
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Tuesday, May 07, 2013

Entity: I-LEAD Charter School
Address: 200 North 8th Street
Reading, PA 19601

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: I-LEAD Charter School

Date of Local Chartering School Board/PDE Approval: 11/15/2010

Length of Charter: 3 years **Opening Date:** 9/6/2011

Grade Level: 9-12 **Hours of Operation:** 7:30 a.m. - 7:30 p.m.

Percentage of Certified Staff: 81% **Total Instructional Staff:** 29

Student/Teacher Ratio: 12-15/1 **Student Waiting List:** 150+

Attendance Rate/Percentage: 76%

Summary Data Part II

Enrollment: For 2011-2012: 300 **Per Pupil Subsidy:** RSD: \$8398.81 /\$16668.14 (Sp. Ed); Exeter: \$9257.28/\$20416.31; Wilson: \$9394.02/\$17961.51; GM: \$9116.02/18247.34; Muhl.: \$9036.26/17552.92; Twin Valley: \$8955.57/\$19849.34

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	.5%
Black (Non-Hispanic):	8.3%
Hispanic:	85.5%
White (Non-Hispanic):	5.7%
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
95%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 51

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	174	174
Instructional Hours	0	0	0	0	0	1142	1142

SECTION I. EXECUTIVE SUMMARY

Educational Community

I-LEAD Charter School is a second chance option for students in need of an opportunity to become reengaged in education and direct themselves toward a positive future. The goal is to transition at-risk youth successfully into adulthood through an educational model that combines academic with real-world learning (mentoring, internships, project based learning, emotional intelligence, career and life planning) in a small supportive environment where the potential of each young person can be encouraged and developed.

I-LEAD Charter School serves high school students in the Reading community who have dropped out of high school or who are at-risk for doing so. The school opened on September 6, 2011 with an enrollment of 200 students and as of February 2012, has grown to serve over 300. In September 2013, enrollment will expand to serve over 300 students. Over 95% of the students served by the school qualify for free or reduced meals. Reading was the subject of recent media articles for having the highest percentage of individuals living in poverty in America. Too many students are performing below proficiency levels on PSSAs in core subject areas. Internal assessments conducted in October 2011 revealed that 79% of learners read below a 9th grade level, with 40% reading at an elementary level. While multiple factors have contributed to such low skill levels, ILCS is dedicated to raising them at an accelerated pace. Technology is key to our strategy. Reading levels of ILCS learners have and will continue to be increased through the use of Achieve 3000, an online program of differentiated reading and writing instruction proven to dramatically improve reading levels. Achieve 3000 is self-paced,

easily integrated into the classroom, and provides reading practice targeted to the individual needs of each learner.

Mission

The I-LEAD Charter School (“ILCS”) empowers youth in grades 9 - 12 who are at-risk or have dropped out of school to be self-sufficient members of the 21st Century economy as effective leaders, creative entrepreneurs, and engaged citizens. At ILCS, leadership, citizenship, academics, and work experience are integrated, and responsibility for learning and leading is shared among the youth, the staff, families, and the community.

Vision

The overarching vision of ILCS is to enable at-risk youth to transition seamlessly into adulthood, prepared 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.

Our vision grew out of the conviction that the traditional model for educating our youth -- especially the most vulnerable -- is not effective enough in preparing them for success as leaders and builders of the 21st Century global community. The founders envision ILCS as a new model for community-based public education that explicitly teaches individuals to continue learning throughout their life time and to positively impact their world.

The success we envision for ILCS graduates is that they become innovative, compassionate, and globally savvy leaders in their workplaces and communities. ILCS bases this vision on emerging research in educational and youth development theory. As it relates to improved educational performance, this research tells us that young people learn and develop best through direct and directed experience in a process that includes reflection and application, and in an environment in which they are in rich relationships with responsible and caring adults and with their peers. This environment should:

- Engage them in individual reflection, integration, synthesis, and the wedding of thought to action;
- Support them in building and practicing mediation, conflict management, leadership, communication, citizenship, and character skills;
- Align instruction to their learning needs;
- Empower them to play a role in setting their own learning goals and developing their own career plans;
- Afford multiple opportunities for them to demonstrate their learning and competence; and
- Provide structured avenues for them to experience success in the adult world before they leave school.

At ILCS we will place the learner at the center of a rich and interconnected set of learning experiences in authentic settings both within and beyond the school walls. Young people at ILCS will develop partnerships with one another and with knowledgeable, caring adults as they plan and work toward realizing a promising future for themselves and their communities. They will engage in leadership, entrepreneurial, and service experiences in their communities. They will learn about group dynamics and will experience their power first hand through these experiences. At ILCS, learners will gain the academic knowledge and the technological and decision-making skills that they need to succeed as adults and to impact their world. Learners will address real-world economic, political, and ethical challenges. ILCS will have an institutional responsibility for youth that is longer, broader, and deeper than is possible in traditional schools.

Shared Values

CORE VALUES

include: Truth, Respect, Care, Understanding, Learning, Creativity, Service, Work, and Leadership.

The Pledge to Build Community Through Personal Responsibility.

- Work to understand the truth;
- Speak what I believe is the truth;
- Respect and care for myself, my health, my happiness and my property;
- Respect and care for others, their health, their happiness and their property;
- Fulfill the letter and the spirit of the laws of my community, state and nation;
- Peacefully resolve differences with others through reflective dialogue that leads to mutual understanding, never through threats or violence;
- Work hard to achieve my full mental and physical potential;
- Continue learning throughout my life;
- Serve my community as a generous volunteer and a committed leader;
- Create beauty and justice in my home, my relationships, my community and my nation;
- Create value for others through service, innovation, entrepreneurship and leadership;
- Meet failure with reflection, learning, renewal and recommitment;
- Never give up and always show up;
- Take responsibility for my behavior.

Academic Standards

Depending upon the unique journey of each learner, we anticipated a range of possible learner outcomes after a year in the school. Upon graduation, we expect that most of our learners will receive an accredited high school diploma and enter a post-secondary institution as full time learners -- either at a two-year or four-year college. We expect other learners to receive an accredited high school diploma and enter the world of full-time employment and part-time attendance at a post-secondary institution.

ILCS has set terminal academic and non-academic goals and objectives with meaningful performance indicators. Upon graduation, we are determined that our learners will meet these goals regardless of where they start at the time of their enrollment in ILCS. The Academic Goals and Objectives were developed as 5 year goals. During this first year, various

assessments (Achieve 3000, Acuity, Techliteracy, and PSSA) have been completed and will serve as a foundational point of reference to demonstrate academic growth.

