

Independence CS

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

1600 Lombard Street
Philadelphia, PA 19146
(215)238-8000

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Kristen Long
Date of Local Chartering School Board/PDE Approval:	6/1/2015
Length of Charter:	5- Years
Opening Date:	9/1/2001
Grade Level:	K-8
Hours of Operation:	7:45 - 5:30
Percentage of Certified Staff:	79.00 %
Total Instructional Staff:	61
Student/Teacher Ratio:	24:1
Student Waiting List:	1850
Attendance Rate/Percentage:	96.20 %
Enrollment:	825
Per Pupil Subsidy:	\$8,522.76
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	51.70 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	119

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	37.00
Black (Non-Hispanic)	314.00
Hispanic	200.00
White (Non-Hispanic)	218.00
Multicultural	45.00

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	180.00	0.00
Instructional Hours	0.00	0.00	986.25	1002.00	1020.00	0.00

Planning Process

The planning process for the Comprehensive Plan began during the 2017-18 school year with the Middle States Reaccreditation Process. Many aspects of this process reflect the Comprehensive Planning process. Therefore, we combined the planning processes. The planning team included a varied spectrum of the school's community of stakeholders. The team used ICS' newly adopted vision and values to drive the development of the goals herein.

The Leadership team designated some weekly half day professional development sessions for comprehensive planning/Middle States planning purposes. These sessions were related to gathering information, collecting data, collaborating in subcommittees, reviewing previous goals and their mastery, and setting new relevant goals.

Once the Middle States Reaccreditation process was completed, the comprehensive planning team collaborated to complete the few pieces of the comprehensive plan not covered during the Middle States Planning Process. In mid-October, the comprehensive plan was posted to the ICS website for viewing by all stakeholders. It will be presented to the ICS Board of Trustees for approval at their November 14, 2018 meeting.

The Comprehensive Plan will provide direction for the development and improvement of priority goals from July 2018 through June 2022. To sustain momentum and assure focus on priority items, The Comprehensive Plan reviews will be ongoing through the end of the three-year Plan cycle.

Mission Statement

Our Mission

Independence Charter School (ICS) is a community-based K-8 public charter school of academic excellence, centrally located in Philadelphia and serving a diverse community of learners. ICS 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

Our Vision

Independence Charter School will foster equity and excellence in learning by embracing global citizenship, bilingual education, rigorous academics and creative expression through the arts.

ICS is a community and family-based school. We believe that the best learning will happen when we can resource families and the community to work with our staff and administration to provide individualized, effective learning opportunities for our students. We also believe that it is very important that we provide learning opportunities outside of the traditional mold of schooling. These include bringing in artists, specialists, and going out to learn in the field. We believe that learning in an integrated way builds resiliency and a successful learner.

In addition, we are a highly reflective organization. We utilize surveys and multiple avenues to gauge whether our work is effective. This means that we are ready to change if necessary while holding on to our mission, vision, and values.

The global studies component of our curriculum is the defining feature of our school. The curriculum encompasses second language instruction, international music, arts, history, geography, and cultures, with an integrated study of countries in grades K-5, and an integration of global studies through history and technology classes in grades 6-8. Teachers at ICS 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. Exposure to and involvement with other cultures at an early age will contribute to an increasingly important intercultural competence.

A key commitment is also to second language acquisition. Spanish is the language upon which we focus in grades K-8. Each child in the school receives Spanish language instruction including special education and ELL students. As the students progress through the grades, an increasing amount of this instruction is content-based, giving our students a proficiency in speaking, listening, reading, and writing in Spanish. Not only does this give them competency in Spanish, but it underscores daily the reality that they live in a world comprised of languages other than English.

We actively invite parents to participate in the life of the school with plentiful opportunities for volunteering. We seek and establish relationships with community organizations and resources.

We also approach each ICS student as an individual and understand that students will need varying levels of support academically, socially, and emotionally. For this reason, we incorporate tutoring during the school day as well as support flex grouping. Similarly, our process for helping students enter high school

includes having the counselor meet with each family to review the student's "portfolio" and to prepare a thoughtful and substantial application to high schools.

Shared Values

Our Values

Community. We honor and celebrate the fullness of our individual and collective humanity.

Courage. We accept the challenge and joy of standing for who we are and for everyone's right to be themselves.

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.

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

Independence Charter School (ICS) is a K-8 urban school located in Center City Philadelphia. ICS is in its 17th year of operation. The school is located in the historic district of Philadelphia. It is in the Thomas Durham School building; built in 1909. It was listed on the U.S. National Register of Historic Places in 1988. Our community is primarily residential with a mixture of rowhomes and apartment complexes. The majority of the business are small mom and pop boutiques and restaurants.

ICS currently serves 825 students. Our students come from all over Philadelphia, with students living in all zip codes. Approximately 52% of our families qualify for free or reduced lunch. The racial ethnic demographics of our students mirror the county of Philadelphia with approximately 39% Black, 24% Hispanic, 27% White, 4.5% Asian and 5.5% Multi-Racial. Approximately 15% of our students are special needs (having either an IEP or 504 Plan) and 6% are English Learners.

ICS was founded by parents who were committed to the city of Philadelphia and wanted to provide a rigorous academic program (including second language acquisition and global studies) for their children and the children of Philadelphia in a public school setting. We employ a lottery system in which submitted applications are chosen randomly during a public event. Sibling preference is also given to existing ICS families as long as the student is of the correct age of admittance and if there is an opening in that grade. In every year since our opening, our waiting list has continued to grow such that the waiting list for the coming school year numbers over 2000.

