

I-LEAD Charter School

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

401 Penn Street

Reading, PA 19601
(855)453-2327

Federal Accountability Designation:	Priority
Schoolwide Status:	Yes
CEO/COO:	Angel Figueroa
Date of Local Chartering School Board/PDE Approval:	10/30/2013
Length of Charter:	5 year extension
Opening Date:	9/6/2011
Grade Level:	9-12
Hours of Operation:	7:30 a.m. - 5:00 p.m.
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	28
Student/Teacher Ratio:	17:1
Student Waiting List:	0
Attendance Rate/Percentage:	88.00 %
Enrollment:	479
Per Pupil Subsidy:	Regular = 7,945.71; Special Ed = 19,333.87
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	100.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	115

Student Profile

Group	Student Count
American Indian/Alaskan Native	1.00
Asian/Pacific Islander	2.00
Black (Non-Hispanic)	23.00
Hispanic	432.00
White (Non-Hispanic)	17.00
Multicultural	4.00

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	0.00	0.00	0.00	187.00
Instructional Hours	0.00	0.00	0.00	0.00	0.00	1031.00

Planning Process

The planning process implemented to complete this plan involves representatives of all of the constituencies of the I-LEAD community. Represented segments of our community include faculty, administration, Board Members, staff, parents and community members. Dr. Jim Bohan has assumed the responsibility of facilitating the completion of the plan via in-person, virtual and electronic submissions.

Mission Statement

The I-LEAD Charter School in Reading, Pennsylvania, provides young adults in grades 9 through 12 who have become disconnected from their education with the opportunity to re-engage with an educational program and to transition successfully into adulthood. Our mission is to prepare our students to be productively-engaged citizens in the 21st Century economy as community leaders and entrepreneurs through an educational model that integrates life skills and academic skills.

Vision Statement

Our vision is to produce young citizens who are active agents of their own personal, academic and economic success. We see our graduates as possessing both conceptual and practical knowledge so that they can pursue their own personal adventures as young adults.

At I-LEAD Charter School we continue to encourage our learners to reach beyond and make their dreams into a reality. We provide an education in a safe and supportive environment where self-discipline and motivation are key to their academic and personal success. I-LEAD Charter School collaborates with our parents and community to develop students who are independent in their thought processes and will be self-sufficient members of an ever-changing world.

Shared Values

I-LEAD Charter School holds true to its belief that all learners can achieve personally and academically in the right environment. Remaining true to our Core Values and living them

each day inside our school creating the infrastructure for success in each of our learners, teachers, and administrators is the highest of our priorities.

I-LEAD's Core Values are: Truth, Respect, Care, Understanding, Learning, Creativity, Service, Work, and Leadership. In a holistic atmosphere, I-LEAD Charter School maintains strong ideals, core beliefs, and actions in which we can sustain a positive atmosphere and bring out the strongest and best of each of our learners.

Educational Community

The I-LEAD Charter School services the community of Reading, PA and surrounding areas. We are a school that focuses on students who have dropped out or who are at risk of dropping out of school in our region.

Our community suffers from the typical urban ills of low socioeconomic status, unemployment, etc. While there are supporters of our charter school, the community does not have an overabundance of resources to offer us. Our funding is primarily in the form of per-student state subsidies with some grant monies. Our revenue sources are insufficient to fund several of the programs that we feel are necessary but we attempt to use our funds frugally to achieve the best outcomes for our students.

Our students are almost exclusively in minority groups and in low socioeconomic categories. We do have the benefit that most of our parent community values the alternative that we provide to the community. Our goals include providing a safe environment in which all students can learn to be agents of their own academic and personal success. Many parents find that the regular public school alternative does not provide this type of atmosphere.

In a community such as ours, we believe that it is critical that there be options for parents within public education when they perceive that the district public education system cannot meet the needs of their children. The alternative that we provide is vital to the families of our students who have chosen to go to our charter school.