In addition to the Academic Goals. Various other non-academic goals were established related to attendance and parental engagement that will be measured in a yearly basis. They include:

Non-Academic Goal

ILCS learners will attend regularly and punctually all classroom and experiential learning activities.

Objectives and Performance Indicators:

- The average daily attendance rate will be at least 85% in the first year of the school's operation, will improve to 90% by the third year, and to 95% by the fifth year, according to daily records kept by teachers (called "learning facilitators" at ILCS), mentors, tutors, and/or employers.

- During the 2011-2012 school year, the daily attendance rate was 76%. Efforts to improve this during the second year include increased home visits and assigning 12-15 learners to each staff. Staff will be responsible for following up via phone calls/home visits to learners in their advise list who miss or are late to school.

- The average daily tardiness rate will be no greater than 10% in the first year of the school's operation, will be no greater than 7% in the third year, and no greater than 5% in the fifth year, according to daily records kept by learning facilitators, mentors, tutors, and/or employers.

- During the 2011-2012 school year, the daily tardiness rate was 3%.

Non-Academic Goal

Parents will be actively engaged in all aspects of the school -- as volunteers, mentors, work site hosts, and participants in planning and decision-making. For ease of reference, the term "parent" is used throughout this application to designate the adult who bears the primary legal responsibility for the care of a learner.

Objectives and Performance Indicators:

- In the first year of the school's operation, at least 20% of parents will attend at least one learner/parent/learning facilitator conference. In each of the following four years, the percentage of parents attending at least one learner/parent/learning facilitator conference will increase 5% as measured by attendance records.

- During our first school year, we have had over 85% of our parents attend at least one learner/parent/learning facilitator conference.

- In the first year of the school's operation, at least 10% of parents will contribute five or more volunteer hours or its equivalent to school programs or activities (e.g., trip chaperone, tutor, mentor, or as an adult participant in comparable activities). In each of the following four years, the percentage of parents contributing five or more volunteer hours will increase 5%, growing to at least 30% by the fifth year. This goal will be measured by volunteer logs.

- During our first school year, we have had over 15% of our parents contribute five or more volunteer hours or its equivalent to school programs or activities.

- In the first year of the school's operation, at least 5% of parents will participate in at least one school decision making structure (e.g., membership on the Board of Trustees, Parent and Family Council, School Council, Community Meeting). In each of the following four years, the rate of parent participation in one or more of these structures will increase 5%, growing to at least 25% by the fifth year. This goal will be measured by meeting attendance records.

- During our first school year, we have had over 10% of our parents participate in one school decision making structure.

Strengths and Challenges

Strengths:

- Quality of Administration, staff, and faculty
 - Family atmosphere
 - High expectations for students
 - Students and staff took pride in their school's reputation and physical appearance
 - Chances for staff to demonstrate leadership and responsibility/Staff autonomy supported within school framework
 - Staff's concerns were heard and given priority
 - Flexibility of the staff
 - Creativity/energy of the staff and students
-
- Parent Involvement
 - Mentoring Program
 - Student-focused and Student-centered; beyond academics
 - Importance of Professional Development; built-in P.D. time
 - School Culture
 - Services
 - Trauma-Informed Education

Challenges:

Academic Rigor - Having paid homebound tutors and after school tutors would improve the challenges we have with academic rigor. Smaller classes (15 vs. the 17-20 learners is optimal) would help learners to better meet the academic challenges of the classroom.

Student Retention- Having an in house daycare would eliminate a large portion of the retention issue.

Staffing - Having more support and wrap-around staff such as academic tutors and additional security staff would be beneficial

Class size- more classrooms would eliminate the issues of class size and allow us to have an optimal 15 learners in each class.

Funding- More grants and outside funding would help with these issues

Physical Plant - Owning the building would allow for beneficial changes as well as expansion

into the community at large. (i.e, renting office space for a medical doctor, dentist, therapist, preschool, gymnasium etc)

Home/School partnership - Meeting with families more regularly in an attempt to help them to actively engage in their child's success with I-LEAD would be beneficial. This could be afterschool programs for siblings of our learners, GED preparation and testing for parents, Community Job fairs, etc.

Challenge:

- Increasing performance on standardized test measures.

Solution steps:

- Continue to enroll all 11th grade students in Test Prep class designed around success on standardized tests: critical thinking skills, test-taking strategies and vocabulary enrichment
- School-wide vocabulary initiative as part of "Read to Succeed" block for all students

Challenge:

- Increasing school-wide reading level average

Solution steps:

- Institution of "Read to Succeed" block for literacy instruction for all students to contain elements of: Concept mapping, literate discussion, direct instruction of vocabulary, content area reading strategies
- Adoption of school-wide Instructional Focus on literacy.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

To continue, grow, and build on the success of the first academic school year, ILCS has scheduled to convene representatives from the various stakeholders for the first annual Strategic Retreat. The first annual Strategic Retreat will be held in August 2012 and will include the following individuals/representatives:

- Board of Directors
- Executive Staff Members
- Learning Facilitators
- Staff Representatives
- Parents
- Learners
- Community Representatives
- Corporate Partners
- Academic Partners

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Acosta-Morillo, Eladia	ILCS Parent	Parent	Yamil Sanchez, Head of School/CEO
Castro, David	I-LEAD Inc. President and CEO and I-LEAD Charter School Board Chair	Board Member	Yamil Sanchez, Head of School/CEO
DePena, Josias	ILCS Learner	Other	Kai Qualls, Dean of Learner Support Services
Figueroa, Angel	I-LEAD VP, Leadership and Resource Development	Administrator	Yamil Sanchez, Head of School/CEO
Fischetti, Michael P.	Carpenter Technology Corporation	Business Representative	Angel Figueroa, VP Leadership and Resource Development
Gruber, Ryan	I-LEAD Charter School School Counselor	Ed Specialist - School Counselor	Yamil Sanchez, Head of School/CEO
Hernandez, Elliot	ILCS Parent	Parent	Yamil Sanchez, Head of School/CEO
Hunsicker, Todd	Reading Phillies Educational Programs & Youth Coordinator	Business Representative	Angel Figueroa, VP Leadership and Resource Development
Jefferson, Robert	President, Reading NAACP & I-LEAD Charter School Board Member	Board Member	Yamil Sanchez, Head of School/CEO
Jensen, Amanda	I-LEAD Charter School Learning Facilitator	Secondary School Teacher	Yamil Sanchez, Head of School/CEO
Kirkland, Denise	I-LEAD Inc. Vice President and I-LEAD Charter School Board Member	Board Member	Yamil Sanchez, Head of School/CEO
Liriano, Cristal	ILCS Learner	Other	Kai Qualls, Dean of Learner Support Services
Lutz, Jason	Villa Corp, CEO	Business Representative	Angel Figueroa, VP Leadership and Resource Development
Mancebo, Amber	ILCS Learner	Other	Kai Qualls, Dean of Learner Support Services
Natal, Amilkar	I-LEAD Charter School Learner	Other	Jorie Simons, Learning Facilitator Reading Specialist
Natalini, Robert	University of Pennsylvania and I-LEAD Charter School Board Member	Board Member	Yamil Sanchez, Head of School/CEO
Perez, Kevin	ILCS Learner	Other	Kai Qualls, Dean of Learner Support Services
Psculkowski, Christopher	I-LEAD Charter School Learning Facilitator	Secondary School Teacher	Yamil Sanchez, Head of School/CEO
Qualls, Kai	Dean of Learner Support Services	Administrator	Yamil Sanchez, Head of School
Reyes, Ana	ILCS PTSA President	Parent	Yamil Sanchez, Head of