Our points of pride include

- a strong faculty who are committed to working in an urban school,
- a strong integrated curriculum that includes our own authored curricular frameworks together with published, research based curriculum
- strong parent involvement
- teacher participation in curricular writing and recommendations
- a global studies program
- a second language studies program
- quality special education service
- quality English as a Second Language program
- growing utilization of community-based resources
- ICS is Middle States Accredited.

ICS has an administrative model that focuses on providing expert support to staff to provide excellence in instruction for students. In addition to the principal, there is an Assistant Principal of Curriculum and Instruction, Supervisor of Special Education, and an instructional coach. Direct support to students are provided by two counselors, a nurse, special education staff, reading and math tutors, culture and climate staff, and English as a Second Language staff. In addition, in order to provide additional support for Kindergarten to third grade we provide a part time classroom assistant to help with flex grouping and to support the teacher.

ICS's curriculum is focused on Global Education and uses the Oxfam Principals as guiding questions. The curriculum makes extensive use of the historical and central location of the school building. Students attend theatrical performances and local museums. ICS's commitment to the arts in the school building includes visual and performing arts classes for all students in Kindergarten to 5th grade. Students in 6th to 8th grade participate in an electives program with varied programming to serve the interest of the student body. ICS provides violin classes after school, as well as produces a school play in which over 50 5th-8th grade students participate. All students learn Spanish as a second language. Approximately, 46 7th grade students participate in our international travel program: Take Flight.

In addition to a strong academic curriculum, ICS offers opportunities for extending learning and development to nurture the whole child. This is achieved through an instructional program in the arts and partnering with local and international resources. Some of our partner groups include:

- Linton's Food Service
- Outward Bound
- Heifer International
- Philadelphia Middle School Basketball League
- Students Run Philly Style
- Marian Anderson Recreation Center
- Fulbright Partner School
- A Better Chance
- Big Brother Big Sister
- Dancing Classrooms
- Drexel University

- Temple University
- University of Pennsylvania
- Odyssey of the Mind
- 21st Century Community Learning Centers

Board of Trustees

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Board of Trustees Professional Development

Currently, all members of the Board of Trustees undergo training in both the legal responsibilities as public officials and Board Trustees of a charter school in Pennsylvania and in the financial responsibilities in regard to the budget and finances of the school. The legal training is provided by our legal counsel from Kleinbard, LLC and the financial training is provided by Michael Danyo of Santilli & Thomson, LLC.

With the passing of Act 55 of 2017, all newly appointed board members will be required to complete School Director and Trustee Training offered through the Pennsylvania Department of Education once it is fully rolled out.

Topics of training are as follows:

1. Rules and regulations regarding suspensions, expulsions, and special education law implications.
2. Right-to-know impact
3. By-laws modification policy
4. How to read financial reports and budgets
5. A review of Sunshine Law and the Public Officials Act

This Board of Trustees operates faithfully following the Sunshine Law and the Public Officials Act. Board Meetings are open to the public and posted in advance. Board meetings include a time on the agenda for public comment.

Governance and Management

The ICS BOT 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.

These committees are Finance, Human Resources, Communications and Development, and Governance. All committees meet monthly or bimonthly and provide reports to the full board at the monthly BOT meetings. There is also an ad hoc Discipline Committee.

The Executive Committee is always available to the CEO should there be any questions or concerns pertaining to governance and direction of the school. In addition, each Board meeting is preceded by a written CEO report that details current areas of interest to the Board. Board committees also provide written minutes prior to the monthly board meetings so that board members may read up on current committee work. In this manner, BOT members are informed and involved in all areas.

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

Student Enrollment

ICS enrolls students through an annual lottery process. Any student living in Philadelphia and entering grades kindergarten through 8th is eligible to apply to the lottery. For a student to be eligible to attend kindergarten, they must turn 5 by September 1 of the school year they are entering kindergarten.

Lottery preference is given first to students with Keystone status (children of staff members), then to siblings of current ICS students, then to all Philadelphia residents. Students who live outside of Philadelphia are not eligible to enter the drawing and are added to the end of the waiting list after the drawing.

The drawing is open to the public. ICS conducts a certified-authentic electronic lottery drawing using Random.org to create a numerical order for all names by grade. Available spaces in each grade are then filled by proceeding down the list in numerical order.

A complete summary of lottery results is emailed to all applicants and posted in our school foyer within 1 week of the drawing. Within 3 business days of the drawing, families of accepted kindergartners are notified directly by email and/or phone. Complete registration materials are emailed and mailed home within 4 weeks.

Families on the waiting list will not receive further updates unless ICS reaches the child's name on the waiting list. As spaces become available, ICS moves through the waiting lists in numerical order. When ICS comes to a child's name on the waiting list, ICS will contact that child's family via telephone and email. We will mail a notification to the home address on file with a final response deadline if we cannot reach a family by phone/email after multiple attempts. It is the family's responsibility to keep ICS informed of updated contact information.

If a child is accepted from the waiting list for a space at ICS and that child has a sibling on an ICS waiting list who meets ICS's sibling preference criteria, that sibling will be moved to the sibling waiting list after their sibling registers at ICS.

