

INDEPENDENCE CS WEST

5600 Chester Avenue

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Independence Charter School West (ICS West) is a community-based public charter school of academic excellence, located in Southwest Philadelphia and serving a diverse community of learners. Independence Charter School West provides and 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 that all of our students will graduate from grade eight 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. Independence Charter School West will continue to utilize a responsive classroom type model and implement Trauma-Informed Practices to meet this goal.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Our students uphold the following daily: 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.

STAFF

Our staff uphold the core beliefs of community, courage, growth, equity, and global citizenship. We honor and celebrate the fullness of our individual and collective humanity. We accept the challenge and joy of standing for who we are and for everyone's right to be themselves. 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. 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.

ADMINISTRATION

Our administration upholds the same core beliefs as our staff: community, courage, growth, equity, and global citizenship. We honor and celebrate the fullness of our individual and collective humanity. We accept the challenge and joy of standing for who we are and for everyone's right to be themselves. 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. 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.

PARENTS

Parents and families are ensured full opportunities for participation and involvement regardless of whether they or their student have disabilities, migratory status, or limited English proficiency. Parents are expected to review and understand information about Independence Charter School West's Title I Program and other programs. Parents and families are expected to attend and/or participate in school meetings

and activities and to uphold the school's beliefs and values.

COMMUNITY

The community is ensured full opportunities to understand and, at times, participate in school programs and activities. ICS West has community space available and seeks to partner with community members to provide a connection for our students into the communities in which they live. Our community members are expected to uphold the school's beliefs and values.

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
ICS West's strong, consistent Instructional Leadership Team will leverage our strong data-driven instructional systems and expanded staffing as we transition from 3 Covid-restricted school years into a return to fully in-person school, raising student achievement across all student groups in ELA and Math.	Rigorous Courses of Study Section
ICS West's strong, consistent Instructional Leadership Team will capitalize on the ability to lead professional development in a fully in-person setting after 3 Covid-restricted school years, utilizing this time to raise teacher skill and practice our data-driven instructional systems, raising student achievement across all student groups in ELA and Math.	Professional learning Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Teacher Coaching	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PD Exit Tickets	90% of ICS West staff members will report in weekly PD Exit Ticket survey that the week's professional

Goal Nickname	Measurable Goal Statement (Smart Goal)
	development session directly increased their skill and ability to meet the needs of their students.
Statewide Average Growth - PD	ICS West students, across all student groupings, will meet the Future Ready Index Statewide Average Growth Score in ELA (75.0 in 20-21) and Math (75.3 in 20-21).
Statewide Average Growth - Instruction	ICS West students, across all student groupings, will meet the Future Ready Index Statewide Average Growth Score in ELA (75.0 in 20-21) and Math (75.3 in 20-21).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of Danielson rubric to guide coaching of teachers by Instructional Leadership Team	August 2022 - June 2023	Principal	Danielson rubric and materials

Anticipated Outcome

Teachers will report that their Instructional Coach has observed them at least once per week. Coaching trackers will show that weekly coaching meetings take place for each teacher, with weekly goals recorded.

Monitoring/Evaluation

Teacher observations will be reported in weekly PD Exit Tickets. Principal will review coaching trackers for each Instructional Coach in weekly data meetings.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>90% of ICS West staff members will report in weekly PD Exit Ticket survey that the week's professional development session directly increased their skill and ability to meet the needs of their students. (PD Exit Tickets)</p>	<p>Teacher Coaching</p>	<p>Implementation of Danielson rubric to guide coaching of teachers by Instructional Leadership Team</p>	<p>08/01/2022 - 06/01/2023</p>
<p>ICS West students, across all student groupings, will meet the Future Ready Index Statewide Average Growth Score in ELA (75.0 in 20-21) and Math (75.3 in 20-21). (Statewide Average Growth - PD)</p>			
<p>ICS West students, across all student groupings, will meet the Future Ready Index Statewide Average Growth Score in ELA (75.0 in 20-21) and Math (75.3 in 20-21). (Statewide Average Growth - Instruction)</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The 21-22 school year was our first year with 8th grade, and we now have a full complement of staff to support our upper grade students, including 2 Counselors, a School Social Worker, 3 Student Support Specialists, and a Director of Student Support. With this team in place, we anticipate significant growth in our Career Readiness outcomes, now that we are a fully grown school.

We have a strong Instructional Leadership Team led by our Principal and 3 Assistant Principals, moving into their 3rd year working together. This group has done an amazing job guiding our school through the impact of Covid, and as those restrictions lessen, we expect that this group will guide us in achieving our growth goals for student achievement.

While our EL population has not been large enough to provide sufficient data in most Future Ready measures, this group's attendance is surpassing the state average.

Our Students with Disabilities are attaining proficient or advanced at a comparatively higher rate in Science, indicating strong differentiated instruction in our Science classes.