			School/CEO
Rosa-Liriano, Gehency	ILCS Learner	Other	Kai Qualls, Dean of Learner Support Services
Schmidt, Karen	I-LEAD Charter School Education Coordinator	Special Administrator	Yamil Sanchez, Head of School/CEO
Simons, Jorie	I-LEAD Charter School Reading Specialist	Special Education Teacher	Yamil Sanchez, Head of School/CEO
Smith, Tamara	Dean of Academics	Administrator	Yamil Sanchez, Head of School/CEO
Sykes, Barbara	I-LEAD Charter School CFO	Administrator	Yamil Sanchez, Head of School/CEO
Thomas, Phillip	I-LEAD Inc. Vice President and I-LEAD Charter School Board Member	Board Member	Yamil Sanchez, Head of School/CEO
Turpin, Ramona	Dean of Leadership	Administrator	Yamil Sanchez, Head of School/CEO
Vargas, Maritza	ILCS Parent	Parent	Yamil Sanchez, Head of School/CEO

Goals, Strategies and Activities

There are currently no activities selected for this plan report.

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

- I-LEAD Charter School offers:

Mathematics (College Preparatory Mathematics aligned to PA State Standards & Common Core Standards)

Science (Glenco: Biology, Physical Science, and Earth & Space/ChemCom: Chemistry - aligned to PA State Standards & Common Core Standards)

English (Holt — curriculum is aligned to PA State Standards & Common Core Standards)

Social Studies (TCI - aligned to Common Core Standards)
English Language Acquisition

- ELA Class — for learners that score a 2.9 or below on WIDA (daily 90 course that meets every day)
- WIDA Testing — administered to any learner that lists English being their second language; also administer to anyone who has not achieved a 4.0 or higher in previous assessments

Electives

- Art
- Health — in collaboration with Community Prevention Partnership, offering Love Notes — a research based curriculum on good decision making and relationships.
- Physical Education/Flip Fitness
- Personal Development — emotional intelligence, personal choices, and career/life planning
- Keys to Success — Life, classroom, and business skills
- Spanish I
- Advanced Art
- Intro to Painting

Mentor Wednesdays

- 9th & 10th Graders
 - Monthly Motivational Speakers
 - PSSA Prep for 11th graders
 - 7th Habits of Highly Effective Teens
 - Activity Week (Yoga, Salsa Dancing, JROTC, Health & Nutrition)
- 11th & 12th Graders
 - Internships — currently 18 internship matches (Wyomissing Family Dentistry, All About Children Pediatrics, & City Hall)
 - quarter long assignments, learner must apply, submit resume, interview, sign an agreement with the internship site
 - goal is to have every junior and senior participate in an internship
 - Partnership with Baby University/YMCA & BCIU
- Intensive supports for 11th Grade
 - Achieve
 - Achieve3000
 - Study Island
 - Acuity Reading/Math

ILCS curriculum, which is outlined above, meets the needs of the Chapter 4 content standards and requirements set for the state of Pennsylvania. The structure of our curriculum includes remedial, regular and honors classes that meet the varying needs of our learners. We offer special education classes and in-class support to struggling learners in each of their classes. Specific learning tools and examples are chosen based on school-wide and classroom demographics that cater to learners' specific skills and deficits.

I-LEAD Charter School promotes in-depth and inquiry based teaching and learning through project based learning activities. Teachers act as facilitators of learning, guiding learners to reach in-depth conclusions and solve problems through open-ended questions and thematic readings. Hands on and exploratory activities such as designing and building of a biology pond and wetland help learners to get an in-depth understanding of classroom concepts.

Literacy skills:

Learners who perform significantly below standards in literacy are given specific reading instruction with our in-house Reading specialist. All learners, regardless of their performance are required to work with a literacy program called Achieve 3000, which is a search based program proven to make significant gains in lexile performance. The program uses differentiated instruction to teach learners from their individual reading levels.

Mathematics skills:

Constructivist Approach to Mathematics: an approach to teaching based on the idea that individuals with construct knowledge for themselves in order for learning to occur.

Problem Solving Strategy and Task Analysis Strategy: Explicit instruction in the steps to solving a mathematical or science problem including understanding the problem, identifying relevant and irrelevant information, choosing a plan to solve the problem, solving it, and checking answers.

In order to accommodate the wide array of individual learning styles found among the student body of ILCS, the charter school employs a variety of teaching strategies to engage students in the learning process:

- Cooperative Learning- Students work together to help each other learn as a means of acquiring skills or information. Students take on different roles: recorder, observer, editor, and researcher.
- Team Teaching- Teachers confer formally and informally with other classroom teachers, sharing expertise, experience, and resources in the instructional learning environment. Typically, two colleagues work collaboratively with their classes on a special objective/project.
- Learning Centers- Use of specialized stations to enhance student participation in a variety of subject areas. Some examples of stations include computers, writing centers, reading corners, listening stations, hands-on manipulatives, etc. These stations are used to augment existing programs in the classrooms

and are excellent independent teaching tools for students who complete work early.