Parent Communication

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

Files uploaded:

- Registration Communication for Families.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 Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
17	820	810	0	Moved out of Philadelphia, Transferred to another District public or charter	4
16	806	800	0	Moved out of Philadelphia, Transferred to another District public or charter	11
15	815	811	0	Moved out of Philadelphia, Transferred to another District public or charter	6

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
17	94	96	96	98	97	90	88	78	77	0	0	0	0
16	93	94	97	98	96	90	76	76	82	0	0	0	0
15	93	94	98	96	96	82	80	89	84	0	0	0	0

Stakeholder Involvement

Name	Role
Steve Bellizzi	Middle School Teacher - Regular Education
Patricia Cirone	Administrator
Miriam Collins	Ed Specialist - School Counselor
Michael Danyo	Business Representative
Odamis Fernandez-Sheinbaum	Administrator
Jody Freed	Special Education Director/Specialist
Jenny Hoedeman-Eiteljorg	Parent
Kristen Long	Building Principal
Pamela Meacham	Elementary School Teacher - Regular Education
Olga Molinares	Middle School Teacher - Regular Education
Begona Muñoz	Elementary School Teacher - Regular Education
N/A N/A	High School Teacher - Regular Education
N/A N/A	High School Teacher - Regular Education
Doris Naffah	Elementary School Teacher - Regular Education
Joanna Perez	Community Representative
Pam Prell	Community Representative
Kerry Routh	Instructional Coach/Mentor Librarian
Tori Seidman	Middle School Teacher - Special Education
Gabe Sosa	Business Representative
Amy Urban Romaine	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Alternate Academic Content Standards for Math and Reading - addressed in individual IEP plans.

Elementary Education-Intermediate Level

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

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

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

Alternate Academic Content Standards for Math and Reading - addressed in individual IEP plans.

Middle Level

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

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

Currently, these 2 areas - Economics and Family and Consumer Sciences are not addressed in our curriculum due to time constraints and prioritizing standards which align with Common Core State Standards.

High School Level

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

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

ICS currently doesn't have a High School.

Adaptations

Elementary Education-Primary Level

Checked answers

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

- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

Career Education and Work: Our middle school holds a Career Day in the Spring. Last year was our first Career Day. The advisory teachers teach lessons during advisory leading to this day.

Our 8th graders visit colleges and vocational schools in the Spring.

Civics and Government., History, and Geography: ICS puts the utmost importance on the area of Social Studies and every middle school student in grades 6-8 have Social Studies four times a week. The 5th grade ELA and SS curriculums are completely intertwined. These 3 areas are regularly addressed and improved upon each year.

Common Core Standards: ELA and Math: Our ELA and MATH teachers spent time over the summers of 2013 and 2014 re-aligning the curriculum to the Common Core State Standards.

These teachers meet twice a month to revisit the alignment in order to ensure the standards are being adequately addressed and mastered by students.

Environment and Ecology: We have recently developed a new course, Science & Society, which addresses the topics of environment and ecology.

Health, Safety, and Physical Education: Middle School students have a Fitness and Movement class each week. The topic of health and physical education are addressed during this class, as well as throughout the year in their Science classes, especially in the Spring with Sexual Health.

Science and Technology and Engineering Education: Our Science curriculum has been completely overhauled this year and is being aligned with the Next Generation Science Standards. We have also expanded after school opportunities in this area. Finally, many of these standards are also addressed in our Science and Society class.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

ICS's Primary Level curriculum identifies the objectives through essential questions and the focus for instruction areas of the curriculum template. Teachers are working in grade level and in content area teams to further develop assessments that measure mastery of the instructional units.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The Intermediate Level has aligned curriculums for math and English Language Arts to the PA Common Core Standards. In addition, we have made curriculum maps for these two subject areas. T

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

In the beginning of each school year, the teachers in every content area submit long term plans which detail the objectives, materials, major projects and assessments, and alignment with the state standards. These plans are collected and reviewed by the principal. In addition, each content area must provide a plan about how these standards will assessed and they meet at least once a month to review the assessments, with supervision from the principal and assistant principal.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

ICS doesn't currently have a High School

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.

Independence Charter School selects and develops general education curriculum and instruction based on differentiation strategies so that to the greatest extent possible students with any mental or physical disability has access to and can master a rigorous standards aligned curriculum. Consistent with IDEA and PA Chapter 14, the school employs a continuum of services to ensure that all identified special education students are provided with FAPE. Within general education classroom, teachers use instructional strategies to engage all students in the learning process.

At the elementary level, the Student Success Team ensures that all students receive the type and level of intervention that is needed for them to make progress within the general education curriculum. At all instructional levels, Individual Education Plans are developed to consider and to use supports and services within the general education classroom and curriculum prior to the

consideration of pulling the student out of that instructional environment for more specialized and individual instruction. Assistant Teachers, Therapeutic Support Specialists and Paraprofessionals are used to support students in the regular education classroom and specially designed instruction such as graphic organizers, annotated notes, and assessment modifications also support access to the general education curriculum.

In Middle School, students with IEPs that include literacy goals participate in a Literacy Intervention Course. ICS has a highly effective special education team who meet regularly with general education teachers to collaborate about appropriate modifications and accommodations. In addition, students with IEPs with Math goals, in addition to non-identified students below grade level in Math, participate in a Math Procedures class tailored to their areas of need. All teachers provide modified tests for students with IEPs and ELL students. In addition, all teachers are expected to address all learning styles in their instruction and are observed regularly by the principals in order to ensure they are doing so.

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
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Building Supervisors
- Not Reviewed

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

ICS' Supervision and Evaluation System is extensive and aligned with PA state requirements.

Formal classroom observations, walkthroughs, and annual instructional evaluations are part of this system and are outlined in written form and teachers are trained on the components throughout the school year. In addition, ICS' Induction program, which includes teacher mentors, provides peer coaching, as well as an instructional coach.

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

This narrative is empty.

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.	Not Applicable

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

In the Primary Elementary Grades (K-2) we do not have any identified gifted students. Students are generally evaluated using a psychoeducational evaluation in fourth or fifth grade. While we don't have a formal gifted program, we do have students who are advanced in their abilities. For these students we provide accommodations using a variety of differentiation methods including modification of curriculum, flexible scheduling and structured groups.

Elementary Education-Intermediate 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.	Not Applicable

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

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	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.	Not Applicable

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

This narrative is empty.