We endeavor to take advantage of opportunities available in the community: business, Career and Technology Center, Reading Area Community College, etc. We believe that our learners experience the potential of following our course of growth and development. Many of our learners enter our school with significant educational deficits that provide tremendous challenges for the high school arena.

Board of Trustees

Name	Office	Address	Phone	Email
Joseph Amprey	Secretary	401 Penn Street	(877) 427-7037	joseph.amprey@live.kutztown.edu
Robert Jefferson	Member	401 Penn Street	(877) 427-7037	tayab115@comcast.com
Tony Montemurro	Treasurer	401 Penn Street	215-740-6924	stmonte@voicenet.com
Robert Natalini	President	401 Penn Street	(877) 427-7037	rnatalini@i-leadusa.org

Board of Trustees Professional Development

During fiscal year 2016-2017, the Board of Trustees received financial training on understanding not for profit financial reporting. The training was given by the organization's CFO who is a CPA with 30 years of experience working with not for profit organizations (NPO) and is also a certified fraud examiner. Each page of the 2014-2015 audit report was explained in depth, with a comparison to other NPOs as well. Additionally, to further emphasize the unique reporting requirements of NPOs, a comparison to for profit financial reporting was also made.

An additional financial training was held to review IRS form 990, an informational disclosure form required of charter schools that is not required of traditional school districts in PA. This form goes into detail regarding financial information, governance, mission, sources of funding, etc. Although the board does review the 990 each year before it is filed with the IRS, each page of the 44 page 2015-2016 990 was reviewed in detail.

Governance and Management

The Board exercises governance and management oversight. It sets policy that the school's management adheres to in daily operations. To help ensure that policy is followed, the Chief Executive Officer/Chief Operating Officer (CEO/COO) and Chief Financial Officer/Chief Administrative Officer (CFO/CA) report to the Board at the Board's monthly meetings. At the meetings, the CEO/COO provides an executive report summarizing academic and operational activity and the CFO/CA provides a financial report, which includes a Statement of Activities, Statement of Financial Position, and the organization's check and debit registers. These reports are the subject of Board deliberation and discussion with the CEO and CFO.

The Board and executive management have repeatedly invited members of the Reading School District's (RSD) Board of Directors to visit the school. A few have visited and met with management staff. Members of ILCS's Board and executive managers have attended RSD board meetings. As required by the Pennsylvania Department of Education, ILCS submits an Annual Report by August 1 each year to the state and to RSD.

Student Enrollment

I-LEAD accepts all students in grades 9 through 12. Learners must complete a formal application for enrollment and present an accurate immunization history as part of the application process. Further, each application must attend an orientation with their parents and guardians. We attempt to recruit primarily at-risk or potentially at-risk students generally with a history of disconnection to regular education.

Parent Communication

I-LEAD Charter School (ILCS) established the Parent Engagement Center (PEC) to implement effective parental and community involvement policies, programs, and activities that lead to improvements in student academic achievement; and that will help create collaboration through strengthening partnerships between parents, staff, and the community in meeting the educational needs of its students. The PEC's supports parents and families while providing resources and training by building a sense of confidence in order to enhance the academic performance and success of ILCS' students. The PEC promotes parent involvement and awareness of the services provided within ILCS and in the community.

ILCS values parent involvement and empowers parents and families to support their children's overall development and education by becoming an active member of the Parent Engagement Association (PEA) or Parent Advisory Committee (PAC). Parents are asked to volunteer a minimum of five (5) hours per month during the school year by assisting staff directly at the school, attending general school meetings, participating in school and community events and activities as well advocating on behalf of the school.