- Peer Coaching- Teachers pair proficient students with basic and below basic students within the classroom environment. This is also done on the school-level with the Buddy Read program, in which upper grade students are paired with lower grade students for reading lessons.
- Project-Based Learning- In this comprehensive approach to instruction, students participate in projects and practice an interdisciplinary array of skills from math, language art, fine arts, geography, science, and technology.
- Thematic Units- Provide a vehicle for organizing instruction around a central idea, topic, or focus. The work is kept in folders, which are easily accessible for students and parents to view. For example, to provide an inter-disciplinary learning opportunity, one 9th grade class has a weekly science theme. When they are practicing writing, the students write on this theme, rather than just free writing. So students concurrently develop language arts and science knowledge.
- Computer-Based Instruction- Students have the opportunity to learn at their own pace while receiving continuous feedback while using the Achieve 3000, Acuity, Techliteracy, and Study Island programs.

Repeated attempts to get information about the teacher induction approval letter and the PD approval letter from the Pennsylvania Department of Education regarding this issue were unsuccessful, therefore we were unaware of the requirements for the teacher induction approval letter and the PD approval letter. We will be sure to include these documents in the 2012-2013 school year.

Rigorous Instructional Program - Attachment

- Status of Professional Development Approval Letter

English Language Learners

I-LEAD Charter School has a high percentage of Hispanic students; therefore we have highly integrated services and supports for ELL students, beginning with bilingual receptionists, intake staff, kitchen staff, counselors, and learning facilitators, up to and including the Head of School.

Our formal process begins during the face-to-face intake process, where students entering I-LEAD Charter School complete the Home Language Survey to assess need/eligibility for ELL services. The results of the survey are filed in each student's permanent file. If, during the intake interview, it is determined that the home language is anything other than English, students/parents are then asked if they have been part of an ELL program in their previous school and if so, appropriate documentation is requested. If there is no documentation, students are referred to the ELL department for assessment. If the student speaks English but his or her first language is not English, the ELL department conducts an informal assessment to ensure that the student understands sufficient academic English to be successful in the classroom. If there is any doubt that the student will be successful in the classroom, for any language-related reason, the ELL department administers the W-

APT - WIDA-ACCESS Placement Test - an English Language proficiency “screener” test given as an assessment to identify students as limited English proficient.

For those students with documentation warranting it, and for all students whose results on the W-APT show that their academic English level is not sufficient for the classroom, the results are then shared with the School Counselor for scheduling into the appropriate level ELA class. Students remain in an ELA class until they are able to test out of the program as shown by the results of the WIDA ACCESS test. The WIDA ACCESS test (**World-Class Instructional Design and Assessment; Assessing Comprehension and Communication in English State-to-State**) is given annually to monitor students' progress in acquiring academic English. This test is used to determine the appropriate level ELL class for the upcoming school year.

Based on the results of the WIDA test the ELL Department determines the appropriate level of support needed for each student and schedules the services for each student accordingly. The ELL Department also conducts ELL training for the learning facilitators as well as providing, within the first few weeks of school, or as soon as possible after enrollment, if enrollment is not at the beginning of the year, Specially Designed Instruction handouts to the learning facilitators of each ELL student, outlining his or her specific strengths and areas in need of support.

The ELL Department consists of the ELL/ELA (English Language Acquisition) teacher, the Reading Specialist, the Special Education Coordinator, the Dean of Academic Services and the Head of School and the team is responsible for the assurance of the implementation of the program and that proper procedures are being followed.

The ELL students have equal access to participate in all academic and extracurricular activities offered by I-LEAD Charter School. No student will be denied acceptance into a club, group, or activity due to enrollment in the ELL program.

ELL students are part of the regular curriculum for all content area classes, with the exception for those students who are determined by testing to need a beginning ELL/ELA class, which takes the place of a Language Arts class. The ELL students are supported in the regular classroom in the following ways: classes with beginning level ELL students, if not being taught by a bilingual teacher, are provided with an Empowerment Coach who speaks Spanish and can serve as a translator. Additionally, students are informally paired up with bilingual students who also can act as a translator. Other bilingual staff are available at any time through the use of a walkie-talkie to request assistance. Any handouts are translated into the student's native language and if there is a writing assignment, those with difficulty writing in English are given the option to write in their native language. The ELL Learning Facilitator will assist the content-area teacher in identifying and implementing teaching strategies that will help the ELL student achieve academic success in the content-area classes. All teachers are instructed in the use of Google Translate to provide written materials in the student's native language.

ELL students are expected to participate in Common Core and school-wide standardized assessments.

The goals of the I-LEAD Charter School ELL program are to assist the English language learner in using English:

- to achieve academically in all content areas
- in socially and culturally appropriate ways

Objectives:

- By the end of the school year, students will increase their use of English to interact in the classroom; evidenced by conversations with the learning facilitator, observations of student in cooperative group settings and monitoring of students in social interactions.
- By the end of the school year, students will increase their ability to use English to obtain, process, construct, and provide subject matter information in spoken and written form. This will be evidenced by an increase in standardized testing content area scores, a portfolio of student work, and the learning facilitator's evaluation of the student's ability to pose questions and have discussions in content area classes.
- By the end of the school year, students will increase their ability to the appropriate language variety, register, and genre according to the audience, purpose and setting. This will be evidenced by student academic presentations, student's social conversations with peers, and student's conversation with the learning facilitator.

The goals and objectives were developed from the TESOL (Teachers of English to Speakers of Other Languages) Standards and align with the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening (1.1, 1.2, 1.4, 1.5, 1.6, 1.7)

English Language Learners - Attachment

- PIMS ELL Report

Graduation Requirements

The following is required for High School completion from I-LEAD CharterSchool:

From grades 9-12, students need to complete at the least, 21 credits of coursework. 1 credit equals 120 hours. Those credits are divided into the following:

- Language Arts - 4.0 credits
- Math - 3.0 credits
- Science - 3.0 credits (Including Laboratory Sciences)
- Social Studies - 3.0 credits (History and government of the U.S. and Pennsylvania are required)
- Humanities - 2.0 credits
- Electives - 5.0 credits
- Gym/Health - 1.0 credits (total)

Every student is required to have a language arts AND a gym once per year. At least one health class is required over 4 years.

Above and behind this, there are requirements by the state over the next few years that will be added to I-LEAD Charter School's expectations for graduation. They include:

By school year 2013-2014, students are required to have:

- All graduation course requirements and grades (above) completed
- A Culminating Graduation Project - "The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding."
- Results of proficient or above on State Standardized Testing (now keystones), or Local Assessments aligned with academic standards and State Assessments.

By school year 2014-2015

- All graduation course requirements and grades (above) completed
- "Completion of a culminating project in one or more areas of concentrated study under the guidance and direction of the high school faculty. The purpose of the project, which may include research, writing, completion of a college application or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Projects may be undertaken by individual students or groups of students."
- Demonstration of proficient on all state standards not assessed by a State Assessment
- Demonstration of proficient on all state standards assessed by a State Assessment (Either utilizing the Keystone Exam as a final exam for a course, OR designing a local assessment, independently validated)

An additional credit for the Math, Science, and Humanities requirements will also be added in years two, three, and four of the charter school.

By 2012-2013, all learners will graduate with at least 22 credits in the aforementioned areas. The additional credit would be considered elective, however it would be highly recommended to learners that they take a 4th credit in Math. The additional credit will be a requirement in Math for the 2013-2014 school year.

By 2013-2014, all learners will graduate with at least 23 credits in the aforementioned areas. Here, the additional credits will be specified- 1 additional credit in Math (for a total of 4 credits) and 1 additional credit in Science (for a total of 4 credits).

By 2014-2015, all learners will graduate with at least 24 credits in the aforementioned areas. The additional credit will be added to the Humanities requirement (for a total of 3 credits).

Special Education

At the ILCS, many of our students come to school with academic, social, economic, health, and behavioral barriers to learning which manifest themselves in low achievement and/or disciplinary issues. ILCS has developed and implemented a coordinated place to mitigate these barriers with the intent of decreasing the rate of disciplinary issues while increasing student achievement. Our multi-tiered paradigm will stress the partnership between instruction and evidence-based intervention. When instruction is ineffective, intervention must take over. Intervention considers

the student's learning style, maturation, and case history. The aim of intervention is to correct the problem, reduce deficits, and increase student achievement.

ILCS's Special Education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available include: (1) learning support, for student who primarily need assistance with the acquisition of academic skills; (2) life skills support, for student who primarily need assistance with development of skills, including independent living; (3) emotional support, for student who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for student who primarily need assistance with deafness; (5) blind or visually impaired support, for student who primarily need assistance with blindness; (6) physical support, for students who primarily require physical assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities.

Related services are designed to enable the student to participate in or access his or her program of special education. Examples include, but not limited to, counseling, reading specialist, ELL and nursing services.

In order to accommodate the wide array of individual learning styles found among the student body of ILCS, the charter school employs a variety of teaching strategies to engage students in the learning process:

- Cooperative Learning- Students work together to help each other learn as a means of acquiring skills or information. Students take on different roles: recorder, observer, editor, and researcher.
- Team Teaching- Teachers confer formally and informally with other classroom teachers, sharing expertise, experience, and resources in the instructional learning environment. Typically, two colleagues work collaboratively with their classes on a special objective/project.
- Learning Centers- Use of specialized stations to enhance student participation in a variety of subject areas. Some examples of stations include computers, writing centers, reading corners, listening stations, hands-on manipulatives, etc. These stations are used to augment existing programs in the classrooms and are excellent independent teaching tools for students who complete work early.
- Peer Coaching- Teachers pair proficient students with basic and below basic students within the classroom environment. This is also done on the school-level with the Buddy Read program, in which upper grade students are paired with lower grade students for reading lessons.
- Project-Based Learning- In this comprehensive approach to instruction, students participate in projects and practice an interdisciplinary array of skills from math, language art, fine arts, geography, science, and technology.
- Thematic Units- Provide a vehicle for organizing instruction around a central idea, topic, or focus. The work is kept in folders, which are easily accessible for students and parents to view. For example, to provide an inter-disciplinary

learning opportunity, one 9th grade class has a weekly science theme. When they are practicing writing, the students write on this theme, rather than just free writing. So students concurrently develop language arts and science knowledge.

- Computer-Based Instruction - Students have the opportunity to learn at their own pace while receiving continuous feedback while using the Achieve 3000, Acuity, Techliteracy, and Study Island programs.

ILCS piloted an inclusion (or push-in) special education model among a variety of mainstream classrooms with multiple students with IEPs. Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the least restrictive setting (e.g. in the school and classroom he or she would otherwise attend). It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

For our special education/IEP students specifically, ILCS has been working to ensure that they are properly and promptly diagnosed, and that their IEPs and educational programs are oriented toward their achieving all of the requisite academic standards. In 2011-2012, ILCS served the special education students representing 24% of our population.

ILCS employs two main models for educating students with special needs: resource room and learning support. Students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP).

Resource Room- The Resource Room program is designed to provide academic support to students who demonstrate special learning needs. Both push-in and pull-out services are provided. Push-in support occurs when the Special Education Teacher works in a regular education classroom, co-teaching with the regular education teacher. Assistance is provided to any child who needs help successfully meeting the goals of the lesson. Pull-out services are delivered to small groups in the Resource Room setting. Instruction is individualized to meet the needs of each student.

Learning Support Classes- These classes are dedicated special education classes that are full time “adapted” classes based on the “regular education” model. These are smaller classes (8 students typically) in which special education students are taught by a special education teacher for most of the day but join their peers for electives/specials, homeroom, and lunch.

In 2011- 2012, ILCS piloted classes for special education inclusion services. Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the least restrictive setting (e.g. school and classroom he or she would otherwise attend). It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

The strategies in place to serve these students with special needs — to ensure that they are being given opportunities and reasonable accommodations to meet ILCS academic goals — vary dependent on each student’s IEP, and placement is made in the least restrictive environment in which the student’s needs can be met with special education and related services.

All students with disabilities are educated to the maximum extent appropriate with children who are not disabled. As mentioned above, depending on the student’s IEP, placement options include: (1) Itinerant intervention in the ELL classroom; where a student may leave the regular instructional environment (for example, once or twice per week, for thirty to forty five minutes) to receive ELL services, but is educated in the regular instructional environment at all other times and using the regular education curriculum; (2) Itinerant Learning or Emotional Support in the Itinerant (formerly Resource) Instructional Environment, where a student may be pulled out of the regular instructional environment several times a week, for example, for their reading or mathematics instruction for 45 minute periods to receive learning and/or emotional support in the itinerant classroom, using an adapted or modified curriculum. When not receiving services they are educated in the regular instructional environment using the regular education curriculum.