High School Level

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

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

Currently Independence Charter School doesn't have a High School.

Recruitment

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

The instruction program is evaluated annually to determine student needs which inform staffing requirements. ICS believes that recruitment of quality teachers is of paramount importance to student achievement and quality learning. A systematic process is in place for recruiting and evaluating teacher candidates for positions within the school. When a position is identified, applications are reviewed by the appropriate administrator in the initial screening process. The candidates' educational credentials and experiential background are assessed to identify the most talented teachers for the schools demo lesson and interview process. A first round interview occurs with building level administrators and teachers. Candidates are required to teach a lesson in their area of expertise. A verification of credentials is conducted for each candidate prior to offering a teaching contract.

Assessments

Local Graduation Requirements

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

Local Assessments

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

Graduation Requirement Specifics

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

- 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	EEI	ML	HS
PSSA - ELA		X	X	
PSSA - Math		X	X	
Kaestone Algebra I			X	
PSSA - Science		X	X	
End of Chapter / Unit Test	X	X	X	
Report Card Grade	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
EasyCBM - Riverside Publishing	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Exit Slips			X	
Observational Rubrics	X	X		
Active Engagement Check Ins	X	X	X	
Goal Setting		X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DRA-Developmental Reading Assessment	X	X		
EDL2-El Desarrollo de Lectura	X	X		
CDT=Classroom Diagnostic Test			X	
WIDA ACCESS and W-APT	X	X	X	

Math Beginning of Year Inventory Test			X	
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Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Independence Charter School provides time for teams of teachers and administrators to review data and assessments monthly. These data meetings are generally teacher led, but are designed for peers, instructional coaches and supervisors to provide input into assessments. Additionally, administrators review lesson plans and teacher created assessments for validity to standards. Instructional coaches meet regularly with grade and content teams to discuss the use of assessment data to guide instruction.

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.

Currently, ICS doesn't use locally administered assessments school wide. Teachers develop some independent projects and test for specific courses. These are validated during data discussion meetings with administration. However, we do purchase assessments which are administered to students in math and reading. The validation of these purchased assessments are done by the assessment coordinator. The process includes review of the research conducted to norm the assessment. Generally validation is conducted every time the assessment is renormed by the publisher.

Collection and Dissemination

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

The Leadership Team collects data from a variety of sources to monitor the achievement and progress of the students in the district. The data is used by instructional data teams in order to inform curriculum revisions and instructional practices. The data teams share the information

with grade level teams. ICS has begun the process of identifying a data warehouse. Over the next three years identification and implementation of the data warehouse will enable easy sharing and analysis of data with stakeholder.

ICS makes individual student data available to families in a variety of ways. Students receive trimesterly report cards. Parent/teacher conferences are held in December after the first marking period and at other end of the second marking period in March. Individual student meetings occur as part of the Student Support Team process. Individual Education Program, a Gifted Individual Educational Program, and 504 Planning meetings are held in accordance with regulations. Various kinds of data are used to contextualize the discussion about the student's strengths and areas of concern. At the middle school, guardians have access to a Parent Portal which allows them to access their children's grades on a regular basis throughout the year.

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.

Information from assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher. At the elementary levels, the response to instruction and intervention is used to assist students to increase their achievement. Guided reading, leveled math groups, intervention groups, remedial reading, and specially designed instruction are all used to provide additional instruction in targeted skills. As part of a Century 21 grant, over the next three year students can also qualify for after school tutoring.

At the middle school level, a remedial reading specialist and special education teachers work with individual and small groups of students on targeted skills in reading in order to increase their achievement. Specially designed instruction for special education students and additional tutoring by content teachers are assigned to students who have not demonstrated mastery.

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.	X	X	X	
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to	X	X	X	

increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

Part of the data teams monthly meetings are alignment of assessment to standards and reviewing student responses to determine mastery. To increase mastery differentiated instruction is used in 100% of classrooms. Additional supports are provided to students as needed and specific interventions are put in place based on the Student Support Team process.

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

ICS currently doesn't have a High School.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The ICS provides information about student achievement to the public in a variety of formats. ICS mails individual student PSSA reports to parents on a yearly basis. District and school results are published on the district's web site. They are also published annually in a district/borough newsletter. The Administrative Data team, as well as the CEO, present the summative assessment data to the school board in a public session in the fall of each school year. In addition to the results, goals for continuous improvement of student achievement are presented.

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

Over the next three years ICS will identify methods to communicate summative assessment goals and intervention strategies. Students are generally the least informed members of the community when it comes to the results of the assessments. Using metacognitive data analysis students and teachers can work together to review assessment results and develop goals and strategies with students.

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	X	X	
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs	X	X	X	
Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	
Comprehensive School Safety and Violence Prevention Plans	X	X	X	
Purchase of Security-related Technology	X	X	X	
Student, Staff and Visitor Identification Systems	X	X	X	
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	
Counseling Services Available for all Students	X	X	X	
Internet Web-based System for the Management of Student Discipline	X	X	X	

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

ICS works closely with the local police department to support the school in maintaining a safe and orderly environment. 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. It has not been necessary for ICS to hire a SRO..

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	
Attendance Monitoring	X	X	X	
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	
Career Awareness	X	X	X	
Career Development/Planning	X	X	X	

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education	X	X	X	
Case and Care Management	X	X	X	

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Directors				
Newsletters	X	X	X	
School Calendar	X	X	X	
Student Handbook	X	X	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?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

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

Independence Charter School'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 has a Food Services Committee, which includes student representatives, staff, parents and a representative from the food services company with which the school contracts. The committee meets several times during the school year to review menus, taste test potential new menu items and to give overall feedback and suggestions about the program. We believe that the more the students are involved in the menu selection the greater the participation in the program.