Files uploaded:

- Enrollment Form
- Volunteer Form
- Parent Survey
- School Compact
- Parent Involvement Policy
- Right to Know
- Uniform Policy
- Parent Resources
- Staff Directory

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

Files uploaded:

- Records Release Form.pdf
- Parent Student Interview.pdf
- PA Disciplinary Report.pdf
- Learner Application.pdf

- Enrollment Notification Form 2016_17.pdf
- ILCS Home Language Survey.docx
- ILCS Pledge (English-Spanish) (1).pdf
- Enrollment at I-LEAD Charter School.docx

Registration Policy

Registration Policy
DOCX 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
2012	180	274	1	Poor attendance, transferred to another LEA, or moved	0
2013	282	352	0	Attendance, transferred to another LEA, moved, or left for work reasons	31
2014	400	431	2	10 Day Attendance Drops, Moved, Left for Work	65
2015	482	435	11	10 Day Attendance Drops, Moved, Left for Work	133
2016	570	492	1	Revocation Proceedings from Reading	131

					School District, 10 Day Attendance Drops	
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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
2012	0	0	0	0	0	0	0	0	0	54	42	56	17
2013	0	0	0	0	0	0	0	0	0	88	141	52	71
2014	0	0	0	0	0	0	0	0	0	142	141	113	35
2015	0	0	0	0	0	0	0	0	0	160	147	91	37
2016	0	0	0	0	0	0	0	0	0	126	171	86	131

Stakeholder Involvement

Name	Role
Joseph Amprey	Board Member
Ashley Benson	High School Teacher - Regular Education
Jim Bohan	Director of Data and Assessment
Tamica Cheney	High School Teacher - Special Education
Magali Cintron	Community Representative
Daryll Ellison	Ed Specialist - Head of Discipline
Zuliema Estremeda	Community Representative
Angel Figueroa	Administrator
Lizette Flowers	Business Representative
Donald Heinz	High School Teacher - Regular Education
Robert Jefferson	Board Member
Renee Kirkland	Community Representative
Stan Landis	Academic Recovery Liaison
Larry Miller	Community Representative
Laura Mitchell	Special Education Director/Specialist
Aileen Murga	Parent
Robert S. Natalini	Board Member
Not Applicable - No Elementary School Grades at ILCS	Elementary School Teacher - Regular Education
Not Applicable - No Elementary School Grades at ILCS	Elementary School Teacher - Special Education
Not Applicable - No Middle School Grades at	Middle School Teacher - Regular Education

ILCS	
Not Applicable - No Middle School Grades at ILCS	Middle School Teacher - Special Education
Angelo Romaniello	Chief Academic Officer/Principal
Erica Sibley	Ed Specialist - School Counselor
Alyssa Sullivan	High School Teacher - Regular Education
Barbara Sykes	Business Representative
Nakisha Williams	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

Alternate Academic Content Standards for

Reading		
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

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

This narrative is empty.

High School 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	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
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	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

This narrative is empty.

Adaptations**Elementary Education-Primary Level**

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Environment and Ecology
- Health, Safety and Physical Education
- History

Unchecked answers

None.

Explanation for any standards checked:

Our school consists of only HS grades.

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.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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	Developing

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

Processes used to ensure Accomplishment:

We continue to revise our curriculum both in documents and practice. The ever-changing nature of our student population requires continuous assessment, interpretation and adjustment of curriculum, instruction and assessment practices.

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

This narrative is empty.

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.

We continue to adapt our instruction and activities to meet the needs of our students. While we pursue the demands of the Keystone Blueprints, we constantly modify our programs due to the significant deficiencies that our students have.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Not Reviewed

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

The Academic Team has installed Walk-throughs, Formal Observations, and the other indicated strategies. We are developing the resources of Department Leaders to further support improvement of instruction in all classrooms.

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

We have not incorporated peer coaching to date.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

This narrative is empty.

Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered
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If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

This narrative is empty.

High School Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

This narrative is empty.

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.