Challenges

While our teachers did an amazing job creating and delivering our remote instruction program during the 15 months that we were not able to be in the building due to Covid, it is obvious that remote instruction does not meet the needs of most students. While we were able to fully return to the building during the 21-22 school year (with some short interruptions), this was still a school year of adjustment as we prioritized the safety of all of the members of our school community. We anticipate that the 22-23 school year, after a year of learning how to adjust for Covid, will be our first year of normal in-person instruction since the early part of the 19-20 school year, and as such, we expect to be able to meet our students' needs such that significant student growth happens in all subjects.

Although we were able to return to in-person instruction during the 21-22 school year, for the safety of our team members, most of our professional development still took place over Zoom. We anticipate being able to return to fully in-person professional development for the 22-23 school year, which will significantly increase our ability to practice systems and skills together in a way that raises the bar across our entire school.

Strengths

Significant effort has gone into creating our data-driven instructional program, based on common core aligned curricula in ELA and Math and highly rated assessments (iReady for growth, IRLA for primary grade literacy), and featuring weekly content internalization meetings in grade and content groups, ensuring continuity of rigorous instruction across our classrooms. Assessment data is analyzed by teams in regular intervals throughout the year to inform adjustment of instruction.

The entire organization, from the Board on down, has prioritized allocation of resources to the instructional needs of our students, highlighted by a significant shift of budget allocation toward the addition of Intervention Teachers in each grade in ELA and Math, and the expansion of our instructional leadership team to include new Assistant Principals and a Director of Student Support.

As a growing school over the last 2 school years, we have added significant capacity to the Special Education team, replacing a single Supervisor of Special Education with 3 positions - a Director of Student Support, the existing Supervisor of Special Education, and a Special Education Compliance Specialist. Our percentage of students with IEPs moves between 22% and 27% during the school year, which means there is a heavy burden on our team to complete the necessary evaluations and IEP meetings, and this

Challenges

Students with disabilities were among the most negatively impacted by Covid's restrictions. While our teachers did an amazing job creating and delivering our remote instruction program during the 15 months that we were not able to be in the building due to Covid, it is obvious that remote instruction does not meet the needs of most students, especially students with disabilities. While we were able to fully return to the building during the 21-22 school year (with some short interruptions), this was still a school year of adjustment as we prioritized the safety of all of the members of our school community. We anticipate that the 22-23 school year, after a year of learning how to adjust for Covid, will be our first year of normal in-person instruction since the early part of the 19-20 school year, and as such, we expect to be able to meet our students' needs such that significant student growth happens in all subjects.

Our Students Considered Economically Disadvantaged, and our Black students, are scoring proficient and advanced at a lower percentage than our entire student body. As a school with a high percentage of students in both of these groupings, we expect that our major instructional efforts (common core aligned curricula, addition of Intervention Teachers in each grade for ELA and Math) will have a big impact on the success of students in these groupings.

Strengths

increase in capacity enables us to continue to focus on the quality of instruction in Special Education while ensuring all legal thresholds are exceeded in service of our students and their parents.

27.6% of our students demonstrated proficiency in science based on the school year 20-21 PSSA scores.

We provided in person instruction to our students with disabilities, and they participated in the PSSA proportionally.

For the 21-22 school year, Expeditionary Learning was adopted as our common core aligned ELA curriculum across all grades. This enables us to provide students with rigorous grade-level material while remediating for individual skills gaps in small group instruction.

For the 20-21 school year, we adjusted our staffing model to include full-time Intervention Teachers in each grade for ELA, enabling us to address individual skill gaps daily in small, homogenous groupings, without removing students from essential grade-level content.

The 22-23 school year will be our 4th year using Ready Math as our common core aligned math curriculum across all grades. This enables us to provide students with rigorous grade-level material while remediating for individual skills gaps in small group

Challenges

Our instructional leadership team was expanded with a robust coaching program for teachers in mind, and while the conditions for creating this plan are still in place, the restrictions of Covid have depleted this effort over the last 2 school years. We are excited to finally realize our plan to have instructionally-focused Assistant Principals spending the majority of their time in classrooms with teachers, coaching them as they increase their ability to differentiate for their students and provide what each of them need.

Although we were able to return to in-person instruction during the 21-22 school year, for the safety of our team members, most of our professional development still took place over Zoom. We anticipate being able to return to fully in-person professional development for the 22-23 school year, which will significantly increase our ability to practice systems and skills together in a way that raises the bar across our entire school.

Due to the Pandemic and rolling closures, attendance, which was traditionally strong, has suffered significantly.

The number of students in general education that were able to participate in the PSSA were significantly challenged due to the Pandemic and remote instruction.

While our teachers did an amazing job creating and delivering our remote instruction program during the 15 months that we were not

Strengths

instruction.

For the 20-21 school year, we adjusted our staffing model to include full-time Intervention Teachers in each grade for Math, enabling us to address individual skill gaps daily in small, homogenous groupings, without removing students from essential grade-level content.

The 21-22 school year was our first year with 8th grade, and we now have a full complement of Science teachers in our upper grades. This will enable us to have more content-specific professional development for our Science teachers moving forward.

We have a strong Instructional Leadership Team led by our Principal and 3 Assistant Principals, moving into their 3rd year working together. This group has done an amazing job guiding our school through the impact of Covid, and as those restrictions lessen, we expect that this group will guide us in achieving our growth goals for student achievement.