We also promote National School Lunch Week - October 15-19, 2018. The theme this year is "School Lunch: Lots 2 Love," which is designed to help students and school nutrition professionals connect and share what each loves most about school lunch with parents, school officials, the media and the general public. During this week, we will have raffles for those students who purchase school lunches and they will have a chance to win a prize. Students will also have an opportunity to share what their favorite school lunch is, or who their favorite lunch teacher is, or what their favorite part of lunchtime is on heart shaped paper. The hearts will be displayed throughout the cafeteria during the week to help celebrate and improve school lunch participation.

During March, we participate in **National Nutrition Month.**

During the monthly PTA meeting, a Nutritionist talks to the parents on how to help our children with healthy eating habits. Nutritional tips are posted on our website and we do daily announcements that promote healthy eating habits. Our daily lunch menu includes a hot lunch choice, a salad choice, a sandwich choice and one daily lunch option is always a vegetarian choice.

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; monitors of the front door area are posted in several locations. 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 of 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:

- Insurance Policy.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 does not operate the transportation program. The School District of Philadelphia directly manages the program and contracts with a private bus service to operate 11 school buses on our behalf. ICS 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 1-6 who live more than 1.5 miles from the school. Service is also provided to students in 7th or 8th grade with documented medical or educational needs. 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.

7th and 8th grade students who meet the greater than 1.5 mile requirement but do not require IEP or 504 related transportation accommodations are provided with a SEPTA transpass for public transportation free of charge by the School District of Philadelphia. The School District will also provide a free SEPTA student transpass to the younger sibling of a transpass eligible 7th or 8th grader so that the siblings may travel together. A 1st-6th student who receives a transpass is no longer eligible for school bus service.

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 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

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

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.

Independence Charter School believes that all children will be successful if they have the appropriate resources to succeed. Part of the resources provided are tutoring, ESL Services, IEP Services and therapeutic assistance. Classroom and content teachers communicate regularly via email and phone calls. Additionally, weekly grade level meetings and monthly content meetings are opportunities to share information and discuss academic progress. All staff that provide additional interventions outside of the classroom must use progress monitoring tools to guide instruction and meet student needs.

Community and Parent Engagement

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

ICS is a community and family-based school. We believe that the best learning happens when we partner with families and the community to expand and enrich the learning opportunities for our students. We also believe that it is very important that we provide non-traditional learning opportunities. These include bringing in artists and specialists and going out to learn in the field.

In addition, we are a highly reflective organization. We employ surveys and multiple other strategies to gauge whether our work is effective. This means that we are ready to change if necessary while holding on to our mission, vision, and values.

We engage parents through various organizations and programs. Our active PTA holds regular meetings. Meetings are translated for Spanish-speaking families. The PTA also holds several events throughout the school year as well as an after-school monitored recess time. Parents are also active in our Odyssey of the Mind and Take Flight Travel programs.

The Board of Trustees also reserves 2 spots for parent representatives. Each parent representative serves a 2 year term. Once those 2 years are over, the ICS BOT encourages parents to run in the next parent representative election. Once the candidates are finalized, all ICS families vote for the parent who they think best represents their interests.

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

ICS provides a summer Kindergarten readiness program for those students who score in the "delayed" or "very delayed" category on the Bracken test, a Kindergarten readiness assessment that is administered to students once they enroll at ICS, but before the school year starts. In the summer prior to the beginning of Kindergarten, ICS staff also meets individually with the families of students receiving early intervention so as to ensure that supports and services are in place as soon as the child starts Kindergarten.

There are currently over ten after school programs that pick up students from our school on a daily basis. In the morning, the local **YMCA and Western Learning Center drop students off for parents to ICS.** We are a 21st CCLC Grant recipient, which allows us to offer daily academic tutoring and enrichment to about 90 students (K-8). ICS also hosts a number of outside programming such as Lego Robotics, Students Run Philly Style, Odyssey of the Mind, Philadelphia Youth Orchestra Violin program and a Middle School Musical that is coordinated through a partnership with Plays and Players theater. ICS offers after school math tutoring to middle school students and in-house ELA, SLA (Spanish Language Arts), and math tutoring during the day to our elementary students. ICS also partners with Springboard Collaborative to provide an intense summer reading intervention program for students in K-5 who are reading below grade level.

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.

Independence Charter School does not operate or contract out for operation of a Preschool Agency. Students who are accepted into Independence Charter School via the lottery and have received early intervention services with homebound instruction or at a service center are evaluated for school-based services during the summer by the School District of Philadelphia. If students qualify for school-based services, Special Education Services are then provided by the school.

ICS provides a summer Kindergarten readiness program for those students who score in the "delayed" or "very delayed" category on the Bracken test, a Kindergarten readiness assessment that is administered to students once they enroll at ICS, but before the school year starts. In the summer prior to the beginning of Kindergarten, ICS staff also meets individually with the families of students receiving early intervention services so as to ensure that supports and services are in place as soon as the child starts Kindergarten.

ICS also contracts out to various agencies in order to provide one-on-one support for those students who have an unusually difficult transition to Kindergarten. This allows the Kindergarten teachers to better meet the needs of all students. Each Kindergarten classroom has a classroom assistant. An additional assistant is assigned to Kindergarten to provide supplemental math and reading instruction for students below grade level.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers who represent all grade levels along with school administrators meet to discuss the specific needs of each grade level or content area. 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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished
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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. 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.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers who represent all grade levels along with school administrators meet to discuss the specific needs of each grade level or content area. 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. Teachers often initiate the purchase of new materials based upon the needs of their students. In addition, each summer, teachers engage in curriculum planning in order to ensure alignment of standards and curricular resources and make recommendations about the need for new materials based upon that planning.

