children’s education e. adopting and implementing model approaches to improving parental involvement f. establishing a Parent Core Organization to provide input on all matters related to parental involvement in Title I, Part A programs g. developing appropriate roles for community-based organizations and businesses, in parental involvement activities h. providing other reasonable support for parental involvement activities under ESSA, Section 1116 (d) (2) (A-D) as parents may request.
Family Engagement	Action Item #12 ADOPTION Christopher Columbus Charter School and Parental Involvement Policy has been developed jointly with, and agreed with, parents as evidenced by Participation in School Plan. The school will distribute this policy to all parents on or before August 26, 2025 CHRISTOPHER COLUMBUS CHARTER SCHOOL PARENT AND FAMILY ENGAGEMENT COMPACT The Christopher Columbus Charter School, and the parents of the

students participating in activities, services, and programs funded by the Title I, Part A of the Every Student Succeeds Act (ESSA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the school year 2024-2025. Christopher Columbus Charter School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our curriculum is standards based and delivered by a highly qualified staff. We implement the MTSS model and serve the diverse needs of our learners. Progress is monitored with multiple assessments ensuring that our curriculum and techniques are data driven. Teaching teams meet regularly to plan accordingly. We have a positive behavior model and implement Responsive Classroom school wide.
2. Hold parent information sessions (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: ? Fall Title I Information Session ? Monthly Chat and Chew Sessions ? Back to School Night in September lays out classroom and school-wide protocols and goals for the year. ? Mandatory Report Card Parent Teacher Conferences occur twice annually- December and March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Interim Reports for every student are sent home in October and discretionary Interim Reports are sent in January and April. Report cards are delivered in December, March and June. Baseline assessment results are shared as well as ongoing classroom assessments throughout the year. Standardized test results are delivered in a timely manner. Staff members are required to contact parents whenever there is a concern and also for times of success. Communication logs are kept daily.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: ? All staff receive phone messages through our front office and will respond within twenty-four hours. ? A written letter to a teacher will be responded to within twenty-four hours. ? Each staff member has an email address. First initial, last name @cccs.k12.pa.us i.e. amastrobuoni@cccs.k12.pa.us
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Our Community Coordinator oversees all volunteer opportunities and communicates with parents concerning upcoming school events. All of our volunteers are in compliance with the Child Protective Services Law and have obtained all clearances including the FBI fingerprinting check. The Parent Advisory Council (PAC) works with administration to sponsor events throughout the school year such as Book Fairs, the Holiday Shop etc. Christopher Columbus Charter School has an open-door policy for our parents which allows them to observe in their child's classroom setting whenever requested. These arrangements are set up with administration and the classroom teacher. When available, each classroom attends a yearly class trip in which parents are invited as chaperones. We invite our parents to visit anytime.

Parent Responsibilities We, as parents, will support our children's learning in the following ways: ? Monitor attendance including lateness and early dismissals; well-fed; well rested. ? Make sure that homework is completed. ? Monitor the amount of television and electronic use to create a home atmosphere that supports learning. ? Complete

clearances and checks required in accordance with the Child Protective Laws Services Act in order to volunteer at Christopher Columbus Charter School events: ? Communicate with school concerning issues related to child, including homelessness. ? Review all school communication & respond promptly. ? Participating, as appropriate, in decisions relating to my child's education. ? Promoting positive use of my child's extracurricular time. ? Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. ? Serving the CCCS community to the extent possible; attend school functions. ? Encourage their child to show respect for all members of the school community and school property. Student Responsibilities (revise as appropriate to grade level) We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will: ? Attend school regularly and on time. ? Follow CCCS Norms. ? Do my homework every day and ask for help when I need it. ? Read at least 30 minutes every day outside of school time. ? Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day. Christopher Columbus Charter School will: 1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. This happens at the Annual Title I/Parent Roster Night which was held on September 12, 2024. 2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way. Information will be shared at monthly parent meetings. 3. Hold an annual meeting (Annual Title I/Parent Roster Night which was held on September 12, 2024) to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents and will offer monthly parental involvement meetings, such as morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. 4. Ensuring regular two-way, meaningful communication between family members and school staff and provide information to parents of participating students in an understandable and uniform format and including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. 5. Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. 6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. There will also be an annual survey made available to parents so they can offer feedback. The school will respond to any such suggestions as soon as practicably possible. 7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. 8. Provide information to parents and district, upon notification of issues related to housing. 9. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67

	Fed. Reg. 71710, December 2, 2002). To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Christopher Columbus Charter School will: 1. Recommend to the ESSA the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams. 2. Work with the School District of Philadelphia in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A. 3. Work with the School District of Philadelphia to ensure that a copy of the State Education Agency’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate charter school officials or representatives.
Attendance	Absence Notification
Attendance	Excused Absences - Parent/Medical Documentation CCCS does not allow more than three (3) parent notes to be accepted for excused absences per year; for any absences beyond the third parental notification, a physician’s note is required. CCCS may excuse student absences under certain circumstances, as long as original documentation is provided. Those circumstances only include emergency (non-routine) doctors’ appointments, court subpoenas, funeral notices, and other reasons recognized by law. Routine medical and dental appointments are to be made outside of school hours.
Attendance	Unexcused Absences - CCCS does not allow more than three (3) parent notes to be accepted for excused absences per year For any absences beyond the third parental notification, a physician’s note is required. Absent – “Unexcused” All absences are treated as unexcused/illegal until CCCS receives original documentation/written explanation of the reason(s) for the absence. The absence will be permanently recorded as unexcused if the parents/guardians do not provide the original documentation/written explanation within the three (3) days of the absence. Family vacations will be counted as unexcused absences from school. A student is considered truant once they have accumulated three (3) or more unexcused absences. A notification of three (3) illegal absences will be sent home to notify families in an attempt to rectify the issue tardiness.
Attendance	Chronic Unexcused Absences - After frequent unexcused absences as mentioned in the method below. Meetings will be held after five (5) and eight (8) absences in order to work together and remove any barriers that are preventing the students from attending school. Students and their families will be referred to DHS or Truancy Court once a student reaches ten (10) unexcused absences. Students will be dropped from CCCS’s enrollment after ten (10) consecutive unexcused absences. Students will be required to attend summer school once they reach twenty (20) absences and may be retained in their current grade if they reach twenty-five (25).

MTSS Implementation

Audience
Teachers, supports staff, and administrators.
Topics to be Included

Establish and Implement Multi-tiered System of Supports		
Evidence of Learning		
Classroom lessons and activities will be aligned to curricular adoption or revision.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Christine Sullivan (MTSS Coordinator), Danielle Small (Sped Director), Jessie Matthews (Human Resources) and Gina Tricocci (School Phycologist)	2024-08-19	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	PD week leading up to the first day of school. Then monthly inservice full PD days.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

Introduce MTSS to Staff					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-8 Teachers and support staff	What is MTSS and why use it at CCCS? What is the process of establishing a MTSS program? Overview and Introduction; MTSS Intervention Resources	Christine Sullivan/ Melanie Pienkowski	08/19/2024	06/06/2025
Communications					
Type of Communication			Frequency		
Other			Summer overview and updates, August overview and introduction, fall MTSS resources, ongoing monthly MTSS resources.		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">affirmation_statement_compschool.pdf

Chief School Administrator	Date
Nathan Blodgett	2025-03-25
Building Principal Signature	Date
Charles Moore Jr.	2025-03-25
School Improvement Facilitator Signature	Date