Challenges

able to be in the building due to Covid, it is obvious that remote instruction does not meet the needs of most students. While we were able to fully return to the building during the 21-22 school year (with some short interruptions), this was still a school year of adjustment as we prioritized the safety of all of the members of our school community. We anticipate that the 22-23 school year, after a year of learning how to adjust for Covid, will be our first year of normal in-person instruction since the early part of the 19-20 school year, and as such, we expect to be able to meet our students' needs such that significant student growth happens in all subjects.

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Challenges

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Most Notable Observations/Patterns

Though the 20-21 PSSA was not a perfect measure (some students were opted out by the parents, and students hadn't been at school in-person in over a year), this data still shows that student growth is an essential focus moving forward. Students with disabilities were among the most negatively impacted by Covid's restrictions.

Challenges

While our teachers did an amazing job creating and delivering our remote instruction program during the 15 months that we were not able to be in the building due to Covid, it is obvious that remote instruction does not meet the

Discussion Point

As in most schools, Covid necessitated a shift to remote instruction for 15 months, across 2

Priority for Planning

Challenges

needs of most students. While we were able to fully return to the building during the 21-22 school year (with some short interruptions), this was still a school year of adjustment as we prioritized the safety of all of the members of our school community. We anticipate that the 22-23 school year, after a year of learning how to adjust for Covid, will be our first year of normal in-person instruction since the early part of the 19-20 school year, and as such, we expect to be able to meet our students' needs such that significant student growth happens in all subjects.

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Discussion Point

school years (19-20, 20-21), and it is obvious that remote instruction does not meet the needs of most students, as evidenced by declining or static student achievement during those years (again, similar to most schools).

For the last 3 school years (19-20, 20-21, 21-22), our professional development sessions have been remote (either due to all instruction being remote, or even when students were back in the building, the desire to keep staff members safely distanced). Remote professional development sessions do not provide the same opportunities for interaction with other staff members that are necessary for skills to grow across our entire school.

Priority for Planning

Students with disabilities were among the most negatively impacted by Covid's restrictions. While our teachers did an amazing job creating and delivering our remote instruction program during the 15 months that we were not able to be

Challenges**Discussion Point****Priority for Planning**

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Our instructional leadership team was expanded with a robust coaching program for teachers in mind, and while the conditions for creating this plan are still in place, the restrictions of Covid have depleted this effort over the last 2 school years. We are excited to finally realize our plan to have instructionally-focused Assistant Principals spending the majority of their time in classrooms with teachers, coaching them as they increase their ability to differentiate for their students and provide what each of them need.

ADDENDUM B: ACTION PLAN

Action Plan: Teacher Coaching

Action Steps	Anticipated Start/Completion Date	
Implementation of Danielson rubric to guide coaching of teachers by Instructional Leadership Team	08/01/2022 - 06/01/2023	
Monitoring/Evaluation	Anticipated Output	
Teacher observations will be reported in weekly PD Exit Tickets. Principal will review coaching trackers for each Instructional Coach in weekly data meetings.	Teachers will report that their Instructional Coach has observed them at least once per week. Coaching trackers will show that weekly coaching meetings take place for each teacher, with weekly goals recorded.	
Material/Resources/Supports Needed	PD Step	Comm Step
Danielson rubric and materials	yes	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of ICS West staff members will report in weekly PD Exit Ticket survey that the week's professional development session directly increased their skill and ability to meet the needs of their students. (PD Exit Tickets)	Teacher Coaching	Implementation of Danielson rubric to guide coaching of teachers by Instructional Leadership Team	08/01/2022 - 06/01/2023
ICS West students, across all student groupings, will meet the Future Ready Index Statewide Average Growth Score in ELA (75.0 in 20-21) and Math (75.3 in 20-21). (Statewide Average Growth - PD)			
ICS West students, across all student groupings, will meet the Future Ready Index Statewide Average Growth Score in ELA (75.0 in 20-21) and Math (75.3 in 20-21). (Statewide Average Growth - Instruction)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Internalization and practice of the elements of the Danielson rubric	Instructional staff (teachers, coaches)	All 4 domains of the Danielson rubric
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher-reported learning in PD Exit Tickets; meeting student achievement goals as specified in "Goal Setting" section of this plan.	07/01/2022 - 06/30/2023	Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students	
2a: Creating an Environment of Respect and Rapport		
3a: Communicating with Students		

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
90% of ICS West staff members will report in weekly PD Exit Ticket survey that the week's professional development session directly increased their skill and ability to meet the needs of their students. (PD Exit Tickets)	Teacher Coaching	Implementation of Danielson rubric to guide coaching of teachers by Instructional Leadership Team	August 2022 - June 2023
ICS West students, across all student groupings, will meet the Future Ready Index Statewide Average Growth Score in ELA (75.0 in 20-21) and Math (75.3 in 20-21). (Statewide Average Growth - PD)			
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communicate Danielson rubric plan to Instructional Team and Teachers	Instructional Leadership Team and Teachers	All 4 domains of the Danielson rubric
Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2023	Weekly	Email Presentation
Lead Person/Position		
Principal		

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ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

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