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	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of	Non Existent

student motivation, performance and educational needs	
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Provide explanation for processes used to ensure Accomplishment.

ICS does not have a high school.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

	district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Independence Charter School has provided training and professional development in the use of SAS portal. Additionally, we send two of our coaches to participate in the annual SAS Institute. They are able to provide turn key information and professional development to our staff and faculty. Over the last couple of years we have used the materials to help develop and align our curriculum to the PA Core. However, we predominantly use curriculum that is purchased from development organizations or we modify existing curriculum to meet the needs of our students.

Elementary Education-Intermediate Level

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

	less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Independence Charter School has provided training and professional development in the use of SAS portal. Additionally, we send two of our coaches to participate in the annual SAS Institute. They are able to provide turn key information and professional development to our staff and faculty. Over the last couple of years we have used the materials to help develop and align our curriculum to the PA Core. However, we predominantly use curriculum that is purchased from development organizations or we modify existing curriculum to meet the needs of our students.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and	Implemented in

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

Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Independence Charter School has provided training and professional development in the use of SAS portal. Additionally, we send two of our coaches to participate in the annual SAS Institute. They are able to provide turn key information and professional development to our staff and faculty. Over the last couple of years we have used the materials to help develop and align our curriculum to the PA Core. However, we predominantly use curriculum that is purchased from development organizations or we modify existing curriculum to meet the needs of our students.

High School Level

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

Further explanation for columns selected "

This narrative is empty.

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 regular 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 Abila/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 School employs an Operations Director, who is responsible for school-based funds including student activities funds. It is managed under the supervision of the school controller in accordance with procedures adopted by the Board of Trustees. Independence Charter School has received an unqualified opinion on its financial statements for the years covered by its current charter. An unqualified opinion indicates that no negative audit findings exist and that financial statements present fairly, in all material aspects, the financial position of the school.

The Board's Audit committee reviews the annual audit and presents it to the full Board annually. 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 (attached) 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's 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	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	
Provides educators with a variety of classroom-based	X	X	X	

assessment skills and the skills needed to analyze and use data in instructional decision making.				
Empowers educators to work effectively with parents and community partners.	X	X	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	X	X	
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	
Instructs the leader in managing resources for effective results.	X	X	X	

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

ICS 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 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:
8/24/2018 University of Pittsburgh

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
The LEA has conducted the training on:
9/26/2018 Part 1 of Training
The LEA plans to conduct the training on approximately:
11/14/2018 Part 2 of Training

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 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 principal and administrative team work closely with staff to develop a yearly plan that is differentiated and dynamic to meet the needs of all our teachers.

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

n/a

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 know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

- Inductees will effectively navigate the Standards Aligned System website.

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

ICS ensures that inductees are educated on all aspects of the school community. Additionally, inductees are provided the required tools and supports needed to be successful in the

classroom. Our Induction Program was designed to appropriately address the concerns/apprehensions that any teachers new to our school may experience. New teachers are partnered with a veteran mentor teacher.

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.

ICS administrators meet with both the mentees and mentors throughout the school year to ensure that the Induction Program is running smoothly. In addition, inductees are required to submit monthly documentation that details their progress and any possible concerns.

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

Inductees submit artifacts as their inductee portfolio. This serves as one component of their yearly evaluation.

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 administrators determine the appropriate mentor for each of our mentees, A great deal of thought goes into the correct placement of mentors and mentees.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X		X		
Best Instructional Practices	X	X				
Safe and Supportive Schools	X	X	X	X		
Standards	X	X	X	X		

Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X		X		X	
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

n/a

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Throughout the school year, administrators check-in with both inductees and mentors to ensure that the program is running with fidelity. At the end of the year, both inductees and mentors are given the opportunity to share their thoughts about the program on the end of year survey.

Recording Process

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

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

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

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

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

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

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

Federal Programs

Coordination of Programs

Technical Assistance

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

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

An outside consultant, as well as our business managers, a board member, and the Executive Assistant to the CEO provided support in developing our schoolwide program. The outside consultant, Helen Gross, has helped a number of schools with the completion of a comprehensive plan with great success. Her references were stellar.

Provider	Meeting Date	Type of Assistance
Helen Gross, Consultant, Benchmark Resource Associates	8/10/2018	Meeting to outline next steps for schoolwide plan and comprehensive plan completion.
Odamis Fernandez Sheinbaum	8/13/2018	Discussion about using data to identify needs, accomplishments, and areas of concern
Tish Cirrone, Executive Assistant to the CEO	7/9/2018	Meeting to discuss goals, comprehensive plan due dates, and identification of technical assistance
Virgil Sheppard & Helen Gross	8/2/2018	Call to discuss components of comp plan and schoolwide plan and how Middle States self study can inform the planning process

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:

ICS graduates 100% of 8th graders. Over the last four years 90% of Graduating 8th grade students are accepted and attend special admission High Schools as well as high demand city charter schools.

Accomplishment #2:

ICS's graduating 8th grade classes over the past 3 years have had high Academic Achievement in all PSSA subjects. Three year percent proficient/advanced averages for 8th graders are:

- ELA 62.9%
- Math 42.5%
- Science 54.5%

Accomplishment #3:

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

- Google Classroom
- 20 portable computer carts (over 500 chromebook computers)
- iPad cart
- Televisions Digital Projector Systems
- Wireless Internet access

Accomplishment #4:

At all levels, student needs are evaluated on an individual basis. They are addressed via instructional support and student assistance teams. The student assistance teams help families to address the social and emotional health needs of students.

Accomplishment #5:

ICS has met or exceeded the state's percentage proficient and advanced in ELA and Math over the last four years.

Accomplishment #6:

Student growth based on the STAR Reading Assessment is an Average of 80L. This represents a growth within the Student Growth Percentile range equal to the expected range for students in the north east.

Accomplishment #7:

PSSA Assessment

Academic performance for Independence Charter School over the last three years has been consistently high.

- Average PSSA Reading proficient/advanced for the previous two years was 64%.
- Average PSSA Math proficient/advanced for the previous two years was 46.2%.
- Average PSSA Science proficient/advanced for the previous two years was 62.7%

Accomplishment #8:

Keystone Algebra 1 has continued to improve with 100% of our students who take the test scoring Prof/Adv and demonstrating significant evidence of growth

- No statistical difference with gender gap
- No statistical difference between economical disadvantaged students and non-disadvantaged students

Accomplishment #9:

There is no statistical difference in the PSSA achievement in Math and Science between Male and Female students.

Accomplishment #10:

ICS has had an attendance measure above 96% for the last 10 years and has exceeded the state average in each of these years.

Charter School Concerns

Concern #1:

Math PSSA Assessment scores have improved overall, however specific grades struggle showing growth in the PSSA Assessment.

- 4th grade Math achievement and growth: We have switched program to a new model to help meet the needs of students. 4th grade math teachers will work closely with the Math

Instructional Lead to ensure that differentiated, rigorous math instruction aligned to the common core is being provided to all students.

- 5th grade Math growth for proficient and advanced students: ICS will work with the fifth grade math teachers to ensure that Wednesday academic enrichment time is meeting the needs of the students.
- Students with an IEP performed below the state average for each grade.

Concern #2:

ELA PSSA Assessment scores continue to show gains in academic achievement, but specific grades still struggle meeting achievement goals

- 4th grade ELA achievement and growth have been stagnant. Achievement from 3rd to 4th grade cohort match show that students are not maintaining ELA levels. PVAAS modeling demonstrates that students have an average scale score decline.
- 6th grade ELA achievement is below the state average

Concern #3:

ICS has not been able to close the achievement gap in PSSA Achievement for historically underperforming students. This gap exists in all PSSAs subjects (Math, ELA, Science) and is most prevalent in the number of students who score advanced.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

Math PSSA Assessment scores have improved overall, however specific grades struggle showing growth in the PSSA Assessment.

- 4th grade Math achievement and growth: We have switched program to a new model to help meet the needs of students. 4th grade math teachers will work closely with the Math Instructional Lead to ensure that differentiated, rigorous math instruction aligned to the common core is being provided to all students.
- 5th grade Math growth for proficient and advanced students: ICS will work with the fifth grade math teachers to ensure that Wednesday academic enrichment time is meeting the needs of the students.
- Students with an IEP performed below the state average for each grade.

ELA PSSA Assessment scores continue to show gains in academic achievement, but specific grades still struggle meeting achievement goals

- 4th grade ELA achievement and growth have been stagnant. Achievement from 3rd to 4th grade cohort match show that students are not maintaining ELA levels. PVAAS modeling demonstrates that students have an average scale score decline.
- 6th grade ELA achievement is below the state average

ICS has not been able to close the achievement gap in PSSA Achievement for historically underperforming students. This gap exists in all PSSAs subjects (Math, ELA, Science) and is most prevalent in the number of students who score advanced.

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA

Specific Targets: Decrease the achievement gap by 3% per year for Historically Underperforming Students in all subjects on the PSSA

Type: Annual

Data Source: PSSA

Specific Targets: Achievement in the all students category of the PSSA Mathematics will increase by 2.2% per year (percent of students Proficient and Advanced). Current baseline (2018 PSSA) is 47.8%

Type: Annual

Data Source: PSSA

Specific Targets: Achievement in the all students category of the PSSA English Language Arts will increase by 1.5% per year (percent of students Proficient and Advanced). Current baseline (2018 PSSA) is 65.8%

Strategies:

After School Programs

Description:

After-school programs can provide enrichment activities that develop students' academic and social skills. For students who lack adult supervision or learning opportunities after school, such programs can offer an environment that is safe and nurturing as well as educational. (Source: [After School Programs](#))

SAS Alignment: Instruction, Materials & Resources

Instructional Coaching

Description:

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Sources: [Kansas Coaching Project \(KCP\)](#), [Improving Student Engagement and Performance...](#), [Instructional Coaching Group \(Resources\)](#), [The Partnership Principles](#).)

SAS Alignment: Instruction, Materials & Resources

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#), [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: None selected

Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Assessment, Instruction

*Differentiated Instruction***Description:**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#) , [What Is Differentiated Instruction \(Robb\)?](#) , [Learning Styles: Concepts and Evidence](#) , [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#)) , [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

SAS Alignment: Instruction

Implementation Steps:*Improving Language and Literacy Instruction***Description:**

At least one language arts teacher per grade level will attend Reader's and Writer's Workshop training at Teacher's College, Columbia University. Teachers who do not attend the training in New York, will participate in consistent and intensive reader's and workshop training provided by language arts content teacher leaders.

Start Date: 7/1/2019 **End Date:** 6/28/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Instructional Coaching
- Professional Development
- Differentiated Instruction

*Equity Training***Description:**

All staff will participate in equity training so that all students, especially historically underperforming students, attain academic and social success. Outside consultants will provide training for all staff and interested teachers will attend the multi-day Race Institute.

Start Date: 8/27/2018 **End Date:** 6/28/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Instructional Coaching
- Professional Development

*Teaching Diverse Learners in an Inclusive Setting***Description:**

Middle School ELA and math teachers will work with the 6-8 middle school special education teachers to utilize co-teaching models and strategies in their classrooms. Traditionally, the co-teaching model at ICS has been 1 teach:1 assist. ICS will attend a co-teaching conference offered through the Bureau of Education & Research "Best Practices in CO-TEACHING: Increase Your Students' Success in High Academic Expectations" on December 5th and 6th 2018 to gain a more in-depth knowledge of the latest, best practices and strategies in co-teaching. ICS will introduce the models of 1 teach:1 observe, parallel teaching, station teaching, alternative teaching, and team teaching through a professional development in January 2019 and will coach the teams by completing walk throughs and providing feedback on a weekly basis. ICS will also meet with co-teaching pairs on a monthly basis to assist with any troubleshooting or guidance they may need.

Start Date: 9/4/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Professional Development
- Differentiated Instruction

Support for Students and Families Outside of School Hours

Description:

Using 21st CCLC Grant money ICS has developed an after school program that focuses on engaging students STEM and Literacy Activities.

During the summer a partnership with Springboard Collaborative enables us to prevent the summer reading slide and make gains in reading. Parents attend 6 one hour literacy workshops that focus on engaging students at home with literacy. Teachers are taught how to use data to create small group lessons that meet students at their instructional reading level. Teachers then use this knowledge to improve their own practice during the school year.

Start Date: 10/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- After School Programs
- Instructional Coaching
- Using Student Achievement Data to Support Instructional Decision Making
- Differentiated Instruction

Data Based Instruction

Description:

Teachers will use the tools and reports of the STAR 360 Assessment Suite with more regularity and with greater depth of understanding. All core subject teachers (ELA and Math) in grades 2nd to 8th grade will login 5 times to the STAR 360 assessment system and generate at least 3 reports a year so that the data may be used to drive instruction.

Start Date: 11/14/2018 **End Date:** 5/15/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Professional Development
- Using Student Achievement Data to Support Instructional Decision Making
- Differentiated Instruction

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: Instructional Coaching Strategy #2: Professional Development Strategy #3: Differentiated Instruction		
Start	End	Title			Description		
7/1/2019	6/28/2022	Improving Language and Literacy Instruction			At least one language arts teacher per grade level will attend Reader's and Writer's Workshop training at Teacher's College, Columbia University. Teachers who do not attend the training in New York, will participate in consistent and intensive reader's and workshop training provided by language arts content teacher leaders.		
	Person Responsible Principal	SH 5.0	S 5	EP 15	Provider Teacher's College, Columbia University	Type College or Universit y	App. No
Knowledge		Teachers will learn how to implement reader's and writer's workshop with fidelity.					
Supportive Research		Lucy Caulkins Units of Study					
Designed to Accomplish		<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills</p>					
For classroom teachers, school counselors and education specialists:							

needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

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

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.
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	Series of Workshops Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles
Peer-to-peer lesson
discussion
Lesson modeling with
mentoring
Joint planning period
activities
Journaling and reflecting

Student PSSA data
Standardized student assessment
data other than the PSSA
Classroom student assessment data

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: Professional Development**
Strategy #2: Differentiated Instruction

Start	End	Title	Description
9/4/2018	6/30/2019	Teaching Diverse Learners in an Inclusive Setting	Middle School ELA and math teachers will work with the 6-8 middle school special education teachers to utilize co-teaching models and strategies in their classrooms. Traditionally, the co-teaching model at ICS has been 1 teach:1 assist. ICS will attend a co-teaching conference offered through the Bureau of Education & Research "Best Practices in CO-TEACHING: Increase Your Students' Success in High Academic Expectations" on December 5th and 6th 2018 to gain a more in-depth knowledge of the latest, best practices and strategies in co-teaching. ICS will introduce the models of 1 teach:1 observe, parallel teaching, station teaching, alternative teaching, and team teaching through a professional development in January 2019 and will coach the teams by completing walk throughs and providing feedback on a weekly basis. ICS will also meet with co-teaching pairs on a monthly basis to assist

with any troubleshooting or guidance they may need.

Person Responsible	SH	S	EP	Provider	Type	App. No
Jody Freed	1.0	25	9	Independence Charter School	School Entity	No

Knowledge

- Six models of effective co-teaching
- Instructional adaptations to reach all students in the classroom
- Understanding key issues co-teachers face and how to maximize co-teaching strengths
- Work collaboratively to increase the success of students with special needs while integrating high academic expectations
- Strategies to target assessment, data management and progress monitoring to better provide specially designed instruction practices to meet the IEP goals embedded in the general education curriculum
- Strategies for optimizing planning time and laying the groundwork for effective collaboration and increased rigor

Supportive Research

- Children with speech-language impairments made stronger gains in a co-taught setting than in a pull-out or in-class support (Thornbur, 2000).
- EL students and native English speakers in a co-taught classroom showed significantly greater language gains than those in a traditional classroom (Hadley, Simmerman, Long, and Luna, 2000)
- Literacy achievement increased for students with disabilities, from 20 percent at or above grade level to

42 percent in just two years as a result of co-teaching intervention (Theoharis and Causton-Theoharis, 2010)

- Students with and without disabilities showed significant increases on standardized tests in mathematics and language arts after two years of co-teaching. There was also a significant decrease in the numbers of students with chronic attendance problems (Burns, 2010).
- Meta-analyses results of research on co-teaching with special educators found co-teaching may be moderately effective in language arts and mathematics (Murawski and Swanson, 2001; Scruggs, Mastropieri and McDuffe, 2007).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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 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.

Training Format

Series of Workshops
Professional Learning Communities
Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	Grade Levels	Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	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 Review of participant lesson plans

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 Susanna Greenberg on 6/7/2017

Board President

Affirmed by Kristen Long on 10/13/2018

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 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 Susanna Greenberg on 6/7/2017

Board President

Affirmed by Kristen Long on 10/13/2018

Superintendent/Chief Executive Officer