Since the overwhelming majority of our learners enter I-LEAD with significant academic deficiencies, we have a single process to recruit teachers to meet the diverse learning needs of all students. That is, all teachers are recruited in the same manner since they must be qualified and have experience and/or interest in working with our student population.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00

Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Local Assessments

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

Graduation Requirement Specifics

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

Checked answers

- 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.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystones				X
Mid-Term and Final Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
NWEA MAP assessments in Language Usage and Mathematics				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Questioning				X
Discussion				X
Exit Slips				X
Graphic Organizers				X
Peer reviews				X
Visual presentations				X
Observations				X
Constructive Quizzes				X
Think Pair Share				X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT - Classroom Diagnostic Tools				X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Department Leaders are charged with facilitating the creation and administration of all local assessment for subjects within their departments. Administrators review and give the approval

of all major assessments as well as the Special Education department to ensure accessibility and consistency for all learners.

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.

This narrative is empty.

Collection and Dissemination

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

This year we have scheduled common planning time for each department to view assessments and jointly plan instruction. In addition, we are implementing a new Data Manager position who will be charged with disseminating state assessment data as it becomes available. In addition, the Academic Team has scheduled professional development time for instruction to teachers on how to use data for decision-making.

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. Please see the item above regarding collection and dissemination of data results. All assessment and organizational activities are focused on creating an environment in which data-informed decision processes are the rule and not some unique event. The common planning time referenced above speaks to the need of creating the time for joint reflection and action-planning.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

All appropriate departments are keenly aware of the requirements of Keystone examinations. These requirements are the center pieces of conversation on an ongoing basis. All curriculum and instruction are designed to align with the Keystone anchors and to support deeper understanding of them.

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

All uses are represented in on-going conversations during common planning time and professional development sessions.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The Academic Team, consisting of the Principal, school counselors and Director of Assessment and Data Analysis, is responsible for distribution and interpretation of all assessment data to the professional staff. The Academic Team coordinates with the Parent Engagement Office for distribution to parents and community.

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

Course planning guides are on the agenda for future implementation.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
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Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement				X
School-wide Positive Behavioral Programs				X
Conflict Resolution or Dispute Management				X
Peer Helper Programs				X
Safety and Violence Prevention Curricula				X
Student Codes of Conduct				X
Comprehensive School Safety and Violence Prevention Plans				X
Purchase of Security-related Technology				X
Student, Staff and Visitor Identification Systems				X
Placement of School Resource Officers				X
Student Assistance Program Teams and Training				X
Counseling Services Available for all Students				X
Internet Web-based System for the Management of Student Discipline				X

Explanation of strategies not selected and how the LEA plans to address their incorporation:
All strategies are addressed.

Developmental Services

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

Explanation of developmental services:

ILCS is committed to stop bullying and implemented the Olweus Bully Prevention Program (OBPP) to address all levels of a learner's experience, when it relates to bullying, whether it be in classrooms, school hallways, the lunchroom or anywhere that young people gather. There is a Wellness Committee that integrates general wellness and nutrition into classroom instruction. There is a bi-weekly mentoring program. All our learners are at risk so traditional RTI/MTSS would not be effective. We have other means of supporting learners who are at academic risk

such as academic referrals, after-school homework help, one-on-one teacher help before and/or after school.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

All departments (Health Office, Support Services, Guidance, Academics, Special Education and Behavior Management) collaborate to ensure timely assessment, intervention and referrals to internal and external resources when indicated. There are placement tests for all incoming learners in math and reading; ESL learners take the WAPT-ESL test. Assessment/Progress monitoring is accomplished with Achieve3000 and CDT's. Special Education use AIMSweb for reading and math.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEL	ML	HS
Alternative Education				X
Case and Care Management				X
Community Liaison				X
Community Services Coordination (Internal or External)				X
Coordinate Plans				X
Coordination with Families (Learning or Behavioral)				X
Home/Family Communication				X
Managing Chronic Health Problems				X
Managing IEP and 504 Plans				X
Referral to Community Agencies				X
Staff Development				X

Strengthening Relationships Between School Personnel, Parents and Communities				X
System Support				X
Truancy Coordination				X

Explanation of consultation and coordination services:

Learners assessed as benefiting from alternative education are referred out accordingly. The Department of Support Services manages a caseload which includes coordination and collaboration with Community Services. The Parent and Community Liaison provides oversight to the Parent Engagement Center which continuously works to increase and maintain parent/family and community involvement. All departments strive to keep communication open with parents regarding academic, behavioral and social/emotional progress and need. The Attendance Department oversees two day calls by learning facilitators as well as arranging home visits.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	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)

The nurse is responsible for the provision of quality health care and nursing intervention for actual and potential health problems. This includes screening, assessment, and referrals when indicated. The nurse is also responsible for ensuring the security of records and medications. Using knowledge to educate students, parents and staff about potential, suspected or actual health risks and/or conditions is another key responsibility.

Food Service Program

Describe unique features of the Charter School meal program

I-LEAD Charter School works with the on-site food vendor to create meals that are both nutritious and appealing to our learners.

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:

1. All entrances are locked at all times.
2. One of the locked entrance is monitored for visitor sign-in and entrance to the building.
3. Visitors must wear a name tag and be accompanied by staff at all times.
4. Volunteers must comply with state, federal and child abuse clearance requirements.
5. Safety committee.
6. Strategically placed surveillance cameras inside and outside.
7. Active shooter training.
8. Coordination and collaboration with local law enforcement.
9. Lock-down procedure.

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

Wellness Policy

The school wellness policy
DOC file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement
DOCX 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:

- General Liability-Commercial Policy 16-17.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.

As a charter school, daily transportation to and from school is provided by the sending school district, via whatever transportation company they utilize. The Home School District gives the final approval for transportation to and from ILCS for those learners that reside within their district. It is a requirement set by the Reading School District that a learner must live more than 2.0 miles away to receive transportation to and from school. There are exceptions for those learners that are considered Special Needs or learners with medical issues to get transportation within the 2.0 mile requirement. For these learners to receive transportation, the proper documentation needs to be provided; doctor's note or modifications to the learner's IEP. Learners living outside the district automatically get transportation from their home district to ILCS.

Generally, for local school trips, ILCS contracts with BCIU for transportation services. For trips of a longer distance, ILCS purchases the services from a reputable transportation company.

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	Yes

weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	
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.
No further explanation is warranted.

Code of Student Conduct

The school's Code of Student Conduct
DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Not Applicable

Elementary Education - Intermediate Level

- Not Applicable

Middle Level

- Not Applicable

High School Level

- Quarterly

Collaboration for Interventions

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

Collaboration between classroom teachers and a variety of support personnel occurs on a regular basis as needed to meet the needs of individual students. These support personnel include the School Counselor, Special Education Director and Staff, ESL department members, and Student Support Services personnel.

The Academic Team has initiated a disciplinary intervention structure as well as an academic intervention process so that appropriate personnel can be matched to identified needs in the most timely and efficient manner.

Community and Parent Engagement

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

I-LEAD Charter School values parent involvement. The mission is to empower parents and families to support their children's overall development and education by becoming an active member of the Parent Engagement Center (PEC). During the process of Orientation, parent(s)/guardian(s) are strongly encouraged to volunteer a minimum of five (5) hours per month during the school year by assisting staff directly at the school, attending general school meetings, chaperoning or preparing food for the school and community events and activities or making phone calls as well advocating on behalf of the school.

A calendar of events is sent home each month. Outreach calls are made on a daily basis to engage with parent(s)/guardian(s) and as a reminder of events and to advise of the numerous volunteer needs. *Mentor Wednesday*, affords the community at large to participate in valuable opportunities for personal growth for our learners. There is a monthly *Parent Academy* as well as a monthly opportunity to meet with the CEO which affords parent(s)/guardian(s) with the opportunity to stay informed and ask questions/bring up potential concerns.

Notice of meetings of the Board of Trustees, which are open to the public, is posted at the school and published in the Reading Eagle. The Board provides a period for public comment at each meeting. The Parent Engagement Center alerts parents and other learner family members and encourages them to attend the Board's meetings and offer any comments they may have to the Board.

