

Independence CS West

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

5600 Chester Avenue
Philadelphia, PA 19143
(215)724-5600

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Julio Nunez
Date of Local Chartering School Board/PDE Approval:	7/1/2015
Length of Charter:	3 years
Opening Date:	9/6/2016
Grade Level:	K-5
Hours of Operation:	8:20 AM - 3:15 PM
Percentage of Certified Staff:	79.00 %
Total Instructional Staff:	33
Student/Teacher Ratio:	16:1
Student Waiting List:	720
Attendance Rate/Percentage:	93.40 %
Enrollment:	519
Per Pupil Subsidy:	9099.28
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	85.70 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	98

Student Profile

Group	Student Count
American Indian/Alaskan Native	1.00
Asian/Pacific Islander	1.00
Black (Non-Hispanic)	458.00
Hispanic	22.00
White (Non-Hispanic)	27.00
Multicultural	10.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	177.00	180.00	0.00	0.00
Instructional Hours	0.00	0.00	986.25	1002.00	0.00	0.00

Planning Process

Key stakeholders meet regularly - as a whole - or in small groups to determine and evaluate key needs, accomplishments, and directions that the school is taking. All documentation, needs assessments, agendas, and sign-in sheets are available for review.

Parent and Family Engagement is a major area/focus that ICS-West will continue to address and develop/expand with all current and new planning stakeholders.

Mission Statement

Independence Charter School West (ICS-West) is a community-based K-8 public charter school of academic excellence, located in Southwest Philadelphia and serving a diverse community of learners. ICS West provides an intellectually-stimulating curriculum with a global focus designed to develop independent, thoughtful global citizens. We emphasize second language acquisition and integrate arts, ideas, and histories from around the world.

Vision Statement

It is the vision of Independence Charter School West (ICSW) that all of our students will graduate from grade 8 fully bilingual, culturally conversant, and with the knowledge and skills necessary to gain admission, excel academically and thrive socially in the high school of their choice. ICS West will utilize Responsive Classroom and Trauma-Informed Practices to meet this goal.

Shared Values

- o **Community.** We honor and celebrate the fullness of our individual and collective humanity.
- o **Courage.** We accept the challenge and joy of standing for who we are and for everyone's right to be themselves.
- o **Growth.** We take risks and do difficult things every day because learning strengthens our relationships to ourselves, each other, and the world. Learning is worth the effort.

o **Equity.** We create a just learning environment that provides all learners with what they need to feel and be healthy, safe, and affirmed. All learners deserve academic opportunities that meet their needs.

Global Citizenship

I am a global citizen when...

Soy un ciudadano del mundo cuando...

I respect multiple points of view.

Respeto diferentes puntos de vista.

I challenge stereotypes and misinformation.

Desafío los estereotipos y la desinformación.

I make responsible decisions.

Tomo decisiones responsables.

Educational Community

The educational community of ICS West is urban, with a over 90 percent of its student body belonging to a minority group, predominantly African American. The Southwest community has a high level of poverty and need for social services. The school's finances are strong currently and are projected to improve as startup costs and overhead diminish. Although the majority of students and their families are African American, the school community has a representation of a variety of races and ethnic backgrounds. There is an area within Southwest where one can find families who have recently immigrated from different parts of Africa, such as Ghana and Sierra Leone. There is also a small pocket around University City, where more affluent families reside. Some of these families have opted to join the school community for its focus on Global Citizenship. Around the school, one can find a significant number of family owned businesses, such as bodegas, coffee shops and restaurants and hair salons.

There are a variety of community resources the school relies on. For one, school maintains a partnership with its local recreation center, Myers Rec. Center (MRC). Every year, the school

partners with MRC to plan Field Day toward the end of school year. ICS West also maintains a collaboration with the African Cultural Alliance of North America (ACANA) to provide support for immigrant families. The Village also provides students and families with therapeutic and mental health services.

ICS West maintains a management agreement with its sister school in Center City, ICS, to provide a variety of supports, in areas such as facilities, data management and human resources.

ICS West serves 519 students in grades K-5. Its special education population is just over 100 students. Students' backgrounds are diverse. However, there is a high need for trauma-related intervention, as well as academic and behavioral.

ICS West students benefit from a state-of-the-art facility, with a 1-1 ratio of laptop to student. This allows students to access online resources, and other interventions at their own pace. Students also benefit from a partnership with Playworks, a national nonprofit that supports learning and physical health by providing safe and inclusive play to low-income students in urban schools. School is also in its second year of running its after-school and summer programs through a 21st Century Community Learning Centers grant. School has received funding to operate program for the next five years. These additional academic opportunities are offered to students with demonstrated need.

There is strong parental support and engagement. Regular events such as Back to School Night, and Parent-Teacher conferences are attended by an overwhelming majority of parents. School also helped create PTA in its first year of operation. PTA has helped with providing enrichment opportunities for students and families.