Depending on the specific needs of these students, they may also receive up to two periods each week of in-class support by having a certified special education teacher work with them within the regular education classroom using the regular education curriculum. Students who receive itinerant learning or emotional support also receive accommodations and/or modifications to the regular education curriculum within the regular education classroom as designated in the IEP or (3) Supplemental Learning or Emotional Support (formerly Part-Time), where a student receives all academic instruction outside of the regular instructional environment but is included in all non-academic activities with their non-disabled peers (i.e. homeroom, specials, lunch, dismissal, field trips, class celebrations, etc.). These students receive academic instruction solely in the supplemental classroom using an adapted or modified curriculum.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Karen Schmidt	1	Learning Support/Emotional Support	ILCS	8	Fall 2011 (September - November) Full-time Self-Contained English/Math/S.S./Science
Karen Schmidt	.25	Learning Support/Emotional Support	ILCS	20	Fall 2011 Intermediate Language Arts

Laura Mitchell	.25	Learning Support/Emotional Support	ILCS	20	Intermediate Mathematics
Jessica Keogh	.25	Learning Support/Emotional Support	ILCS	15	Intermediate S.S./Science
Laura Mitchell	.25	Learning Support/Emotional Support	ILCS	12	Skill Builder 1
Rashida Larkin	.25	Learning Support/Emotional Support	ILCS	12	Skill Builder 1
Karen Schmidt	.25	Learning Support/Emotional Support	ILCS	8	Spring 2012 Self-Contained Language Arts
Rashida Larkin	.25	Learning Support/Emotional Support	ILCS	8	Spring 2012 Self-Contained Mathematics
Laura Mitchell	.25	Learning Support/Emotional Support	ILCS	20	Spring 2012 Fundamentals of Mathematics
Jessica Keogh	.25	Learning Support/Emotional Support	ILCS	12	Spring 2012 Self-Contained S.S./Science
Laura Mitchell	.25	Learning Support/Emotional Support	ILCS	12	Skill Builder 2
Rashida Larkin	.25	Learning Support/Emotional Support	ILCS	12	Skill Builder 2

Special Education Program Profile - Chart II

Organization FTE Type of class or support Location # of Students Other Information

n/a 0 n/a ILCS 0 n/a

Special Education Program Profile - Chart III

Title	Location	FTE
Dean of Academics	ILCS	1
Dean of Student Services	ILCS	1
School Counselor	ILCS	1
Coordinator of Special Education	ILCS	1
Teacher - LM	ILCS	1
Teacher - RL	ILCS	.5
Teacher - JK	ILCS	1
Paraprofessional - KD	ILCS	.5

Paraprofessional - MV	ILCS	1
Paraprofessional - ND	ILCS	1
Reading Specialist	ILCS	1
Clinical Counselor	ILCS	.5
Teacher (ELA)	ILCS	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Natalie Avenoso/BCIU	School Psychologist	10

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
n/a	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
Acuity (Math and Reading)	No	No	No	Yes	Yes	Yes	Yes
Achieve3000 (Reading)	No	No	No	Yes	Yes	Yes	Yes

Student Assessment

Scores on standardized testing (local administered and state) are utilized to determine students' course level. Monitoring progress of academic at-risk learners enables school support systems to target students who need practice with fundamental skills, or challenge learners who are above the curve. This may include decisions in determining school-wide courses (a range of fundamental to advanced), determining a learner's placement in classes, as well as grouping within classrooms. The data enables faculty and administration to target specific areas of concern and develop in-classroom strategies to assist in these areas. This may include additional time for some or all learners to practice an additional skill as a class or with specific groups; use of technology as a tool for learning, practice, and advancement; and development of school-wide instructional focus and individual classroom goals.

Learner achievement plans are developed through learning facilitator and administrative observation; interim, quarter, and final course grades; personal narrative; and locally developed surveys. A learner's achievement plan includes learner-developed and school-developed goals (for improvement and appropriate challenge) that include academic, social, and emotional elements. These goals may be specific to a particular class or subject, or may be incorporated as part of the career planning process for post-secondary education and career exploration. From this, a learner portfolio will be developed that will include the above information, as well as

examples of the learner's work throughout their secondary school years at I-LEAD to show the success and personal evolution of each learner.

Several things should be noted related to test results. First, this is our first year of operation and as such, the included aggregate scores are the baseline against which all successive testing results will be compared. Despite that, the school has already recognized the overall need for improved reading levels and has consequently decided to make Literacy its instructional focus for at least the next three years. As a school, we have agreed on the following for our instructional focus:

- **ILCS Instructional Focus:** A school-wide effort to have all I-LEAD learners show measurable growth in literacy skills through the common set of teaching strategies of concept mapping, direct instruction of vocabulary, and literate discussions, as measured by Acuity, Achieve3000, Dibels and/or AIMS-web. Our initial work will focus on mastering skilled reading and then proceed to developing reasoning, analytical and critical thinking skills in literacy.

PSSA results that have recently been shared are included in the report. Results show that our first year students came in with very high deficiencies in Reading and Mathematics. The data will provide valuable information that will be used to individualized learning plans for our students. However, since this is the last year of PSSA we will look forward to the new state assessment system to serve as the baseline used to demonstrate academic progress made by our students and school.

Student Assessment - Attachments

- Achieve3000 Fall Summary Results
- Acuity Math Baseline Results

Teacher Evaluation

Under the U.S. Department of Education Race to the Top Initiative, I-LEAD Charter School will evaluate teacher effectiveness by implementing a transparent evaluation system that takes into account the following:

1. Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures.
2. Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
3. Effective teachers use diverse resources to plan and structure engaging opportunities.
4. Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.

5. Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success.
6. Effective teachers demonstrate knowledge of content and pedagogy
7. Effective teachers create an environment of respect and rapport
8. Effective teachers demonstrate professionalism

Under this multifaceted approach, teacher effectiveness requires multiple methods of evaluation. I-LEAD Charter School administration will conduct high-quality evaluations that include:

1. Opportunities for professional growth
2. Specific teaching standards
3. Two evaluations per year, November and May
4. Multiple evaluators which shall include Dean of Learner Support Services, Dean of Leadership, School Counselor, Special Education Coordinator and Head of School/CEO.
5. Multiple measures that yield useful results ie; observation, student feedback, parent input, documentation, presentations, administrative evaluations
6. Training to ensure competency
7. Weekly Observations

All administrators will be trained on summative and formative assessments and quality observation techniques. Professional development training for instructors shall include:

1. Creation of a professional development plan at the beginning of the school year
2. Self-assessment of practice
3. Collection of artifacts throughout the year
4. Formal and informal observations
5. Pre and post conferences
6. Formative feedback provided by the evaluator
7. Training sessions that include special education teaching and policies, core-content competencies, behavior management, cultural diversity teaching methodology, character education, trauma informed discipline procedures
8. Goal setting on student improvement

The attached assessment forms will be used for level I and level II teachers, respectively. Level I teachers are first year teachers. They will have 6 evaluations and then proceed to level II or approximately three years of successful instruction. Level II instructors may require only one evaluation per year. Scoring rubrics are provided for each component in each domain.

Teacher Evaluation - Attachment

- Teacher Evaluation Forms

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There have been no leadership changes during the first academic year. The Board and the senior administration have remain the same since the beginning of the school year.

Board of Trustees

Name of Trustee Office (if any)

David Castro Board Chair

Denise Kirkland Secretary

Phillip Thomas Treasurer

Robert Natilini

Robert Jefferson

Professional Development (Governance)

The Board of Directors received professional development services through I-LEAD, Inc. and through counsel to the Charter School, Robert O'Donnell, Esq. These consisted of advising the Board members regarding their professional and legal obligations under Pennsylvania Law and pursuant to best practices for the development and management of nonprofit corporations.

Coordination of the Governance and Management of the School

The I-LEAD Charter School Board of Trustees consist of the six member I-LEAD Board of Directors. Day-to-day operation of the school will be delegated to the CEO, who serves as an ex officio member of the Board of Trustees. The Board of Trustees meets on a regular basis to discuss and act upon broad policy matters as delineated in the by-laws. These matters include, but are not limited to the following:

- Adopting a school calendar that contains at least the minimum number of instructional hours and days and adheres to the holidays mandated by the Pennsylvania School Code;
- Adopting courses of study;
- Adopting textbooks;
- Appointing, evaluating, as per the goals set forth in the school's charter, and dismissing, if necessary, charter school administrators;
- Adopting the annual budget;
- Reviewing monthly financial statements;
- Investing funds;
- Contracting with a firm for an annual independent audit;
- Approving school policies;
- Purchasing or selling of land;
- Locating new buildings or changing the locations of old ones;

- Creating or increasing any indebtedness;
- Designating depositories of school funds;
- Entering into contracts of any kind where the amount exceeds \$200;
- Fixing salaries or compensation of administrators, learning facilitators, or other employees of the charter school; and
- Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for ILCS's proportionate share of the cost of services or to be provided by the foregoing entities.

In addition to fulfilling its legal responsibilities, the Board of Trustees is directly responsible for the development and maintenance of a school ethos that conforms to the mission and vision of the school.

Coordination of the Governance and Management of the School - Attachment

- ILCS 2012 Board Meeting Schedule

Community and Parent Engagement

ILCS will be accountable to parents, in keeping with the principles at the heart of the school. During our first year, a PTSA was established. In addition, parents were invited to attend regularly scheduled parent/learning facilitator conferences, called by learning facilitators as necessary to discuss issues related to their children's progress in school, and recruited to volunteer at the school. Parents are expected to provide 5 hours per month of service/volunteer to the school community. Parent input is regularly collected via parent/family meetings, through written surveys, focus groups, and via the annual planning retreat.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

I-LEAD CS has worked diligently to develop funds to support the operation of the school from philanthropic sources. During the first year of operations, this effort was successful, producing combined support in excess of \$50,000 from a variety of sources including Cartech, Sovereign Bank, I-LEAD, Inc., the International Brotherhood of Electrical Workers and the Colonial Oaks Foundation. In addition, the School organized "The Race for Education," an annual community-wide fundraising event that invites the Reading community to participate in a 5 kilometer road race celebrating secondary and higher education. Several hundred community members participated in the event this year, including local officials such as the Mayor of Reading, members of City Council and School Board members.

Fiscal Solvency Policies

The school has a comprehensive budgeting process that involves the Board of Trustees, senior management and direct line staff. Cash flow projections are completed at a minimum quarterly and adjusted on an ongoing basis when material deviations are projected to occur. Financial reports, prepared quarterly, are reviewed and approved by the Board.

Accounting System

The school currently uses Quickbooks for all accounting and reporting. The Chart of Accounts integrates the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools, the Annual Financial Report and utilizes General Accepted Accounting Principles for budgeting, accounting and reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures & Fund Balances

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

I-LEAD Charter School just completed its first year of operation, therefore, there is no audit report to attach. The anticipated completion date of the 2011/2012 school year audit is October 31, 2012.

There are currently no supporting documents selected for this section.

Citations and follow-up actions for any State Audit Report

The school has not had a state audit performed.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

The Board conducted an exhaustive review of available facilities in the City of Reading and selected our current premises because it was the most negotiated lease costs and investments required to secure occupancy. The school operates in leased space at 200 North 8th Street, Suites 200 and 300, Reading, PA 19601. It is a three year lease that ends on July 31, 2014.

The majority of classroom furniture was donated by Neuber Environmental, where there was a high school renovation project (William T. School District, Warminster, PA). The majority of office furniture was donated from various sources. The school purchased the cafeteria furniture along with other miscellaneous pieces of furniture that were not acquired through donation.

The school acquired technology including student and staff computers, printers, copier machines, and other technology via capital leases that expire on June 30, 2014.

Future Facility Plans and Other Capital Needs

I-LEAD Charter School currently occupies the 2nd and 3rd floors of the 200 N. 8th property. Future growth will include expanding into the 4th floor of the property and acquiring additional information technology to serve the needs of new students.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Fire Drills are held monthly in accordance with the law. All occupants of the school must vacate the building in 2 minutes or less. Administration checks rooms and close doors before exiting. Red and Green binders are used to signal if anyone is missing or all are accounted for. Bilingual speakers are available for direction for all persons not fluent in English. Fire extinguishers are located in all required locations of the school. Administrator is in possession of floor plans for fire departments use.

All learners receive the Code of Conduct which list the following as violations to the code:

- No burning of property
- No possession of fireworks, matches or lighters on school property.
- Violence, fighting and weapons
- Terrorist threats which includes actions or communications to cause evacuation of a building.
- No throwing of objects.

Medical gloves are used for searches.

I-LEAD Charter school is in the process of submitting our request for reimbursement and report of school health services. A delay in obtaining the school's average daily membership has hindered the submission process, but the report and reimbursement request is slated to be submitted by September 15, 2012.

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

- ILCS Wellness Policy

Current School Insurance Coverage Policies and Programs

I-LEAD Charter School maintains several types of insurance policies:

- Health Insurance for the all full-time employees and their spouse and dependents, if applicable, which offers medical, prescription and hospitalization coverages.
- Student Accident and Catastrophic Accident Policy for the coverage of injury to students while on school property or during school sponsored activities including field trips.
- Workers Compensation Insurance for the coverage of injury to employees while on school property or during school sponsored activities.
- Auto Insurance for use of hired and rental vehicles used by school employees
- General Liability Insurance and Umbrella Insurance which includes coverage for physical property damages, cyber and intellectual property damages and wrongful acts or abuse by board of directors, officers, educators or volunteers.

Current School Insurance Coverage Policies and Programs - Attachments

- Package Policy and Worker's Comp
- Student Accident
- Health Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

I-LEAD Charter School employed a total of 56 staff during 2011-2012.

- 52 of the 56 are returning from the previous school year
- 37 staff were with the school for the entire year and another 10 staff were added when the afternoon session was added in February

Employee retention is critical to the long term success of I-LEAD Charter School. Retaining our best employees ensures academic success for students and effective succession planning which is deeply embedded in a school organization's knowledge and learning program. I-LEAD Charter School is committed to investing and training teachers and staff to embrace the organizational vision and academic success of the Charter's mission and overall school program.

For the 2011-2012 school year, I-Lead hired 53 employees and retained 48 to begin the 2012-2013 school year. The following persons were not retained for these reasons:

1. Cheryl Holmes (History Facilitator)-resigned due to poor integration with school program
2. Irina Gonzalez-(History Facilitator)-resigned to return to New York
3. Rashida Larkin(Special Education Facilitator)-not retained/position mandated full time instructor, teacher preferred part time only
4. Heidi Messner-(English as a Second Language Facilitator)-resigned to return home to care for her children
5. Les Jones-(Security)-not retained due to poor integration with school program
6. Scott Laser-(Special Education Facilitator)-resigned due to another offer in his home district after the school year began

Quality of Teaching and Other Staff - Attachments

- PDE 414 verification
- PIMS LEA Staff Profile Report

Student Enrollment

I-LEAD CS conducted a lottery on April 30, 2011 to select the first 200 learners. The initial application deadline for this lottery was April 29, 2011. I-LEAD CS used the lottery to fill the slots in any grade level for which there are more applicants than available slots. If there were not a sufficient number of applicants to fill the available slots in a particular grade, students will be admitted through rolling admissions in the order that the completed applications were submitted. Applications are not considered complete until the date that all application requirements are satisfied. Application requirements include the following:

1. Completed ICS Application for Admission (English/Spanish): Deemed complete when signed and submitted with complete information to I-LEAD CS).
2. Sworn Parental Discipline Disclosure (English/Spanish).
3. Completed Home Language Survey (English/Spanish): Required by the Pennsylvania Department of Education).
4. Proof of Student's Age. The following documents are acceptable: Birth Certificate, Passport, Baptismal Certificate, legal statement by a parent, or prior school records.
5. Proof of Residency in the District. The following documents are acceptable: a deed, a lease, utility bills, vehicle registration, driver's license or other Department of Transportation identification.)

Please note that prior to official enrollment, each successful applicant must supply proof of the child's immunization status. (The following documents are acceptable: Physician's statement or record of immunizations.)

I-LEAD Charter School has experienced significant learner turnover during this first academic year. Learners choose not to complete their education with I-LEAD for many reasons. One of the most prevalent is the issue of childcare. Because our learners are largely older and returning after dropping out, we have a large number of parenting learners who have 1-3 children under the age of 5. This presents a problem when it comes to attending school for 6-7 hours a day, and relying on family members and friends to look after their small children without pay. Because of this, many learners cannot attend regularly and get discouraged enough to drop out altogether when they have missed too much class and can no longer keep up with the material. In response to this issue, we have offered an extended school day period for learners that are not able to attend school during traditional hours. For the Spring semester, the school day was extended to 7:30 p.m.

Some learners choose not to return due to employment. These learners are often over the age of 18 and need to work full time to support themselves and their families. Often the hours that they are forced to work make it impossible to attend school during normal hours.

A few learners leave the school because they find that the rigorous academic requirements and long class hours are not a good fit, while others move out of state or out of Berks county with their families.

Student Enrollment - Attachment

- ILCS Enrollment Process

Transportation

I-LEAD Charter School relies on the school districts of Berks County to provide for the daily transportation needs of its learners. Learners from the Reading School District, those who reside within the city limits, are provided with bussing only if they live more than 2.0 miles from I-LEAD Charter's physical plant. Learners who attend I-LEAD Charter from surrounding school districts in Berks County are also bussed in.

Students with special needs that are given transportation accommodations have been identified through their IEP. Pending their accommodations, students are either picked up and dropped off in front of their house or at a locally assigned bus stop. A suggestions for improving the safety and success of our learners with special needs is to increase the utilization of the locally assigned bus stop to enable access for other additional students especially those in the inner city to ensure their safety.

One way to improve I-LEAD's transportation program would be to bus ALL of the students in for school in the morning, ensuring that they get to school on time each day. Barring this, providing bussing for all pregnant learners, and students who live at least 1 mile from the school would benefit us greatly.

Food Service Program

The school participates in the National School Lunch Program. After obtaining bids from five pre-plated food vendors, ILCS contracted with Nothing But Flavors for the provision of breakfast and lunch. Approximately 95% of the student population is eligible for free or reduced meals.

Student Conduct

Students are given the school Code of Conduct at orientation. This document governs expectations of student behavior and is gone over in detail with them. Included as part of the Code of Conduct is Appendix A which addresses Due Process Requirements in accordance with the Pennsylvania School Code and makes reference to 22 PA Code where appropriate.

Students are expected to come to school on a regular basis, be on time and in uniform. They are asked to fully engage in their courses without complaining or use of foul language, turning in all assignments and homework on time. All administrators, staff, teachers and fellow students are to be treated in a respectful manner. A student cannot interfere with other students' right to learn by being disruptive while in class. Students are not to damage the school building or any school property in any way. Violence and bullying in any form is not tolerated.

Student Conduct - Attachment

- Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The I-LEAD Charter School within Berks County IU 14 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance 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/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Yamil Sanchez **Title:** Dr.
Phone: 855-453-2327 ext. 101 **Fax:** 855-453-2327
E-mail: yamil.sanchez@i-leadusa.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: David Castro **Title:** Mr.
Phone: 484-432-5022 **Fax:** 855-453-2327
E-mail: dc@i-leadusa.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Karen Schmidt **Title:** Ms.
Phone: 855-453-2327 ext. 211 **Fax:** 855-453-2327
E-mail: karen.schmidt@i-leadusa.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page