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

Since we are a high school, we focus our efforts on the community services that enable our students to complete the pursuit of graduation.

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.

Our school community does not include preschool students.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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.

Each department under the facilitation of the Academic Team monitors all resources for equitable access and distribution to appropriate students.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered

Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "<50%", "UNK" or "NA".
This narrative is empty.

Elementary Education-Intermediate Level

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

Further explanation for columns selected "<50%", "UNK" or "NA".
This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered

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

Further explanation for columns selected "<50%", "UNK" or "NA".

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms

Science and Technology and Engineering Education	Implemented in 50% or more 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 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "<50%", "UNK" or "NA".

The NA designations are identified in course areas that we currently do not offer in our high school.

Fiscal Solvency Policies

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

I-LEAD Charter School (ILCS) has always maintained high standards of internal control and financial reporting as evidenced by five years of "clean" audits with no recommended adjustments nor material or significant findings. As part of the ongoing processes to ensure solvency, ILCS does a "rolling budget" at a minimum monthly which in essence takes into consideration the actual to date and reforecasts what the yearend financial outcome might be based on up to date information. If there appears to be a material deviation from the original budget, this information is brought to the Board of Trustees' attention. In addition, financial reports and or statements are presented to the Board of Trustees at the board meetings. Due to the fact that charter school rates are subject to change at the very end of the school year, and unfortunately retroactively to the beginning of the school year, ILCS projects the rates conservatively so that when the final rates are published, if there is a significant decrease, ILCS

will still operate break even at a minimum. This forecasting assumption has helped ILCS to remain solvent even though rates have decreased.

The Board of Trustees reviews financial reports at each board meeting.

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.

I-LEAD Charter School uses the Quickbooks accounting system. The Chart of Accounts follows the Pennsylvania State Chart of Accounts (PSCOA). Budgets and financial reports are generated in compliance with the categories proscribed by the PSCOA. I-LEAD Charter School follows GAAP accounting rules.

Professional Education

Characteristics

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

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions				X

for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.

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.				
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

Provide brief explanation of your process for ensuring these selected characteristics. Professional development is scheduled regularly and is facilitated by the Academic Team. The agendas have a consistent theme of methods to improve student achievement and to equip teachers with sufficient knowledge and skills to accomplish that goal.

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

Currently we have only one student who has been identified as gifted. The School Counselor and Director of Special Education are coordinating this student's program.

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:
8/19/2016 Training was provided during Professional Development for the Academic School Year 2016-2017
10/31/2016 Every employee must complete the 3 hrs mandated reporting course and submit certificate to HR
The LEA plans to conduct the required training on approximately:
8/13/2017 Professional Development Academic School Year 2017-2018
8/14/2017 Academic School Year 2018-2019
8/12/2019 Academic School Year 2019-2020

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:
8/19/2016 Training was provided during Professional Development for the Academic School Year 2016-2017
9/9/2016 Youth Suicide Prevention Presentation in Homeroom
9/30/2016 Youth Suicide Prevention Presentation in Homeroom
The LEA plans to conduct the training on approximately:
10/21/2016 Youth Suicide Prevention Presentation in Homeroom

11/11/2016 Youth Suicide Prevention Presentation in Homeroom

12/2/2016 Youth Suicide Prevention Presentation in Homeroom
--

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.

The Academic Team in collaboration with the Department Leaders reviews student performance data and solicits input from the entire educational community to determine appropriate agendas for professional development. We also connect with BCIU and are most mindful of the developing initiatives and research that may positively affect our practices.

Follow ups to professional development session are appropriate for the nature of the session; for example, after a training on the interpretation of CDT data, the Academic Team observes

and participates with department level data meetings focused on adjustment to the program and instructional processes.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- We spend some time acquainting new staff to the needs and challenges that our learners present and the culture we continue to develop to address those needs and challenges.

Unchecked answers

None.