Academic rigor and global relevance will continue to be the foundation upon which ICSW has built its academic plan. ICSW has committed to aligning all instruction with the PA Core Standards and ensuring that the PA Academic Standards remain the foundation upon which our curricula and instruction are built. Not only do the academic standards provide clear benchmark measures for what students should know and be able to do, but the assessment anchors and eligible content provide focused instructional support to enhance student achievement. All instruction that takes place at ICSW is directly linked to the *PA Core Standards* and *PA Academic Standards*. Instruction is differentiated based on each learner's unique learning needs as determined by valid and reliable formative and summative assessment. All curriculum materials for core subjects are closely aligned to *PA Common Core Standards*. The global studies component of our curriculum supplements core instruction with second language instruction, international music, arts, history, geography, and cultures. It includes an integrated study of countries in grades K-5 and will eventually include an integration of global studies through history and technology classes in grades 6-8. Teachers at ICSW work to incorporate the global

studies component across the curriculum to give students an appreciation for a wide range of world cultures, histories, and languages.

Victoria Bernhardt's Multiple Measures Model and School Improvement Process encourages data-driven decision-making both in the classroom and as part of the school's continuous improvement process. As a community and family-based school, we believe the best learning happens when we partner with families and the community to expand and enrich the learning opportunities for our students and to continuously improve the quality of the instruction we offer. We approach each ICS West student as an individual and understand that students need varying levels of support academically, socially, and emotionally. For this reason, we incorporate tutoring during the school day as well as flexible grouping and small-group learning. Similarly, our process for helping students enter high school will include having the counselor meet with each family individually to review the student's "portfolio" and to prepare a thoughtful and substantial application to high schools, once students reach 8th grade.

Like Independence Charter School, ICSW has established a positive learning environment where all students possess higher order thinking skills, are fully engaged in daily instruction, make authentic connections to the work around them, and use technology as a bridge to the future.

Board of Trustees

Name	Office	Address	Phone	Email
Tyesha Miley	Member	5600 Chester Avenue, Philadelphia, PA 19143	215-724-5600	icswest@icswest.org
Julio Nuñez	CEO	5600 Chester Avenue, Philadelphia, PA 19143	215-724-5600	julion@icswest.org
Jere Paolini	Member	5600 Chester Avenue, Philadelphia, PA 19143	215-724-5600	icswest@icswest.org
Dyana Reid	Member	5600 Chester Avenue, Philadelphia, PA 19143	215-724-5600	icswest@icswest.org
Pedro Rodriguez	Member	5600 Chester Avenue,	215-724-5600	icswest@icswest.org

		Philadelphia, PA 19143		
Gloria Shabazz	President	5600 Chester Avenue, Philadelphia, PA 19143	215-724-5600	icswest@icswest.org
Gloria Shabazz	Treasurer	5600 Chester Avenue, Philadelphia, PA 19143	215-724-5600	icswest@icswest.org
Tarae Terry	Vice President	5600 Chester Avenue, Philadelphia, PA 19143	215-724-5600	icswest@icswest.org
Maurice Tolliver	Member	5600 Chester Avenue, Philadelphia, PA 19143	215-724-5600	icswest@icswest.org

Board of Trustees Professional Development

June 22, 2016 Board Training:

Conducted by: Patricia Hennessy, Esq. of Conrad O'Brien

Topics: Public School Law, Charter School Law, Role of Board, Legal & Ethical Obligations, Ethics Act, Conflict of Interest Policy, Sunshine Act, Truancy Guidelines, Safe Schools Act, Right to Know, FERPA, Public Bidding, Charter Renewal

Attendees: Rachel Keene, Gloria Shabazz, Dyana Reid, Pam Prell

April 6, 2017 Board Training:

Conducted by: Jerry Santilli of Santilli & Thomson

Topics: Fiscal Management, Funding Sources, ICSW Financial Policy & Procedures, PSP Grant, Food Service Budget

Attendees: Gloria Shabazz, Rachel Keene, Dyana Reid, Jere Paolini, Tyesha Miley, Tarae Terry

Governance and Management

The ICS West Board of Trustees meets once a month with the exception of July and January. The Board supports active committees in all major areas pertaining to the governing and administering of the school. The Board has four committees that meet regularly and/or as needed. These committees are Finance, Human Resources, Governance and Community Relations. All committees provide reports to the full board at the monthly BOT meetings.

In addition, each Board meeting includes a full report of the previous month of school operations from the CEO, as well as a full financial report from Business Manager. Board committees also provide written or oral report on activities that transpired the previous month. In this manner, BOT members are informed and involved in all area, and provide school community regular updates on the school progress, operations, and governance.

The CEO maintains a regular dialogue and good working relationship with the School District of Philadelphia and specifically the Charter School Office and informs the Board of all current events. Board Members also attend meetings with the Charter School Office leaders.

Student Enrollment

Independence Charter School West holds an annual student lottery in order to enroll new students. The lottery is typically held in March of the school year prior to the September parents wish their child to begin school. In order to be included in the lottery drawing, parent must be a Philadelphia resident and submit a complete, accurate application and all required documentation by the lottery deadline. All other applications are added to the end of the waiting list after the lottery drawing is complete. Child entering Kindergarten must be 5 years old prior to September.

The lottery drawing is used to fill available spaces for enrollment in kindergarten only. After the available spaces are filled, the remaining names go onto a kindergarten waiting list. For grades 1-3, the lottery is used to create a waiting list that will be used to fill spaces if current students transfer out of ICS-West.

Sibling preference: ICS West and its families benefit from our keeping families together. For this reason, ICS West offers an admissions sibling preference. A sibling is defined as a biological or legally adopted brother or sister who lives in the same household as the current ICS-West student. To receive sibling preference, parents or guardians must bring a completed application to ICS-West by the enrollment deadline. If your sibling application is received after the enrollment deadline, the sibling's name will be placed at the end of the waiting list.

ICS West maintains a waiting list for all grades. To make sure all children are treated fairly, we use the following process:

- Assign a number to each child on the waiting list by lottery.
- Send you a postcard or email message after the lottery to tell you your child's place on the list.
- Move children into a class as space becomes available, starting with siblings of current ICS-West students and then children with the lowest waiting list number for each grade.
- Call your home to inform you of your child's acceptance.
- If your child is on our waiting list, please be patient. We typically do not know about any available space until the end of June or later in the summer. To make sure we can get in touch with you, please update us regarding any changes in address or phone number.

ICS West does not keep waiting lists from year to year. If a child is not selected for a given year, parent must complete a new application for following year in order to be entered into the lottery.

Parent Communication

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

Files uploaded:

- ICSW Application ENGLISH 2019-20 FINAL.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
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	Year				
2016	298	301	0		6
2017	405	403	0	Moved out of Philadelphia, Transferred to another District public or charter	8
2018	528	519	0	Moved out of Philadelphia, Transferred to another District public or charter	0

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2016	96	192	51	48									
2017	103	101	98	51	50								
2018	101	104	106	106	51	51							

Stakeholder Involvement

Name	Role
Not Applicable	Middle School Teacher - Regular Education
Not Applicable	High School Teacher - Special Education
Not Applicable	Middle School Teacher - Special Education
Not Applicable	High School Teacher - Regular Education
Josephine Blow	Community Representative
Tish Cirone	Community Representative
Michael Danyo	Business Representative
Doris Ferver	Parent
Julie Fialkow	Ed Specialist - School Counselor
Dr. Helen Gross	Ed Specialist - Other
Julio Nunez	Administrator
Julio Nuñez	Building Principal
Aaron Smith	Elementary School Teacher - Regular Education
Kathryn Thompson	Elementary School Teacher - Regular Education

Michael Thomson	Business Representative
Jesús Urdiales	Administrator
Anthony Yoder	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Areas identified as 'Non Existent' are not currently taught at school. No area identified as "Needs Improvement". All content areas are directly aligned to PA Common Core State Standards. School is only K-5 currently.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered

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

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

N/A

Middle Level

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

World Language	Not answered	Not answered
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Explanation for standard areas checked "Needs Improvement" or "Non Existent":

N/A

High School Level

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

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

N/A

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

School adopted the PA Common Core State Standards version provided by Pennsylvania Department of Education.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

School is in the process of refining curriculum maps for all subjects, including English Language Arts, Spanish Language Arts, Mathematics and Science, to ensure curricula and resources address all standards required to be taught for each grade.

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

No standards identified as "Needs Improvement" or "Non Existent"

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

N/A

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

N/A

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

N/A

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

N/A

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

N/A

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

N/A

Modification and Accommodations

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

Planned instruction contains modification and accommodations based on students's demonstrated physical and mental abilities. Teachers utilize student academic and behavioral profile information at the beginning of the year to determine specific accommodations within general education classroom, and in Specialists' classrooms. Modifications are made using grade standards as the basis for planning. Teachers utilize grade curriculum to align instruction and ensure academic progress is made toward grade level.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Not Reviewed

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

Ensuring teachers incorporate research-based instructional strategies is a comprehensive effort on the entire administrative team of the school. This process includes formal observations and walkthroughs of all classrooms and all teachers. Administrators utilize Charlotte Danielson's Framework for Teaching to provide focused feedback and action steps. All school staff receive annual instructional evaluations following this rubric as the basis. Novice and new teachers to ICS West are paired with mentor veteran colleagues. All teachers receive ongoing coaching throughout the school year from school's two instructional coaches. Additionally, all teaching staff participate in weekly content meetings for ELA, SLA and Math, to ensure proper alignment to grade standards, and identification of curriculum resources for each subject area.

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

N/A

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

N/A

Middle Level

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

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

N/A

High School Level

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

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

N/A

Recruitment

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

School advertises on a variety of mediums to recruit highly qualified teachers. It posts vacancies/openings on PAREAP, Indeed.com, school website, and school social media pages (Facebook, Twitter).

Recruitment process includes screening for qualified candidates who are certified to teach in the state of Pennsylvania. Candidates are selected to participate in phone interview, in-person interview, and demonstration lesson. Based on demonstrated experience, proficiency level with teaching practice, teachers are assigned to specific grade.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics		X		X		X
Economics						
Environment and Ecology						
Family and Consumer Sciences						

Geography						
Health, Safety and Physical Education		X				
History						
Science and Technology and Engineering Education						
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language		X				

Graduation Requirement Specifics

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

- Not Applicable. Our LEA does not offer High School courses.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education

program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Developmental Reading Assessment (DRA) ENIL for Spanish proficiency		X		

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
iReady ELA and Math - Standards Mastery		X		

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Curriculum-specific and Teacher-Created		X		

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
iReady ELA and Math		X		

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed and discussed regularly during content and grade group meetings, as part of formal and informal classroom observations, and evaluated by administration routinely during instructional leadership meetings.

Development and Validation of Local Assessments

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

School has only been in operations for 2.3 years. Local assessments are discussed routinely during grade group and content meetings. Process for independent objective validation will be in place by Year 5, or 2020-21 SY.

Collection and Dissemination

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

All students in K-5 grades take diagnostic assessment (iReady) at the beginning of school year (2nd week in September). This protocol establishes baseline data for ELA and Math, and provides the information for grouping students, and for identifying those who will need interventions by classroom teachers and specialists in those subjects.

Additionally, students in K-5 grades take benchmarks each trimester in Reading and Math.

Teachers and administrators analyze evidence during designated planning time, and prepare units and lessons, and student grouping based on results. Interventions are adjusted based on student progress demonstrated in these assessments.

Data Informed Instruction

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

Instruction is adjusted based on student progress. If majority of students do not master a specific skill or concept after teacher has taught either, teacher reteaches lesson. If a minority of students do not master concept or skill, teacher teaches them an extension of the lesson in small group instruction. If a student or students still has not mastered skill or concept, teacher identifies them for specific intervention. Progress is monitored for those students who are receiving intervention daily, weekly, or in 30 day intervals as appropriate. If a student fails to make progress after all of this process has taken place, s/he is referred to the School Success Team or SST, school's version of RTI.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Strategies are discussed in grade group and content meetings. Teachers and administrator collaboratively determine most appropriate path to mastery of grade level skills, length of time for teaching it, resources and sequence.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Information about student progress is shared every trimester at board meetings, and directly to school community through those means selected above. School holds parent-teacher conferences for the first two trimesters. Interim reports are sent at least a month prior to trimester closing.

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

Other strategies do not apply to our context.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X			
School-wide Positive Behavioral Programs	X			
Conflict Resolution or Dispute Management				
Peer Helper Programs				
Safety and Violence Prevention Curricula				
Student Codes of Conduct	X			
Comprehensive School Safety and Violence				

Prevention Plans				
Purchase of Security-related Technology	X			
Student, Staff and Visitor Identification Systems	X			
Placement of School Resource Officers				
Student Assistance Program Teams and Training				
Counseling Services Available for all Students	X			
Internet Web-based System for the Management of Student Discipline	X			

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

School committee will explore the adoption of other strategies for 2019-20SY not currently available in school.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X			
Attendance Monitoring	X			
Behavior Management Programs	X			
Bullying Prevention	X			
Career Awareness	X			
Career Development/Planning				
Coaching/Mentoring				
Compliance with Health Requirements -i.e., Immunization				
Emergency and Disaster Preparedness	X			
Guidance Curriculum				
Health and Wellness Curriculum	X			
Health Screenings	X			
Individual Student Planning				
Nutrition	X			
Orientation/Transition	X			
RTII/MTSS				
Wellness/Health Appraisal				

Explanation of developmental services:

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

N/A

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

N/A

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

N/A

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

N/A

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)	X			
Coordinate Plans				

Coordination with Families (Learning or Behavioral)				
Home/Family Communication	X			
Managing Chronic Health Problems				
Managing IEP and 504 Plans	X			
Referral to Community Agencies	X			
Staff Development	X			
Strengthening Relationships Between School Personnel, Parents and Communities	X			
System Support				
Truancy Coordination	X			

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

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

Independence Charter School West's Certified School Nurse responsibilities are:

Provide direct services to students, using the nursing process to provide care to the school community in accordance with current medical practice and nursing standards, relevant statutes, and regulations. Perform and/or oversees mandated screenings and completes referrals and follow-up where applicable.

Manage and control acute and chronic disease. Carries out policies and procedures for the control of communicable diseases, in collaboration with the PA Department of Health.

Provide first aid for illness or injury to students and documents nursing assessment, diagnosis and treatment.

May establish health care plans for students with special health care needs and update them as needed. Review and monitor student immunization status. Makes appropriate referrals to update immunizations when indicated.

Maintain comprehensive health records on each child and record of school nursing services

Assist in interpreting the health needs of individual children to parents and teachers and assist families in utilizing community resources for improving the health of their children

Administer medications and perform procedures according to physician orders and school's policies and procedures. Ensures physician orders for individual student medications and/or treatments comply with requirements for administration.

Inform teachers of health conditions of pupils which may affect behavior, appearance or scholastic performance (14-1406 Code).

Facilitate an organized system of coordinated care for students.

Collaborate with agencies within and outside of the school community.

Food Service Program

Describe unique features of the Charter School meal program

ICS West has a partnership with Vetri Community Partnership to provide students with nutritious meals made in house. The lunch program functions differently than regular school lunch programs. Students, called table captains, designated by classroom teachers, help set up tables with drinks (water pitcher/milk) and food for all students in their lunch period. This set up happens about 5-10 minutes before rest of students come into the cafeteria. Once rest of students enter, they go straight to their tables. After students are finished eating, table captains assist with clean up of tables.

In addition to the school's lunch program Eatiquette, school also offers all students Cooking classes, to promote healthy eating and expand their nutritional knowledge. Students participate in these hands on classes at least three times per year. Once students finish making the recipe, they are encouraged to try their concuction, and receive a hard-copy of the recipe they prepared for their parents. ICS West also promotes National School Lunch Week - October 15-19, 2018. During this week, students who eat school lunch are automatically entered into raffles for a variety of prizes. During March, ICS West holds National Nutrition Month. Daily lunch menu includes healthy variety of fruit, vegetables, proteins, and complex carbohydres, in accordance with federal school lunch guidelines.

Safety and Security

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

To enter the school building, visitors need to ring the doorbell on Main Entrance. When the door rings, the person answering the ring can see the visitor and asks the reason for the visit before releasing the door for the person to enter. Once inside the school's front office, the two inside doors are locked. Those two doors can only be opened with remote switches behind the front desk or through activated staff security fobs. Visitors must sign in on the visitor's log and get a visitor's tag; the staff person with whom the visitor is meeting is notified that the visitor is here and either comes to meet the person in the front office or is guided to the meeting place. For the 2018-2019 school year, we introduced ALICE (Alert Lockdown Inform Counter and Evacuate) as our Active shooter protocol. All staff did an e-learning module which was followed up by an ALICE instructor for more data and practice. We are constantly looking at ways to reduce the risk for all students. In addition, students and staff regularly practice fire, earthquake, lockdown and shelter-in-place drills to be prepared in case of an actual emergency.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- ICSW Summary of Insurance.pdf

Transportation

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

ICS West does not operate the transportation program. The School District of Philadelphia directly manages the program and contracts with a private bus service to operate 5 bus routes for our school. ICS West has a transportation coordinator. The coordinator's responsibilities include: parent communication, handling required paperwork, organization and distribution of student transpasses, and acts as a liaison between the school and the bus company and the local school district.

The school district provides transportation to students in grades 1-5 who live more than 1.5 miles from the school. Transportation accommodations can include a one-to-one aide on the bus, curb-to-curb transport, lift equipped buses, medical aide, priority seating, air conditioned buses and more as determined appropriate by the School District of Philadelphia, 504 plans, and IEP documentation. To have accommodations put in place for students documentation is required justifying the requested accommodation. Accommodations for educational reasons must be documented with an IEP including transportation accommodations in the related services section. Medical accommodation requests require documentation by the student's physician and the completion of two school district forms, 152A and 152B, which are both available on the school district's website.

Considerable improvements have been achieved by the School District of Philadelphia's (SDP) implementation of the Compass routing system. The system for requesting transportation or transportation related services is streamlined and computer based, allowing for efficiency, better communication and speed in processing families' transportation requests. As a school, we can submit transportation requests for service, changes to service, and accommodations which the SDP can process and then both ICS West and the contracted bus company have access to the updated information in real time. Additional improvements could be to allow any family to choose a free student transpass in lieu of school bus service. Many of our families use public transportation to travel together. School District provided transpasses would benefit families financially and provide convenience for many families.

Free Transportation Eligibility Requirements

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

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes

Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Not Applicable

Middle Level

- Not Applicable

High School Level

- Not Applicable

Collaboration for Interventions

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

Classroom teachers and specialists (Reading & Math specialists, SPED Teachers) meet weekly with classroom teachers to discuss planning and progress of students who receive push-in or pull out services and interventions. During these meetings, teachers discuss progress, challenges, resources, and strategies to implement with students.

Community and Parent Engagement

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

The ICS West Board of Trustees hold monthly meetings open to the public. During this time, members inform the public of long-term school planning and governance, and avail themselves for public comment. Additionally, board members also participate and help promote school activities within the school day related to academic programming, as well as those to enrich the students' and families' educational experience.

Community Coordination

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

1. Child care
 2. After school programs
 3. Youth workforce development programs
 4. Tutoring
1. **Child care:**
In mid-summer, parents receive a list of child care providers, as well as contact information for them, that school works with. This is included in summer packet sent to all returning and new families. School also shares operating hours, and expectations for services if child care picks up students from ICS West (i.e. Be on time, show proper identification, utilize designated pick up area, and parking, etc.).
 2. **After school programs:**
School runs its own afterschool program for students in all grades. Program is made available on students with demonstrated academic need in Reading and Math. Parents are informed of this

program via email, and summer packet. In this information school includes criteria for students in all grades to participate. Due to the limited number of spots available, program works on a first come-first serve basis if more students than the number of spots available apply. School is currently working with PTA membership to add enrichment and academic programming available for all other families.

3. **Youth workforce development programs:**

N/A. School is currently K-5.

4. **Tutoring:**

This is imbedded in school's 21st Century Afterschool program, and available to all students who participate in it. This includes homework help, and Reading and Math support.

Preschool Agency Coordination

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

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
 2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
 3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.
-
1. The Enrollment Coordinator provides the Supervisor of Special Education Services with the names of any students who register with existing special education services or early intervention services. The Enrollment Coordinator and Supervisor of Special Education will request that the family provide documentation regarding services. This includes requesting prior records and speaking with the family about previous services. The Supervisor of Special Education Services will contact the family and discuss the child's needs with the family. Based on existing documentation and a discussion with the family, the Supervisor of Special Education services will issue a Notice of Recommended Educational Placement (NOREP) to continue existing services and any needed Permissions to Evaluate.
 2. N/A
 3. Independence Charter School West hosts an annual Open House and Orientation for families whose children are entering kindergarten. The Supervisor of Special Education Services reviews early transition paperwork and speaks with each family about their child's needs.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers who represent all grade levels along with school administrators meet to discuss the specific needs of each grade level or content area in Grade Team Lead Meetings held monthly, and in specific grade content meetings weekly. This includes reviewing the materials used by the school to ensure that they are relevant and continue to meet the needs of our students. When new materials are needed teachers are given input before a final selection is made.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not answered
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not answered
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

School is K-5 and does not provide instruction in those subject areas.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered

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

Further explanation for columns selected "

N/A

Middle Level

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

Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

N/A

High School Level

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

Further explanation for columns selected "

N/A

Fiscal Solvency Policies

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

The Board of Trustees has adopted financial policies and procedures which include the topics- budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the

Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order. The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The Controller meets with the school administrative team regularly and attends all board and finance meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget. The accounting system is Sage and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements. The business office provides interim financial reporting on a monthly basis for the Board of Trustees that includes - Comparative Balance Sheet, Budget versus Actual with an Allocated Budget Projection, and a Monthly Disbursement Listing. The Controller meets with the school administrative team regularly and attends board and finance committee meetings. On an annual basis, the independent auditors meet with the board audit committee and administrative team to review the audited financial statements and any findings. The school utilizes multiple levels of approval and segregation of duties over financial transactions, and the finance policies and procedures adopted by the Board of Trustees which include the topics – budgeting, accounting practices, procurement, contracts, internal, cash management, grants management, time and attendance, and contracted services etc. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase orders. An independent audit is performed each year to ensure the proper controls are in place over the financial resources of the school. ICS West CEO, Controller (Santilli & Thomson, LLC), Solicitor and Board of Trustees review contracts. All invoices are reviewed by school personnel and the School's Controller. A three-way match is performed within the accounting system, i.e. purchase order, receiving report and invoice prior to check processing. Receivables are reviewed by the business office and any issues are addressed with the School's CEO. Two signatures are required on all operating disbursements. The Board of Trustees has authorized an independent audit each year of the current charter. At the conclusion of each audit, findings are addressed with the Board of Trustees and management and a plan of action is implemented, if required.

To date there have been no findings.

Accounting Systems

Explain what accounting system the charter school uses.

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

The Charter School uses SAGE MIP for the accounting software which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss Statements, Balance Sheets and Check Disbursement reports. The software also allows for Grant tracking through the use of fund codes so Profit & Loss statements by Grant can be produced at any time. GAAP reporting is used as is required by the Independent Audit.

SAGE is a sophisticated accounting system which converts the internal controls to electronic format, moves the majority of electronic format from paper format, allows detailed by fund budgets to be loaded into the system and a larger array of custom reports to be generated in the system as well as CEO's real time access to run reports. Again, the new system complies with GAAP reporting.

Professional Education

Characteristics

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

Charter's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X			
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X			
Provides leaders with the ability to access and use appropriate data to inform decision making.	X			

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X			
Instructs the leader in managing resources for effective results.	X			

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

ICS West Professional Development approach is comprehensive and targeted. Professional Education specifically includes whole-group year-round professional development and training in a variety of categories, including Curriculum & Instruction, Climate & Culture, Collaboration, and Data Analysis, as well as 1-1 coaching. Additional professional education occurs in other formats, such as common planning time, continuing higher education, professional development seminars, webinars, workshops, etc.

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

N/A

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/17/2018

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

Questions
Not Applicable for our school entity

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

ICS West develops a professional development plan which is part of the Comprehensive Plan. Patterns of achievement, concerns and systemic challenges are reviewed as part of the comprehensive planning process. In addition to the development of a Comprehensive Plan, this process occurs on an annual basis in a continuous improvement model. The school's instructional leadership and administrative team work closely with staff to develop a yearly plan that is differentiated and dynamic to meet the needs of all teachers.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Educator Effectiveness System (October)
- Domain 2 – Classroom Environment (November)
- Domain 1- Lesson Planning and Preparation (December)
- Domain 4- Professional Responsibilities (January)
- Domain 3- Instruction (February)
- SAS portal (March)
- Reflection and Next Steps for Teacher Development(May)

Unchecked answers

None.

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

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment. Individual goals could include the following:

1. To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching

2. To provide new educators with basic information and knowledge about the school, school district, and resident students in order to increase their effectiveness in fulfilling their duties
3. To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students
4. To provide new educators with staff development experiences to achieve a successful transition into the Independence Charter School West educational program
5. To provide experience, professional insights, and encouragement to achieve success as new employees

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

N/A

Needs of Inductees

Checked answers

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

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

Unchecked answers

None.

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

Inductees are expected to:

1. Actively participate in mentoring activities and relationships
2. Seek out help from colleagues
3. Accept and act upon constructive feedback through open communication with the mentor
4. Schedule observation of experienced teachers at work
5. Schedule classroom observation by the mentor and coach
6. Maintain and submit accurate records of induction activities in order to be awarded an Induction Completion Letter
7. Maintain a confidential relationship with the assigned mentor

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

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.

- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

ICS West implements a professional development planning process designed to create a culture of teaching and learning. The use of data from a variety of sources is used to inform the identification of appropriate learning opportunities for staff. Professional education occurs in a variety of formats which include: in-service opportunities, common planning time, continuing higher education, professional development seminars, webinars, workshops, etc.

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

N/A

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Inductees keep a log of participation in induction with the particular requirements below:

6 Hours of Professional Development Conferences with Mentor (Code: M)

8 Hours of Professional Development Trainings & Conferences with Instructional Coach (Code: S)

2 Hours of Observation Conferences with Principal or Assistant Principal (Code: P)

At the end of the completion of induction components, Inductee, Mentor, Program Supervisor, and Chief Academic Officer sign log of completion.

Recording Process

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

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

Unchecked answers

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

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

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

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

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

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

Federal Programs

Coordination of Programs

Technical Assistance

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

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

Following the school's 2017/2018 Federal Programs Monitoring site visit, the application process started when Maria Garcia, the Schoolwide Program Manager for the PDE/DFP was contacted. The school is currently completing all required paperwork/meetings/documentation to attain Title I Schoolwide Program Status.

ICS West has hired a Title I administrative support person to assist with all aspects of Title I support, federal programs, and comprehensive planning including the initiation of our schoolwide program (We were a Targeted Assistance program in 17/18.) Our support person is a former federal programs administrator with over 30 years of experience in the area of Title I. The administrative support person has helped with corrective action guidance from our 17/18 federal monitoring, the current schoolwide plan submission, parent and family engagement, and the upcoming comprehensive plan. She is also overseeing our checklist of required forms, Title I requirements, etc.

She also attends PDE/DFP meetings/trainings along with leadership on behalf of ICS West. She is also helping with the school staying with the current ESSA requirements and readying the school for 18/19 federal programs monitoring.

The Title I Reading Specialist has expanded her role in the coordination of the school's Title I instructional program and parent and family engagement working with school leadership and instructional staff.

Provider	Meeting Date	Type of Assistance
Building Administration, Federal Programs Administrator, Staff, Parents	8/20/2018	Ongoing dates - not limited to 8/20 - Gathering additional information for Schoolwide Plan Submission Additional Feedback & Informal meetings with parents, staff, outsourced administrator, identified stakeholders, trustees, PDE
Building Principal / Stakeholders	9/1/2018	Work on Schoolwide Plan (Submitted 9/1/18) – Comprehensive Plan – Review/Feedback – Shared with Parents – Back-to-School Night (9/11/18 & 9/12/18); Meeting with Federal Programs Administrator to review documentation - Agenda

		and Sign-In Sheets Available Informational PowerPoint – parents/staff (available) – Reflects all areas of Comprehensive/Schoolwide Plan/Needs Assessment/School Mission
Building Principal/Assistant Principal/Reading Specialist	8/2/2018	Parent Chat & Chew Federal Programs Meeting - Agenda & Sign-in Sheet Available
Dr. Helen Gross	8/6/2018	Planning Meetings and Phone Conferences
Dr. Helen Gross, Administrative Support	8/31/2018	On site - meetings with building CEO/Principal and assistant principal - updated forms - work on corrective action, the Comprehensive Plan, and implementation of the School-wide Plan..... ongoing for the 2018/2019 school year
Federal Programs Administrator - Dr. Gross	7/31/2018	Planning Team Meeting / Review Spring Needs Assessment / Demographics Additional E-Mails to Maria Garcia - Agenda and sign-in sheet available
ICS West Trustee President	7/17/2018	Process and Procedures/Comprehensive Plan / Schoolwide Program Team - Phone Conference(s) – CEO/ Building Principal / President of the Board of Trustees / Outsourced Federal Programs Administrator
Maria Garcia / PDE Monitor / PAFPC Charter School Representative	5/30/2018	Feedback - Support Based on Federal Programs Monitoring - Of Note: 2017/2018 – ICS-West, a new school was working under the assumption that it was operating as a schoolwide program like it's sister school ICS-CC. The fact that ICS-West was a TA school came to light during federal programs monitoring – This was discussed in length with the monitor and subsequently with Maria Garcia. Corrective Action – Target School – Change to Schoolwide Program / Contact with Maria Garcia - Intent
Maria Garcia / PDE Monitor / PAFPC Charter School Representative	6/13/2018	Spring Needs Assessment / Feedback from Maria Garcia regarding ICS-West going Schoolwide
Maria Garcia / PDE Monitor / PAFPC Charter School Representative	9/1/2018	Permission to designate ICS-West as Schoolwide in the Title I Consolidated Grant application since the Schoolwide Plan was submitted – E-Mail on File and Available
Ms. Maria Garcia	8/1/2018	Helping the school to transition from being a Targeted Assistance Program to a Schoolwide Program... Ongoing help and guidance in this transition.
Outsourced Administrator - Dr. Gross	7/18/2018	Feedback & Informal meetings with parents, staff, outsourced administrator, identified stakeholders, trustees, PDE - e-mails, phone calls, one-on-one conversations
Stakeholder - Leadership Team	7/18/2018	School Leadership Ongoing - Meetings – Weekly & As Needed – Schoolwide Program & Comprehensive

		Plan – Major topic
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Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

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

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

School prides itself in its approach to managing student behavior. Given that ICS West has a significant population of students with diagnosed, and undiagnosed trauma, it has focused its resources and efforts in becoming a fully trauma-informed school over the next three years. This means that the response to misbehavior is restorative, and never punitive. This is based on research-based clinical methodology that starts with classroom teachers' use of common language to address students who are having difficulties with behavior, de-escalation strategies, and implementation of Responsive Classroom model, as well as mindfulness and meditation, and social emotional learning taught by counselors, and built into the school's master schedule.

Becoming a fully trauma-informed school is a long-term goal. However, the instructional and support teams have made significant strides in the last two years, in understanding and developing skills to handle students with trauma. This is a highlight of the school, and will continue to be a point of pride.

Accomplishment #2:

In response to parent request, in the summer of 2017, school sought and was awarded a 21st Community Learning Centers grant to run an afterschool and summer programs for 100 students with significant academic need. Additionally, the grant allowed the school to fund a kindergarten readiness program, to bring in 25 incoming kindergarteners with demonstrated academic and social skills needs for seven weeks of intensive preparation prior to their official first day of kindergarten. Independence Charter School West will expand program in 18-19SY to serve 115 students in its afterschool program, and 150 students in its summer 2019 program.

Accomplishment #3:

Attendance Rate is nearly 94 percent for Year 2.

Accomplishment #4:

ICS West provides a safe environment for teaching and learning. Students and parents are made to feel welcome. Teachers and parents have open communication.

Accomplishment #5:

Curriculum is aligned with PA Core Standards.

Accomplishment #6:

ICS West has made the necessary investment in technology for the purpose of student learning. We are equipped with the following:

- Google Classroom
- 22 portable computer carts (530 chromebook computers) Ratio of 1 laptop per student.
- Televisions Digital Projector Systems
- High Speed Wireless Internet access

Charter School Concerns

Concern #1:

Improvement of test scores and academic work in all core content areas.

Concern #2:

Expand parent and family engagement throughout the 18/19 school year. Incorporate parent feedback and share all materials/information in a timely manner.

Concern #3:

Expand parent understanding of academic standards and the monitoring of student progress.

Concern #4:

Through a newly developed Transition Plan, establish expanded integration of parent involvement programs actively promoting parents as equal partners.

Concern #5:

Through the school's new Transition Plan, establish a set protocol for coordination with preschool/Head Start/day care programs.

Concern #6:

Complete all ESSA required forms and submissions in a timely manner.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) Address high behavioral and special needs of students while ensuring a positive climate and least restrictive environment for all students in school.

Aligned Concerns:

Expand parent and family engagement throughout the 18/19 school year. Incorporate parent feedback and share all materials/information in a timely manner.

Expand parent understanding of academic standards and the monitoring of student progress.

Through a newly developed Transition Plan, establish expanded integration of parent involvement programs actively promoting parents as equal partners.

Through the school's new Transition Plan, establish a set protocol for coordination with preschool/Head Start/day care programs.

Systemic Challenge #2 (*Guiding Question #0*) Recruitment of highly qualified classroom elementary teachers, core subject areas Middle School teachers, and certified Spanish language teachers.

Systemic Challenge #3 (*Guiding Question #0*) Increase teacher capacity in utilizing curriculum resources that are aligned to grade-level standards.

Systemic Challenge #4 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Improvement of test scores and academic work in all core content areas.

Complete all ESSA required forms and submissions in a timely manner.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Related Challenges:

- Increase teacher capacity in utilizing curriculum resources that are aligned to grade-level standards.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA

Specific Targets: PDE results for PSSAs and Report Cards

Strategies:

Instruction is Aligned to Student Monitoring Data

Description:

- Professional development designed to improve instruction, use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects.

SAS Alignment: None selected

Implementation Steps:

Instruction is Aligned to Student Monitoring Data

Description:

Professional development, grade/team level training and collaboration will be a primary focus for the 2018/2019 school year.

Start Date: 8/20/2018 **End Date:** 6/28/2019

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

Supported Strategies:

- Instruction is Aligned to Student Monitoring Data

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Strategy #1: Instruction is Aligned to Student Monitoring Data

Start	End	Title	Description	Type	App.
8/20/2018	6/28/2019	Instruction is Aligned to Student Monitoring Data	Professional development, grade/team level training and collaboration will be a primary focus for the 2018/2019 school year.	School Entity	No
		Person Responsible Building leadership - CEO/Principal, assistant principal	SH 2.0 S 10 EP 25 Provider ICS-West		
		Knowledge	Actively promote academic standards - enhance unit planning and collaboration to meet differentiated needs of students. Support core academic standards. Multiple methods of evaluation.		
		Supportive Research	What Works Clearinghouse, Studies by ASCD		
		Designed to Accomplish	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.		
		For classroom teachers, school counselors and education specialists:			

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	School Whole Group Presentation Professional Learning Communities		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Gloria Shabazz on 11/30/2018

Board President

Affirmed by Julio Nunez on 9/1/2018

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Independence CS West assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at: <http://www.ethics.state.pa.us/>

Affirmed by Gloria Shabazz on 11/30/2018

Board President

Affirmed by Julio Nunez on 9/1/2018

Superintendent/Chief Executive Officer