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

I-LEAD has procured the services of Eduplanet21 for its induction program. Eduplanet21 is a learning platform aligned with the BCIU induction program in which learning facilitators are given login information for the platform as well as the specific induction path and take the required courses on-line at their own pace.

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

We address each strategy.

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, coaches, and team members to reflect upon instructional practice to identify needs.
- Student academic data; PSSA, Keystone, MAP, other formative 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.

All inductees are acquainted with our policies regarding walkthroughs and classroom observations. In addition, each has consultations with their mentors as their first year proceeds. Provide a brief explanation for strategies not selected and your plan to address their incorporation.

All strategies are addressed in the program.

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

Unchecked answers

- 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).

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

As our mentoring process is new, we currently assign inductees to their Department Leaders who qualify using most of the characteristics listed.

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

Currently we do not have a formal mentor program since it is our intention that each department become a Professional Learning Community that will support all members and particularly new members to the department. The size of our departments makes this strategy of developing PLCs quite effective in mentoring new teachers.

Induction Program Timeline

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

If necessary, provide further explanation.

No further explanation is warranted.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Director of Effective Teaching is charged with monitoring and assisting new teachers. She is also in charge of the Induction program and its evaluation.

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

No policies or procedures have been identified.

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

No policies or procedures have been identified.

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.

There has been no outside technical assistance implemented as we have conducted our own trainings regarding data-informed decision making over the past two years.

Provider	Meeting Date	Type of Assistance
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Student Assessment of Progress

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

Data meetings have been instituted during professional development periods in Keystone subject areas for teachers to participate in adjusting instruction based on timely assessment data (local assessment, CDTs, etc.).

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

Options	Yes or No
Extended School Day/Tutoring Programs	No
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	No

Coordination and Integration of Services and Programs

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

- *Any federal education program administrated by the United States Department of Education, except Reading First.*
 - o *Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*
- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

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

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

Charter School Accomplishments

Accomplishment #1:

We have implemented a system of placement examinations and special evaluations for incoming students last year and continue to refine and improve the system this year. We now include computer adaptive exams (NWEA/MAP) in math and ELA and individual evaluations in Special Education and ESL prior to scheduling and welcoming into the I-LEAD community.

Accomplishment #2:

We began the process of course sequencing revision last year and continue to refine the course sequence and curricula throughout the 9th and 10th grade programs. The inclusion of Readiness classes allows us to address the variety of significant deficiencies that our placement processes identify from the time of initial insertion into our community.

Accomplishment #3:

The PVAAS Growth Reports for 2016-17 indicate that I-LEAD has been able to improve the test takers' performances relative to their expected performances. We believe that Growth is a better measure of our effectiveness because of the great number of students who enter I-LEAD with significant deficiencies.

Charter School Concerns

Concern #1:

We continue to be most concerned with both the lack of information available when students enter our school and the significant academic deficiencies that many of our students present upon enrollment.

Concern #2:

We continue to be concerned at the level of performance of our students on the Keystone Exams. Because of the reality of our student population, we believe that achievement tests, like Keystone exams, are not appropriate measures of the students' and our efforts to reconnect the students to formal education and to promote their growth on a pathway to personal and academic success. Even so, we are concerned about the achievement performances.

Concern #3:

We continue to be most concerned that the funding formula for I-LEAD does not provide necessary resources at the level that is required to reverse dangerous tendencies for many of our students. Our very dedicated staff and administrators continue to provide the services that are critical for our students with limited resources.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

We continue to be concerned at the level of performance of our students on the Keystone Exams. Because of the reality of our student population, we believe that achievement tests, like Keystone exams, are not appropriate measures of the students' and our efforts to reconnect the students to formal education and to promote their growth on a pathway to personal and academic success. Even so, we are concerned about the achievement performances.

Systemic Challenge #2 (*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:

We continue to be most concerned with both the lack of information available when students enter our school and the significant academic deficiencies that many of our students present upon enrollment.

We continue to be concerned at the level of performance of our students on the Keystone Exams. Because of the reality of our student population, we believe that achievement tests, like Keystone exams, are not appropriate measures of the students' and our efforts to reconnect the students to formal education and to promote their growth on a pathway to personal and academic success. Even so, we are concerned about the achievement performances.

Systemic Challenge #3 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

We continue to be most concerned that the funding formula for I-LEAD does not provide necessary resources at the level that is required to reverse dangerous

tendencies for many of our students. Our very dedicated staff and administrators continue to provide the services that are critical for our students with limited resources.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Related Challenges:

- 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: PVAAS Growth Measures based on Keystone Exams

Specific Targets: 50% of tested students will perform above the predicted expectation as calculated by PVAAS.

Strategies:

Focus on Instruction

Description:

Make the focus of professional development and classroom observations instructional strategies and student engagement.

SAS Alignment: Instruction

Implementation Steps:

Professional Development on Instruction

Description:

Schedule professional development focusing on instructional strategies and techniques.

Start Date: 8/21/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education

Supported Strategies:

- Focus on Instruction

Create a formal schedule of walk-throughs for the administrators

Description:

The Principal has a schedule of walk-throughs that he has implemented as part of his strategy to "get to know" the faculty.

Start Date: 12/1/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Focus on Instruction

Focus on departmental strategies with each Department Leader for discussion within department meetings.

Description:

The Principal meet regularly with Department Leader individually or in a group to discuss instructional strategies that are of particular attention to that department's course work.

Start Date: 9/6/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Focus on Instruction

Goal #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

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone Examinations

Specific Targets: 50% of tested students have performances that exceed the predicted expectation of level of performance as calculated by PVAAS.

Strategies:

Development of Data Protocols

Description:

Develop a series of data protocols to address the various decision environments that educators face.

SAS Alignment: Materials & Resources

Implementation Steps:

Implementation of Data Protocols

Description:

Implement a series of data protocols with the span of this plan.

Start Date: 8/15/2017 **End Date:** 6/15/2018

Program Area(s):

Supported Strategies:

- Development of Data Protocols

Train and support a Data Manager function within the administration to manage the data needs of the school, including PIMS, testing, etc.

Description:

Our former Data Manager resigned within a month of the submission of this report. We are assessing the job functions, reassigning and training appropriate staff to manage our data needs. An individual has taken on the PIMS functions and the former principal has assumed the duties of a Data Manager in order to provide and document data services while a candidate for the position is recruited.

Start Date: 8/17/2017 **End Date:** 6/15/2018

Program Area(s):

Supported Strategies:

- Development of Data Protocols

Hold staff accountable for participating in creating, sharing and utilizing appropriate data information.

Description:

The Principal will monitor the data activities of the faculty and will address any issues relating to data acquisition and utilization. The Vice Principal reports to the Principal who designs professional development as necessary

Start Date: 9/6/2016 **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- Development of Data Protocols

Goal #3: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: Principal Evaluation

Appendix: Professional Development Implementation Step Details

Start	End	Title			Description
8/21/2017	12/15/2017	Professional Development on Instruction			Schedule professional development focusing on instructional techniques.
	Person Responsible	SH	S	EP	Provider
	Angelo Romaniello	3.0	1	30	BCIU

Knowledge Teachers will learn and integrate new strategies to increase student engagement.

Supportive Research PDE SAS references

Designed to Accomplish

For classroom teachers, school counselors and education specialists: • Increases the educator's teaching skills based on research on effective practices. Attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: • Empowers leaders to create a culture of teaching and learning, with an emphasis on leadership.

Training Format • School Whole Group Presentation

Participant Roles • Classroom teachers • Principals / Asst. Principals

Grade Levels • High (grades 9-12)

Follow-up Activities • Lesson modeling with mentoring

Evaluation Methods • Performance on Keystones

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.

No signature has been provided

President, Board of Trustees

No signature has been provided

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 I-LEAD Charter School 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/>

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer