



The International Community School
Strategic Plan
August 2016 – December 2019



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Introduction

Our International Community School (ICS) brings DeKalb County immigrant, refugee and local families closer together around one powerful belief: that our model for intentional diversity helps future leaders understand, and ultimately improve, the world they will inherit.

ICS remains one of the longest-running charter schools in the state. We have drawn interest from all over the world because of our innovative platform which emphasizes educating the whole child, seeking to develop the innate curiosity of our students while celebrating cultural differences in a challenging, nurturing and intentionally multi-ethnic environment.

This enduring institution, started by visionary founders and continued by community successors, continues to make a positive impact on the lives of young people.

With this new strategic plan, we are excited to look ahead to the next three to five years and add to our intentional view of what The International Community School can become. Through this process, we engaged parents, students, teachers, staff, volunteers, supporters, and advisers throughout the 2015-16 school year. We are fortunate to have advocates from all corners of our community cheering us on in this endeavor, from our partners at DeKalb County School District and the Georgia Department of Education to the Community Foundation for Greater Atlanta and the Georgia Center for Nonprofits, as well as the Georgia Charter Schools Association.

Thank you to all the members of the ICS community who have contributed to this strategic plan. Let's get to work.

Respectfully,
The International Community School Board of Directors

Our Mission

The International Community School (ICS) is an International Baccalaureate World School that welcomes refugee, immigrant, and local children, providing a rigorous and holistic education in an intentionally diverse community of mutual learners.

Our Vision

The International Community School seeks staff and families who are committed to creating a supportive community of students, staff and parents, learning from each other and celebrating the diversity among us.

ICS Statements of Understanding

- We understand that each member of our community (staff, family, student) is unique and essential to our life together.
- We believe that everyone is inherently able to learn and it is our collective responsibility to nurture the unique genius of every person.
- We believe in educating the whole child – their physical, intellectual, social, emotional, cultural and creative selves. Teaching in a culturally responsive lens, we view socio-emotional development as important as promoting academic excellence.
- We encourage expression through maintaining home languages, fostering fluency in Standard English and offering opportunities to learn other languages.
- We welcome and engage with people of various identity differences including, but not limited to, race, ethnicity, socio-economic status, sexual orientation, gender identity, physical ability, faith and political affiliation.
- We are preparing children to be global citizens who take action and work toward social justice in their communities.
- As a beloved community, we approach complex issues with strong communication, collaboration, perspective, respect and active listening.

I contribute to a legacy and my voice and actions matter.

Our Beloved Community¹, and What the Term Means to ICS

ICS community members frequently use the term “Beloved Community” to describe their vision for a community that demonstrates unconditional acceptance and love, emphasizing peacemaking, with ties to educational concepts that encourage compassion and curiosity ahead of judgment. The concept of the Beloved Community, as used by Dr. Martin Luther King, Jr., fits the school’s identity as a forum and a refuge for the many students who have experienced the traumatic circumstances stemming from acts of war before arriving to ICS. Some of our students have seen the very worst of humanity, but they know they can find support and encouragement from their peers at ICS.

¹ The King Center, Dr. Martin Luther King Jr.’s Philosophy, Beloved Community, <http://www.thekingcenter.org>



ICS Approach: Innovative Education Platform

The ICS curriculum, distinctive instructional methods, and educational programs are based on one unifying principle: ICS is not a school for refugees or a school for American-born children. Instead it is a school where community is intentionally built around groups with diverse backgrounds, nationalities, religions and experiences under the powerful pedagogical idea that the presence of each aids the learning of the other, both academically and socially. ICS improves student learning for refugee, immigrant and local children through its special education services, enhanced language instruction, and a variety of community building activities designed to offer exposure to other cultures and perspectives.

Fostering an Academically Rigorous, Nurturing Environment

It is the goal of ICS to prepare all students to meet the Common Core Georgia Performance Standards (CCGPS). Our understanding of academic rigor is that teachers' instruction, student work, and formative and summative assessments should all be aligned with the GPS, and that when these elements are all in alignment - instruction, student work, and assessments - our ICS students will do well on the high-stakes state assessments that determine our College and Career Readiness Performance Indicator (CCRPI) scores.

Our educational philosophy rejects the idea of teaching to tests, but contends that when students are given quality instruction and learning opportunities, when they are given proper supports in a good learning environment, and when expectations are high, the students will do well on assessments. Students at ICS represent an economic mix seldom seen in U.S. public schools: forty-nine percent are child refugees or immigrants, and 68% are eligible for free or reduced lunch. It is our responsibility to ensure that all of our students are given every opportunity to succeed and to excel in academics. Some students arrive at ICS with exposure to traditional educational approaches, but in a homogenous setting. Others arrive from far corners of the world, surviving political hardships, never having had the opportunity to be in a school environment, and speaking a variety of languages.

Our goal is that ICS students will leave ICS with the basic academic skills and knowledge that they will need in order to succeed and to thrive when they move on to sixth grade in another school.

The ICS education model seeks balance between enrichment and foundational learning, concurrently addressing the needs of groups ready to connect concepts as well as those of

groups needing to develop skills. We do this by providing special programs and services not available in most traditional public schools:

- Students follow the Common Core Georgia Performance Standards (CCGPS) within the framework of the International Baccalaureate (IB) Primary Years Programme ²(PYP). The challenging PYP offers an investigative, inquiry-based approach to learning, emphasizing cross-disciplinary thinking, problem-solving, risk-taking and personal wellness among other traits.
- The student/teacher ratio at ICS is intentionally smaller than many traditional public schools, with classroom assistants working in every grade level.
- All students at ICS study a second or even third language (English, French or Spanish) daily. Some students coming to ICS from other countries may already know more than two languages.
- Children who need extra help in reading, math, and English language skills receive individual assistance through our “School Within the School” tutoring program.
- First-grade students identified by their classroom teachers as needing the additional help participate in Reading Recovery®, an early intervention literacy program used in schools around the world.
- ICS expects students to become independent learners and to feel responsibility for the life of their school community and for the success of all its members. The school fosters a sense of service to others both within and outside the school community.

² For more information about the International Baccalaureate Primary Years Programme, refer to: <http://www.ibo.org/programmes/primary-years-programme/>

Educating the Whole Child

ICS maintains a commitment to academic excellence, while also providing extracurricular offerings that enhance social development:

- We are committed to providing access to music, art, language, physical education and recess while insisting that students meet progress requirements in language arts, social studies, mathematics and science.
- One-third of the student body participates in ICS's soccer program. The 15 school-based teams make the ICS soccer program one of the largest public elementary soccer programs in the state. The program, run by volunteers, brings students and families together in the form of a supportive network that breaks down cultural boundaries.
- Many students participate in after school tennis and running clubs sponsored by the United States Tennis Association and Atlanta Track Club, respectively. These offerings are also led by volunteers.
- Other afterschool activities that have been offered at ICS include science Olympiad and robotics, photography, and performing arts.



History

The International Community School (ICS) was established by a group of educators, religious leaders, business professionals, community activists and parents to bring together refugee, immigrant, and local children in an academically challenging and nurturing environment.

For refugees and immigrant children, the strength and productivity of their relationship to local children and families is vital for their educational success. As reported by the Worldwide Refugee Admissions Processing System, Georgia has resettled 28,364 refugees in the last 10 years, 61% of whom were resettled in DeKalb County.³ This also provides an unparalleled opportunity for children born in the US to have a genuinely cosmopolitan education, providing them first hand lessons of inclusion, diversity, and toleration--the very factors that have driven the United States since its founding.

ICS' platform for teaching international mindedness, academic achievement, and valuing cultural differences helps address the educational circumstances of the thousands of refugees from all over the world that have relocated to DeKalb County. The goal was to create a pluralistic educational environment to foster global citizenship, helping students grow as individuals without parochial biases and with critical thinking skills necessary to improve their world. The diversity and peacemaking model was inspired by Dr. Martin Luther King, Jr.'s vision of a Beloved Community.

The school opened in 2002 as one of Georgia's earliest start-up public charter schools⁴, serving 125 Kindergarten, 1st, and 2nd grade students and operating on the campus of Avondale Patillo United Methodist Church. One grade level was added annually as children progressed, and in 2006 a second campus was opened for 5th and 6th grade students at St. Michael & All Angels Episcopal Church. The two-campus solution was taxing on logistical, financial and human resources, and was not a viable long-term solution.

The school consolidated operations and moved to the Medlock Elementary facility in 2012. Atlanta's philanthropic community supported a \$900,000 capital campaign to catalyze the move, including major gifts from the Robert W. Woodruff Foundation, Tull Charitable Foundation, Sartain Lanier Family Foundation, and the Rich Foundation. The capital campaign facilitated

³ Annual Refugee Arrivals by County (2004-2015), [State of Georgia Refugee Program](#) Reports and Data

⁴ Annual Charter School Report (2001-2002) p. 24 / Table 4, [Georgia Department of Education](#)

upgrades to meet fire and safety code, and make the space fully accessible. Moving to Medlock mitigated struggles in day-to-day operations and gave teachers space to optimize their teaching.

ICS completed its most recent charter renewal via DeKalb County School District in 2014, accompanied by an abridged, three-year strategic plan. In 2015, the school developed a case statement as a precursor to this strategic plan.

The school hired a new principal, Chad Velde-Cabrera, in August 2016.

Today, ICS serves more than 400 children annually in grades K-5, representing over 30 countries and speaking 25 languages.

Current Conditions

Area	Background	Noteworthy for Plan
Charter	ICS is authorized to operate as a public charter school by the Georgia Department of Education and the DeKalb County School District.	The current ICS charter expires at the end of the 2018-19 school year.
Facilities	ICS occupies a school building constructed in 1951. DeKalb County School District owns the facility and leases it to ICS. The current lease expires in 2022 with two five-year renewal options.	Much investment has gone into the building during the first three years of occupancy, from repainting hallways and resurfacing floors to repairing broken windows, servicing the aged HVAC and plumbing systems.
Enrollment	Approximately 420 students were enrolled in Kindergarten through 5th grade for the 2015-2016 school year. There are 3 classes per grade, with class size averaging 25 students. Applicants to ICS must be residents within the DeKalb County district. Residents in the City of Decatur zone are ineligible.	Annually, ICS students represent about 30-40 countries and 25-35 different language groups. Approximately half are refugee/immigrant children, and half are native born.
Personnel (Staff and Volunteers)	ICS employs approximately 45 people, including administration and front office personnel (10), teachers and teaching assistants (30), and support personnel (5). Among our current roster of teachers are several Fulbright scholars.	The school also works with scores of volunteers who support educational achievement, governance, athletics, fundraising, school beautification, and social services. Volunteer tutors provide students with 80 hours of assistance every week.

Area	Background	Noteworthy for Plan
Academic Performance	For 2015, overall academic performance for ICS was higher than 24% of schools in Georgia, and student growth was higher than 29% of schools. ICS underperforms significantly on social studies, with less than 10% of students scoring at the proficient or distinguished levels on state tests. Overall, ICS has received a letter grade of “D” from the Governor's Office of Student Achievement each of the last 4 years. ⁵	A consistent area of strength is the English Speakers of Other Languages (ESOL) program, with 30% of English Language Learner (ELL) students testing proficient. The academic priority is to improve across the board by re-examining how our curriculum matches up with state expectations and expanding instructional coaching for staff.
Governance	ICS is governed by a volunteer Board of Directors entrusted with fiduciary responsibility for the school and overseeing the Principal's performance.	The Board is 100% compliant with governance requirements. The Board receives training throughout the year from the Georgia Charter School Association and signs statements to affirm compliance with a Code of Ethics.
Finance	ICS is a Georgia 501(c)3 nonprofit that operates on a \$4.4 million annual budget, with approximately 88% of the school's income sourced from the DeKalb County School District allotment. ICS also receives federal money as a Title I School. ICS pursues grant funding and contributions from institutional, corporate, and individual donors.	The school has no debt and maintains cash reserves equal to approximately one month's operating expenses. ICS has received a clean audit with no material findings each of the past several years.

⁵ School Performance and Report Card, International Community School, [Governor's Office of Student Achievement](#)

Area	Background	Noteworthy for Plan
Strategic Partners	ICS works with a number of strategic partners in the Atlanta region to enhance its mission, including: Georgia Charter Schools Association, Atlanta Track Club, United States Tennis Association, Community Foundation for Greater Atlanta, Georgia Center for Nonprofits, Southface, Atlanta Community Food Bank, Emory University, Clarkston Community Center, and other institutional donors and partners.	Partner engagement for many existing partners can expand further if ICS can cultivate internal champions to lead projects. Similarly, raising the school's visibility efforts and broadening the development strategy could yield new partnerships in the areas of health, academics, athletics, technology and many other areas.



Strategic Planning Process

This strategic plan was made possible through support from a Community Foundation for Greater Atlanta toolbox grant administered by the Georgia Center for Nonprofits. ICS leadership contracted with an outside consultant to guide the plan’s development. The plan was framed and built out over a 9-month period by a core committee of volunteers representing the ICS administration, faculty, parent volunteers, alumni, and Board of Directors. Key phases included:

1	Project Startup	Identifying overall objectives for the engagement, selecting a consultant and recruiting core committee stewards Goal-setting and audience assessment to identify stakeholders
2	Discovery	Environmental scan incorporating review of previous iterations of strategic plans for ICS, quantitative surveys to key stakeholders, in-person “town hall” meetings with stakeholder groups, and 1:1 discussions with key influencers in the school community. See Appendix for findings, additional notes and themes from the environmental scan. Analyzing results, findings and feedback to identify overall themes for consideration
3	Plan Development	Translating themes to strategic directions, prioritized with input from the Board and stakeholders Mapping strategic directions to key indicators, assessing financial and capacity bandwidth to implement the plan, and assigning implementation and timelines to stakeholders
4	Refinement and Socialization	Presenting the final plan to the ICS community for validation and recruiting stewards to execute action items
5	Approval	Securing Board approval for the plan
6	Implementation	Ongoing work with assignable tasks, measurable outcomes and regular intervals of plan review/refinement

Overview: Six Primary Strategic Directions

Over the next three years, the ICS community will pursue six (6) strategic directions to achieve outcomes, while also continuing to build a strong and sustainable organization. Strategic directions and suggested implementation actions were tested against a set of threshold criteria and stakeholders participated in a dot preference exercise to inform priorities.

1	Consistently implement a culturally responsive education approach to support academic growth and development of the whole child and use achievable and documented performance measurements.
2	Promote agreed upon values, priorities and norms that are understood, discussed often and transferable between community members.
3	Re-establish ICS' development department and create the structure to diversify income sources, while continuing to ensure sound financial management practices.
4	Attract, develop and retain stakeholders by creating programming and resources that build long-term capacity and enhance the ICS experience.
5	Create integrated communications systems that provide timely information and actionable engagement opportunities on school issues.
6	Continue refining operations and methods to reflect the ICS mission and maximize efficiency.

Strategic Direction 1:

Consistently implement a culturally responsive education approach to support academic growth and development of the whole child and use achievable and documented performance measurements.

Background

ICS has now existed for a decade and a half. The first students to attend ICS are now adults. In that time, issues from digital connectivity to globalization have evolved and the school has worked to keep pace with the emerging “accountability movement” in Georgia education. The ICS platform for innovation and commitment to IB and culturally responsive pedagogy remain a strength, but the curriculum and resources need to be rebalanced to meet state-implemented tighter standards on instructional and academic performance.

	3-Year Objectives	Indicators
1.1	Create the very best learning experience that remains true to the ICS founding vision and challenges students to think globally and act locally.	Reading proficiency
		Math proficiency
		English Language Learner services
1.2	Strengthen alignment between our unique brand of education and the performance standards to which we are held by our County and State partners.	Meet/exceed State performance targets for the Georgia Milestones Assessment System
		Meet/exceed DeKalb County School District averages on Georgia Milestones Assessment System for grades 3-5, all subject areas.
1.3	Achieve cohesion among all the parties working to advance academic achievement at ICS, grounded in effective leadership, best practices, and pragmatic policies.	Installation of standard operating procedures

See accompanying table for plan implementation, including projected resource requirements, deliverables, key performance indicators, timing and assignability.

Strategic Direction 1: Consistently implement a culturally responsive education approach to support academic growth and development of the whole child and use achievable and documented performance measurements.			
3-Year Objective			
1.1	Create the very best learning experience that remains true to the ICS founding vision and challenges students to think globally and act locally.		
Specific Goals + Performance Indicators			
a	Reading	In each of grades 3-5, at least 50% of students score proficient and above on the Georgia Milestones assessment, and at least 75% score at the level of Developing Learner or higher	
b	Math	In each of grades 3-5, at least 50% of students score proficient and above on the Georgia Milestones assessment, and at least 75% score at the level of Developing Learner or higher	
c	ELL	Meet or exceed the quality of the ELL program offered in any school in DeKalb County, with a goal of 20% or more of ELL students attaining proficiency each year	
Implementation Actions			Assigned To
Timing			
i	Implement practices that prepare children to be "culturally competent, critically conscious, and academically excellent" (Gloria Ladson-Billings)		Principal + SLT, Teaching + Learning Committee
ii	Author and install curriculum design processes that support the tenets of IB such as interdisciplinary thinking and inquiry		IB PYP Coordinator
iii	Create alignment in reading and math instruction based on current research and best practices		Principal + SLT, Teaching + Learning Committee
iv	Integrate global citizenship into curriculum by including aspects of social justice, diversity, inclusion and equity and environmental responsibility		IB PYP Coordinator, Teaching + Learning Committee
v	Incorporate each child's social/cultural experience into curriculum and differentiate according to individual needs (eg. students with Individualized Education Plans or 504 plans)		AP + SLT
vi	Establish a defined and formalized feeder path for middle and high school		Board of Directors, Principal + SLT
vii	Adopt structures and policies that ensure a safe, consistent and nurturing environment in which children can act out the elements of the IB profile		Principal + SLT
viii	Hire and train personnel to support educational goals (example: teaching assistants, specials teachers, support staff, volunteers)		Principal
ix	Build a self-sustaining, innovative after-school program that furthers educating the whole child		Principal, Operations + SLT
3-Year Objective			
1.2	Strengthen alignment between our unique brand of education and the performance standards to which we are held by our County and State partners.		
Specific Goals + Performance Indicators			
a	Georgia DOE	ICS will meet state performance targets for the Georgia Milestones Assessment System during each remaining year of the charter term (2016-2019).	
b	DCSD	During each year of the remaining charter term, ICS will meet and/or exceed DeKalb County School District averages on the Georgia Milestones Assessment System for students in grades 3-5 in all subject areas.	
Implementation Actions			Assigned To
Timing			
i	Continue to integrate Georgia DOE standards into ICS' use of IB standards and practices		IB PYP Coordinator
ii	Create a calendar of county requirements including pending or changing DeKalb County School District (DCSD) policies and deadlines for shared awareness and proactive planning		Principal
iii	Create more advocates for ICS within DCSD across all departments		Principal + Board of Directors
iv	Explore additional appropriate measurement tools to track progress and report to school community and state and local stakeholders (eg. showcasing success in WIDA assessment)		Principal + SLT, Teaching + Learning Committee
3-Year Objective			
1.3	Achieve cohesion among all the parties working to advance academic achievement at ICS, grounded in effective leadership, best practices, and pragmatic policies.		
Specific Goals + Performance Indicators			
a	Implementation	Policies and procedures updated and successfully implemented.	
Implementation Actions			Assigned To
Timing			
i	Pursue and maintain peer to peer networks and mentoring relationships with other charter, IB and local schools to enhance professional growth and share best practices		Principal + SLT, Teaching + Learning Committee
ii	Develop strategies and processes based on concepts such as Beloved Classroom, Critical Friends Group to help families + teachers work collaboratively to ensure student success		Teaching + Learning Committee
iii	Review potential opportunities to improve ICS grievance policy and comprehension about the policy, including steps for resolution before formally activating grievance policy		Board of Directors

Strategic Direction 2:

Promote agreed upon values, priorities and norms that are understood, discussed often and transferable between community members.

Background

ICS has experienced several changes in administrative leadership and champions across our stakeholder groups. The “brain drain” resulting from this turnover can create the unintended consequence of new stakeholders reinventing and altering the school’s cultural DNA. The community would benefit from a reimagined approach to communicating our bedrock norms and values, fostering a clearer understanding of what it means to be part of ICS, values and priorities, how ICS works, and how we relate to each other.

	3-Year Objectives	Indicators
2.1	Develop a stronger community of staff, students, parents, and volunteers, all pulling in the same direction, each galvanized by common understanding of our values and how we work with each other.	Parent satisfaction
		Teacher/staff satisfaction
		Event attendance
2.2	Build a consistent expression of cultural norms based on the ICS mission and vision	Implementation of deliverables
		Comprehension among community stakeholders

See accompanying table for plan implementation, including projected resource requirements, deliverables, key performance indicators, timing and assignability.

Strategic Direction 2: Promote agreed upon values, priorities and norms that are understood, discussed often and transferable between community members.

3-Year Objective				
2.1	Develop a stronger community of staff, students, parents, and volunteers, all pulling in the same direction, each galvanized by common understanding of our values and how we work with each other.			
Specific Goals + Performance Indicators				
a	Parent Satisfaction	90% of parents report that they are satisfied or highly satisfied with ICS		
b	Staff Satisfaction	90% of teachers and staff report that they are satisfied or highly satisfied with working for ICS		
c	Attendance	ICS garners attendance from more than 25% of families and staff for seasonal meetings		
Implementation Actions			Assigned To	Timing
i	Promote ICS values, history, statements of understanding through on-going engagement via communication, workshops, community gatherings and meetings		Board of Directors, Staff, Parents, Alumni, Volunteers	Ongoing
ii	Establish and formalize the structure for a non-voting council of advisors that is comprised of founders, Board alumni and subject matter experts that the Board of Directors can call upon occasionally for guidance		Board of Directors	2016-2017
iii	Preserve and create more exposure within the ICS community for what makes ICS unique and special, such as UN Day, soccer program and Food Co-op		Board of Directors, Staff, Parents, Alumni, Volunteers	Ongoing
iv	Enhance communication between the Board, Administration, faculty, staff, parents and students and establish processes for communication channels		Board of Directors, Staff, Parents, Alumni, Volunteers	Ongoing
v	Promote, reiterate and communicate the ICS philosophy, our terms of engagement and process for school wide conflict resolution		Board of Directors , Principal + SLT	Ongoing
vi	Develop and activate student council or group of student ambassadors		Principal + SLT	2017
3-Year Objective				
2.2	Build a consistent expression of cultural norms based on the ICS mission and vision			
Specific Goals + Performance Indicators				
a	Implementation	Deliverables are successfully authored and disseminated throughout the ICS community		
b	Comprehension	ICS community members affirm their understanding of cultural norms and expectations through periodic surveying		
Implementation Actions			Assigned To	Timing
i	Author consistent language and practices that occur at every gathering, such as school anthem		Board of Directors, Staff, Parents, Alumni, Volunteers	2017
ii	Draft and maintain a complete library of documents, presentations, images and artifacts that capture the ICS story, our proud history and our contributions to a better world.		Board of Directors , Advisors, Principal + SLT, Communications Committee	2016-2017
iii	Develop an "ICS 101" educational program for all new teachers, students, families to explain mission, commitments and how to be ambassadors for ICS, as well as a glossary for standard language		Board of Directors , Advisors, Principal + SLT, Communications Committee	2016-2017
iv	Provide training and workshops for staff and Board members on the concepts of Beloved Community		Board of Directors , Advisors, Principal + SLT, Communications Committee	2017

Strategic Direction 3:

Re-establish ICS’ development department and create the structure to diversify income sources, while continuing to ensure sound financial management practices.

Background

Our community understands that to educate the whole child means investing in opportunities for language, arts, athletics and other experiences that may not be eligible for public funding tied to current Georgia Performance Standards. Today, 88 cents out of every dollar in the ICS budget are sourced from DeKalb County School District (DCSD). While DCSD funding has always been our largest source of income, ICS used to bring in \$1M annually through its self-directed development efforts. Changes in staff and direction through the years have caused the development program to scale down. The school has solid financial management practices, a clean audit with no findings, carries no debt and maintains cash reserves equal to one month of operating expenses. We want a more diversified approach to generating income.

	3-Year Objectives	Indicators
3.1	Grow ICS’ financial wherewithal so the school can operate from a position of abundance, with more options to invest dollars into people, programs and projects that deliver on our mission.	Cash reserves balance
		% of budget dedicated to gen’l/administrative
		Diversification of income sources
		Credit worthiness
3.2	Remake the ICS development program by elevating its purpose as an office of institutional advancement, engaging partners to grow both academic and non-academic capacity, not only through dollars but also via resource partnerships.	Installation of 3-year development plan
		Number of re-engaged donors
		Breadth and depth of grants secured
3.3	Update and refine ICS’ financial management protocols and staffing to address any areas where day-to-day financial administration can be further improved, as well as planning/forecasting.	Installation of financial policies manual
		Annual audit findings and opinion

See accompanying table for plan implementation, including projected resource requirements, deliverables, key performance indicators, timing and assignability.

Strategic Direction 3: Re-establish ICS' development department and create the structure to diversify income sources, while continuing to ensure sound financial management practices.			
3-Year Objective			
3.1	Grow ICS' financial wherewithal so the school can operate from a position of abundance, with more options to invest dollars into people, programs and projects that deliver on our mission.		
Specific Goals + Performance Indicators			
a	Cash Reserves	ICS maintains cash reserves of more than 75 days of operating expenses	
b	Budget	ICS manages a total budget with less than 70% of expenses dedicated to general and administrative line items	
c	Diversification	At least 15% of ICS income is derived from sources other than DCSD	
d	Credit	ICS maintains credit worthiness as determined by lending institutions	
Implementation Actions			Assigned To
i	Explore "out of the box" income diversification ideas that can generate resources to support mission, capitalizing on ICS' education innovation platform, facility, special programming and subject matter expertise		Development + Finance Committees, Parents, Board of Directors, Staff
ii	Review budgeting and reporting systems, including Full-Time Enrollment (FTE) forecasting, to ensure there is complete information for decision making		Finance Committee, Front Office Staff, Registrar
3-Year Objective			
3.2	Remake the ICS development program by elevating its purpose as an office of institutional advancement, engaging partners to grow both academic and non-academic capacity, not only through dollars but also via resource partnerships.		
Specific Goals + Performance Indicators			
a	Installation	A new 3-year development plan is drafted and initiated	
b	Re-engaged Donors	Relationships are restarted with donors and institutions that have previously partnered with ICS	
c	Grants	ICS establishes breadth and depth in the types of grant opportunities the development team secures	
Implementation Actions			Assigned To
i	Update 3-year development and fundraising plan, draft capital improvement strategy		Development Committee, Board of Directors
ii	Implement ICS capital improvement strategy		Development Committee, Board of Directors
iii	Hire an experienced development and fundraising professional		Development Committee, Board of Directors
iv	Update and clean the records in the ICS development database		Principal, Operations Mgr, Bookkeeper, Communications Lead
v	Add capacity via strategic partnerships to identify and pursue grant opportunities		Development Committee, Board of Directors + ICS Staff
vi	Build a robust communication plan to engage internal and external stakeholders		Development Committee, Communications Committee
vii	Establish framework and recruit a grant pursuit team to identify, vet and apply for potential grant opportunities on an ongoing basis		Development Committee
3-Year Objective			
3.3	Update and refine ICS' financial management protocols and staffing to address any areas where day-to-day financial administration can be further improved, as well as planning/forecasting.		
Specific Goals + Performance Indicators			
a	Implementation	Deliverables are successfully authored and disseminated to ICS staff and finance contractors.	
b	Audit	ICS continues to receive clean financial audits each year with no material findings.	
Implementation Actions			Assigned To
i	Conduct a proactive financial policy "wellness check" with guidance from our auditors		Board of Directors, CPA Contractor, Auditing Firm
ii	Update existing financial policy manual as needed to ensure proper controls and accountability		Board of Directors, CPA Contractor, Principal, Bookkeeper
iii	Provide periodic staff training on financial policy manual		Board of Directors, CPA Contractor, Principal, Bookkeeper
iv	Educate community members about ICS financial management practices and the fiscal health of the school		Board of Directors
			Timing
			Spring 2017
			Fall 2016/Winter 2017
			Winter 2017
			Ongoing

Strategic Direction 4:

Attract, develop and retain stakeholders by creating programming and resources that build long-term capacity and enhance the ICS experience.

Background

From teachers to staff and volunteers, the ICS mission is people-centered and people-driven. The school is a calling. It has attracted many talented people - including Fulbright Scholars - to serve and enrich the lives of young people. Still, we see room to push further on talent recruitment and skill development that empowers the doers in our community to do the most good.

	3-Year Objectives	Indicators
4.1	Become an employer of choice in DeKalb County, a magnet for talented professionals who want to be part of something special and innovative in public education, where they can earn competitive salaries and build new skills to advance their careers.	Staff retention
4.2	Grow our base of skilled volunteers across the County and the region through new approaches to needs assessment, recruitment, vetting, training, reporting, and recognition, connecting people to unique and rewarding experiences that advance the ICS mission through service.	Breadth and depth of volunteer base
		Installation of Board succession plan

See accompanying table for plan implementation, including projected resource requirements, deliverables, key performance indicators, timing and assignability.

Strategic Direction 4: Attract, develop and retain stakeholders by creating programming and resources that build long-term capacity and enhance the ICS experience.

3-Year Objective				
4.1	Become an employer of choice in DeKalb County, a magnet for talented professionals who want to be part of something special and innovative in public education, where they can earn competitive salaries and build new skills to advance their careers.			
Specific Goals + Performance Indicators				
a	Turnover	Year-to-year turnover of ICS staff and teaching staff (calculated separately) is no higher than 15%		
Implementation Actions			Assigned To	Timing
i	Align organization chart to support strategic initiatives		HR Committee, Principal, HR Administrator, Board of Directors	2016-2017
ii	Conduct an organizational assessment to identify personnel and skills gaps		HR Committee, Principal	2016-2017
iii	Write and publish job descriptions for all positions at ICS that may not currently have them		HR Committee, Principal, HR Administrator	Fall 2016
iv	Implement a comprehensive onboarding process for new hires that includes curriculum, technical, and administrative processes.		HR Administrator	2017-2018
v	Adopt the DeKalb County School District salary schedule		HR Committee, Board of Directors, Principal	2016-2017
vi	Develop a sourcing strategy that includes job fair participation, social media posting, website optimization and college engagement		HR Committee, HR Administrator, Communications Committee	Spring 2017
vii	Create individual development plans that are reviewed quarterly		Principal, HR Administrator	2017-2018
viii	Conduct exit surveys with each terming employee		Principal, HR Administrator	Ongoing
3-Year Objective				
4.2	Grow our base of skilled volunteers across the County and the region through new approaches to needs assessment, recruitment, vetting, training, reporting, and recognition, connecting people to unique and rewarding experiences that advance the ICS mission through service.			
Specific Goals + Performance Indicators				
a	Volunteer Network	The ICS volunteer network expands to achieve breadth and depth across professional and trade skills, ranging from financial accounting to carpentry		
b	Installation	A Board leadership succession plan is drafted and implemented, with identified executive committee leadership planned through completion of 2019 charter renewal		
Implementation Actions			Assigned To	Timing
i	Develop an asset map of current personnel, volunteers and stakeholders to capture information on skills and connections		Board of Directors, Principal, Staff, Parents, Volunteers, Consultant	2016-2017
ii	Create a comprehensive volunteer program that addresses recruitment, selection, onboarding and compliance		Working Group + HR, Development, Communications Committees	2016-2017
iii	Identify skill and relationship gaps within the Board of Directors		Board of Directors, Governance Committee	2016-2017
iv	Implement ongoing recruitment to replace terming Board members with new members		Board of Directors, Governance Committee, Staff, Volunteers	2016-2017

Strategic Direction 5:

Create integrated communications systems that provide timely information and actionable engagement opportunities on school issues.

Background

Effective communication has been a growth area for ICS for many years, and was reinforced as a high priority for this strategic plan by all stakeholders. The school has moved over the years to multiple channels for information sharing, which also influences workload, message consistency and brand compliance. And while the school has drawn media interest lately from prominent outlets ranging from the *Atlanta Journal-Constitution* to the *Christian Science Monitor*, external communications efforts to raise visibility in the larger community have not reached a level of consistency in recent years.

	3-Year Objectives	Indicators
5.1	Develop and maintain a comprehensive ICS communications platform in terms of its efficiency as a top-down information system for all families, including those whose primary language is non-English.	Installation of policies and procedures
		Completion of deliverables and channels
		Satisfaction survey
5.2	Create effective lateral and bottom-up channels that help community members relate to each other, celebrate successes and upline concerns.	Breadth and depth of translation resources
		Event attendance
5.3	Achieve consistency in the format, timeliness, takeaways and overall user experience for all the communication vehicles ICS uses.	Installation of policies and procedures
		Installation of identity and style guide

See accompanying table for plan implementation, including projected resource requirements, deliverables, key performance indicators, timing and assignability.

Strategic Direction 5: Create integrated communications systems that provide timely information and actionable engagement opportunities on school issues.

3-Year Objective

5.1 Develop and maintain a comprehensive ICS communications platform that serves as a top-down information system for all families, including those whose primary language is non-English.

Specific Goals + Performance Indicators

a	Installation	Policies and procedures for school communications are reviewed and updated as part of a complete communications plan
b	Channels	All channels that comprise the ICS communications platform are set up and a complete list of user credentials and passwords is maintained by ICS front office staff
c	Survey	ICS achieves at least a 4-star rating out of a possible 5 stars on a community survey administered seasonally about overall satisfaction with ICS communications

Implementation Actions

		Assigned To	Timing
i	Assess and evaluate current internal and external communications systems	Communications Committee	Fall 2016
ii	Update and develop a tiered system of communications channels through a plan that accounts for internal and external audiences, types of messages and distribution methods, including translation processes to facilitate full participation by limited English speakers, emergency	Communications Committee, Principal, Registrar, Communications Coordinator	2017
iii	Implement protocols for ongoing evaluation of communication plan effectiveness	Communications Committee	2017

3-Year Objective

5.2 Create effective lateral and bottom-up channels that help community members relate to each other, celebrate successes and upline concerns.

Specific Goals + Performance Indicators

a	Translation Network	ICS establishes and achieves sufficient breadth and depth in its network of translation resources, so all families who need translation in specific languages and dialects have access
b	Event Attendance	At least 25% of ICS families attend schoolwide events

Implementation Actions

		Assigned To	Timing
i	Distribute and publish parent/teacher/student agreements on mission of school and expectations via "ICS 101" communications suite	Principal + SLT, Teaching + Learning and Communications Committees	Spring 2017
ii	Identify and periodically revisit processes for groups in the ICS community that need to communicate with each other	Communications Committee	Winter 2016
iii	Set up a buddy system for parents, teachers and students to help ensure communications in different channels are received and understood	Administrative Team, Communications Committee	Fall 2017
iv	Recruit a bank of translators to provide information in all languages spoken	Communications Committee, Communications Coordinator	Spring 2017

3-Year Objective

5.3 Achieve consistency in the format, timeliness, takeaways and overall user experience for all the communication vehicles ICS uses.

Specific Goals + Performance Indicators

a	Installation	ICS channel and brand standards are updated, published and disseminated to communications teams via training
b	Installation	ICS identity and style guide is updated, published and disseminated to communications teams via training

Implementation Actions

		Assigned To	Timing
i	Coordinate channel ownership and standards through the Communications Committee	Administrative Team, Communications Committee	Fall 2017
ii	Integrate ICS brand standards into external-facing recruitment, marketing and development communications	Administrative Team, Communications Committee	Fall 2017
iii	Provide training for key communications teams on communication standards	Communications Committee	Summer 2017

Strategic Direction 6:

Continue refining operations and methods to reflect the ICS mission and maximize efficiency.

Background

School technology resources are scarce and underrepresented in ICS’ educational methods. Faculty have expressed that access to more technology would bolster instructional and academic achievement. ICS currently occupies a facility that was built in 1951. The school spearheaded a successful \$900K capital campaign to make necessary upgrades before occupying the space in 2012. Still, there are old systems that need attention, including HVAC, electricity and plumbing. School grounds also get heavy use and need more upgrades. Another critical facet of ICS operations is transportation that links the facility to our population in Clarkston and surrounding areas. To operate on terms that match DeKalb County elementary school hours, and to accommodate the many working families in our ICS community, we currently contract out with a private busing company for bus service. This requires significant investment that competes with resources we want to invest in academic achievement. A top priority is to work with DeKalb County School District (DCSD) and receive a commitment to partner on bus service.

	3-Year Objectives	Indicators
6.1	Upgrade individual classroom and school technology to support academic achievement.	Completion of assessment
		Acquisition and deployment
6.2	Develop a cost-effective and functional transportation solution that works for ICS families.	Completion of assessment
		Acquisition and deployment
6.3	Update the school’s physical plant and build up efficiency through timely, proactive investments.	Acquisition and deployment
		% of budget dedicated to overhead/repairs

See accompanying table for plan implementation, including projected resource requirements, deliverables, key performance indicators, timing and assignability.

Strategic Direction 6: Continue refining operations and methods to reflect the ICS mission and maximize efficiency.

3-Year Objective			
6.1	Upgrade individual classroom and school technology to support academic achievement.		
Specific Goals + Performance Indicators			
a	Assessment	Comprehensive technology needs assessment is completed	
b	Acquisition	Technology solutions are acquired and in use in classrooms	
Implementation Actions			
		Assigned To	Timing
i	Pursue initiatives that can bring more technology hardware and Internet connectivity into classrooms		IT Coordinator, Development and Teaching + Learning Committees, Advisors
ii	Obtain, set up and train on appropriate individual classroom and school technology		Operations Manager, IT Coordinator
3-Year Objective			
6.2	Develop a cost-effective and functional transportation solution that works for ICS families.		
Specific Goals + Performance Indicators			
a	Assessment	ICS develops a complete assessment of its daily and occasional transportation needs for regular school and extracurricular activities, including routes and ridership	
b	Acquisition	ICS enters into a formal agreement with DCSD to receive busing services that match elementary school timeslot	
Implementation Actions			
		Assigned To	Timing
i	Initiate conversations with DCSD leadership to find support for County busing to and from ICS		Principal, Board of Directors, Operations Manager
3-Year Objective			
6.3	Update the school's physical plant and build up efficiency through timely, proactive investments.		
Specific Goals + Performance Indicators			
a	Acquisition	ICS acquires materials and services to repair and upgrade facilities	
b	Maintenance Budget	ICS reduces its monthly building repair expenses to less than 3% of total budget	
Implementation Actions			
		Assigned To	Timing
i	Upgrade school grounds with hardier grass field turf and new playground structures		Operations Manager, Staff, Facilities Committee, Volunteers
ii	Identify and pursue programs that yield energy-efficient outcomes for the ICS facility		Operations Manager, Facilities and Development Committees
iii	Evolve food service operations to incorporate reusable serviceware and reduce disposal waste		Operations Manager, Facilities Committee
iv	Contract with high-quality vendors that reflect ICS values		Staff



Thank you.

ICS wishes to acknowledge the work of our outstanding parents, teachers, staff, volunteers, alumni, Board of Directors, students, advisors and community partners who contributed their ideas to this strategic planning effort:

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Cassie White
Darvis White
Drew Whitelegg
Brian Williams
Rhina Williams
Trang Wisard
McKenzie Wren
Tamecia Wright

APPENDICES

Glossary of Terms

Asset Mapping: a process to inventory the strengths and resources of a community to uncover solutions and resources that can address a community's needs. In the case of ICS, assets could include connections to resources and skills among parents, teachers, staff and board members.

Beloved Community: a concept made popular by the Rev. Dr. Martin Luther King Jr., describing a global vision, in which all people are accepted and loved unconditionally, and disputes are resolved by peaceful conflict-resolution and reconciliation.

Diversity: the characteristics that make one individual or group different from another, including not only race, ethnicity, and gender - but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. Diversity at ICS also means acknowledging different ideas, perspectives, and values.

ELL: English-language learners, or ELLs, are students who are initially unable to communicate fluently in English, often coming from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

Equity: the process by which a community creates conditions and principles that ensure fair outcomes, often expressed in terms of equal distribution or access to a community's resources and opportunities.

ESOL: English-Speakers of Other Languages

Immigrant: a person who enters a country for permanent residence from another country.

Inclusion: authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision making in a way that shares power.

Interdisciplinary: involving or drawing on two or more concepts or sources of knowledge.

International Baccalaureate: founded in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world. Schools must be authorized, by the IB Organization, to offer any of the programmes.

New Americans: immigrant, refugee and migrant individuals who have either achieved citizenship or on their way to becoming citizens. The term allows for individuals to move past their refugee or migrant experiences to describe their pathway to creating a new life in the USA on the pathway to citizenship.

Refugee: a person who has been forced to flee his or her country because of persecution, war, or violence.

ICS Community Strategic Planning Workshop

Notes from February 20, 2016 stakeholder workshop. More than 50 people attended this event, representing parents, teachers, Board members, alumni and volunteers.





Make plans to join us next Saturday, February 20th from 9am to 1pm for a community meeting and brunch. We need your input for a plan that can guide our school for the years ahead. Food and translation will be provided.

Whether you can attend the meeting or not, we are asking EVERY ONE of our families and friends to complete an important survey, so we can get your opinion no later than February 15. Thank you to those who already completed it. <http://ow.ly/W1sKZ>

ICS Survey

ICS is undergoing a strategic planning process. Providing your opinions on ICS' performance will help us understand community perception of our strengths and our challenges.

*** Required**

Parents

Please answer the following questions to the best of your ability.

The communication from ICS is effective. *

1 2 3 4 5

Strongly disagree ○ ○ ○ ○ Strongly agree

ICS Survey

ICS is undergoing a strategic planning process. Providing your opinions on ICS' performance will help us understand community perception of our strengths and our challenges.

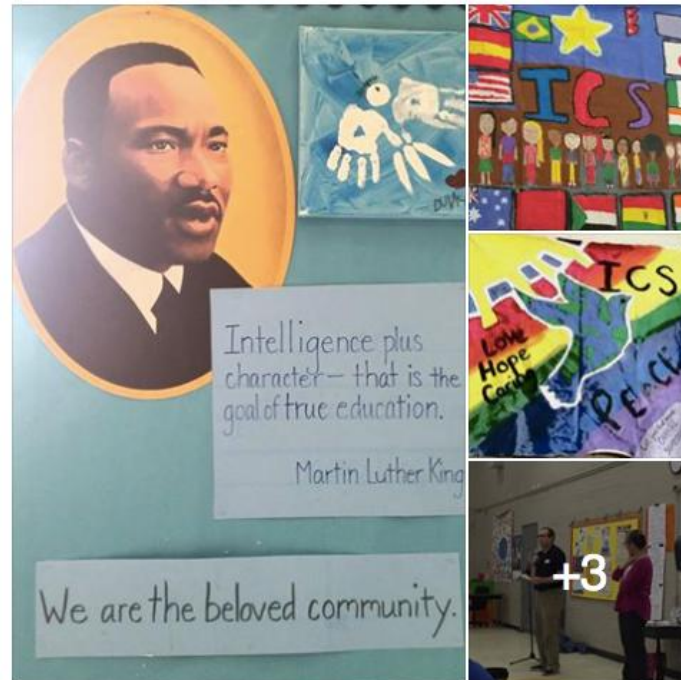
[DOCS.GOOGLE.COM](https://docs.google.com)

Like Comment Share

5



Great morning building our vision for this beloved community! Thanks to everyone who came out and to everyone who made it happen. So wonderful to remember why we're here and to dream together of where we want to go. What do you love about ICS?



Like Comment Share

Hannah Dober Wilems and 20 others

Top Comments



Suggestions on what to create that would be new for the school

- Active development person to do community outreach and grant writing
- Systematic collaboration plan involving a leadership council that could work between the Board, administration, faculty, staff, parents and students
- "ICS 101" educational program for all new teachers, students, families to explain mission, commitments and how to be ambassadors for ICS
- Communication system that includes timely information, translation, etc., for use from teacher to parents, administration to parents and administration to teachers

- Find and maintain a relationship with a DCSD Board of Education ally
- Develop a standard language for our school and what we're doing (for example, how to name refugees as a group)
- Create a buddy system with intentional pairings that could be applied to students, teachers, families, etc.
- Institute a quarterly town hall meeting about the business of the school and upcoming initiatives that rotates between ICS and Clarkston
- Develop a transportation system
- Create a process for vetting new teachers, new parents, new stakeholders, etc.
- Activate a student council
- Build more diversity into school leadership
- Evolve food service to have reusable plates and reduce disposal waste
- Teaching Assistants in every class

Suggestions on what to preserve

- International mindedness
- Understand that compensation is not why teachers come to work here, and that teachers need different types of support to be effective
- It's a calling, like the Peace Corps
- Preserve teachers as teachers and avoid adding on duties for carpool, manual labor, etc.
- Maintain the institutional knowledge of 13+ years of what has worked at ICS
- Keep the community outreach function and the extra programming that benefits the community
- Keep the soccer program
- Maintain the role of parents as observers for the needs of the community through their interactions with other families
- Preserve face to face interactions as part of the essential way we communicate
- Keep IB as the system for education
- Use IB opportunities that map over to action and service
- Preserve problem solving as a fundamental part of teaching
- Preserve UN Day

Thinking forward to the year 2020 and what success looks like

- Smiling, happy children, engaged in learning in different ways
- A resource-rich school in terms of faculty, finance and staff

- Recognized as a leader in Georgia education
 - A model for diversity and conflict resolution that attracts others to come and see how we do it
 - Programming in the community, including outreach and service
 - Good at explaining how students leave ICS and impact the world
 - Incredible soccer program that builds esteem and community
-
- Principal longevity
 - The concept of Beloved Community is expressed and understood by students
 - Model for restorative justice that permeates educational programming
 - Recess and play and soccer are valued
 - American-born kids learn Burmese or other languages
 - ELL program leads state of GA in proficiency
-
- ICS portrayed as a cohesive team
 - Consistent recitation and understanding of our mission by staff/parents/students
 - Rigorous curriculum that explores global citizen concepts
 - Other schools come to our school to study our model
 - The school is a bridge between communities
 - The school values the experience of children
-
- Leader who wants to stay for the long term
 - Can go into any classroom and see engaged students, passionate teachers
 - Egalitarian ethos in leadership versus top-down model
 - Visionary leadership
 - Pluralistic learning environment
-
- Consistently meeting charter renewal standards
 - Community service
 - Visionary leader
 - Raise requirements and expectations of leaders
 - More buzz and awareness about ICS and what we're doing
 - Reputation as visible, effective
 - Destination school for families and employer of choice for teachers
 - Better technology and computer lab

- Expanded community services, egalitarian
- Systems that support true intentional diversity
- Support cross-cultural communication, including a phone tree system
- Homework help for all students
- Outreach program
- Cultural language program

What members of the community express they want, what compels them to be involved in ICS community

- Keep “family” feeling while working to make ICS more successful
- School fits perfectly with our personality
- Root out causality of leadership instability
- Want everyone on staff to have commitment and visceral passion for ICS mission
- We are engaged in the school because our kids go here
- History and mission are important but need to be nimble enough to adapt
- How are we taking advantage of the privileges we get as a charter school to try different approaches?
- Better vision of America
- Intentional diversity
- Compensation and resources to support the staff
- Consistency, guidelines and structure
- More principal and leadership visibility
- More detail on what late bus \$ is for
- Homework/after school updates (immigrant reps did not feel they knew what kids are learning)
- We’re invested here but concerned about leadership longevity
- Can’t get this type of experience anywhere else
- Economic/cultural diversity
- Respect and appreciation for Teaching Assistants
- Love for students expressed by teachers who value the whole child
- Opportunities that come with knowing the world in more authentic ways
- Social justice
- How we can work as a team with stable leadership
- Diversity

- Need more money to make the school achieve more
- Need a feeder pattern to create a path into Middle School
- Interested in making a pre-school for extension of ICS education
- An organized outreach team for community impact

The realities of the school we have to accommodate

- Technology is more integral in order to interface with DOE
- Teacher/student ratio has grown further (18 to 25) and parents expect a low ratio
- Mission to balance more 50/50 between local and foreign
- Data collection is required, not optional
- IB curriculum and data collection do not mesh well
- Administration churn is a systemic issue, with 5 principals in 3 years
- No senior administrators were present at the meeting
- Leadership at the school is not visible enough
- We want to preserve the spirit of the school

Environmental Scan: What We Learned About Stakeholder Attitudes and Priorities:

Survey Findings

Between January and March 2016, ICS fielded surveys to gauge perceptions and attitudes about the school, identify growth areas to address in the strategic plan and create a baseline for measuring progress going forward. Following are summaries of the key findings from each stakeholder group we surveyed.

Parents (69 parents responded to the ICS online survey)		
Theme	Finding	Their Words
Seeking Stable Leadership for the Long-Term	On the topic of leadership and stability, many parents described the need to find a charismatic and resilient leader with a strong personality who can repair the community and shore up weak processes:	“I think we need strong leadership that will not only build the community between teachers and administration, but also inspire the teachers to bring passion back into the school. Think Lean On Me...think Ron Clark.”
		“We need community building through fun learning experiences for all families. Clear understanding of the meaning of Beloved Community.”
		“ICS has a strong community and a righteous mission. There seems to be a lot that gets in the way of us reaching our goals though.”

Parents (cont'd)		
Theme	Finding	Their Words
School Communication Still a Growth Area	Satisfaction with school communication continues to be low overall (average score of 3.3 out of a possible 5).	“ICS is a school with a big heart and a love of the student community, but organization and communication have always been a weakness.”
Committed to ICS Ideals ... But Only Moderate Satisfaction with Academic Instruction	Overall respondents indicated very average levels of satisfaction with quality of academic instruction (about 3.0 out of a possible 5), but many comments still show an emotional commitment to the school’s ideals.	“Both the diversity of the student and family population and the loving and caring nature of most of the teachers at ICS has made our experience a positive one overall.”
Feeder Pattern to Middle School A Higher Priority	Respondents indicated strong agreement that establishing a feeder pattern to a middle school should be a high priority for ICS (averaging 4.4 out of 5), suggesting Druid Hills Middle and Henderson Middle as top targets.	“I think the middle school conversation should become a priority. There are options available, but it would be amazing to create a middle school with direct links to the ICS approach, mission and values.”
Willing to Contribute Financially, But Wanting to Fund Tangible Projects	While 2/3 of parents agreed that parents should contribute financially to support the school, many indicated reluctance to give money to school initiatives if the funds were directed to General and Administrative budget items	“When you are donating to other areas at ICS, and you see your money being used right in front of you, its [SIC] a little more easier to trust the process.”
		“As long as it's not mandatory for enrollment, parents can be asked. Not all will be able to participate but many people can.”

	such as salary, etc.	“As a parent, I would prefer to donate to specific projects. A teacher needs a rug? We are fixing up the garden? There is a big need for a new HVAC? The 5th grade trip? Specific projects.”
--	----------------------	--

Parent Survey Questions

1. How important is it to your family that ICS establish a feeder relationship with a middle school and high school? (Very, Somewhat, Not at all)
2. I am satisfied with the communication I receive from my child(ren)'s teacher(s). (Agree, Somewhat, Disagree)
3. The communication from ICS is effective. (Agree, Somewhat, Disagree)
4. I receive information about ICS from which of the following ways? (check all that apply)
5. How likely is it that you will stay connected with ICS after your child(ren) graduate? (Very, Somewhat, Not at all)
6. How important is it to your family that ICS establish a feeder relationship with middle schools and high schools? (Very, Somewhat, Not at all)
7. Which schools?
8. I am satisfied with the quality of academics at ICS. (Agree, Somewhat, Disagree)
9. My child is supported as an individual learner at ICS. (Agree, Somewhat, Disagree)
10. I am satisfied with the quality of "specials" (arts, music, PE, science) at ICS. (Agree, Somewhat, Disagree)
11. I am satisfied with the quality of the language program. (Agree, Somewhat, Disagree)
12. What other language(s) do you think would be valuable for our students?
13. I feel welcomed and supported when I visit ICS. (Agree, Somewhat, Disagree)
14. Do you feel connected to all of the segments of ICS community, including long-time American families and refugee and immigrant families? (Yes, No)
15. Why or why not?
16. It is easy to fulfill my 10 hours per year volunteer commitment. (Agree, Somewhat, Disagree)
17. I am satisfied with the ways that I am able to volunteer at ICS. (Agree, Somewhat, Disagree)
18. How can the volunteer process be improved?
19. ICS is a public, tuition-free charter school that is not fully funded by County School system funds. Should parents be asked to contribute to the school's general operations budget that pays for supplies, staff salary, facility, etc? (Yes, No)
20. Why or why not?
21. Did you know that ICS provides the following services: food co-op, parents as teachers program, Saturday school, etc.? (Yes, No)
22. If you receive these services, how important are these programs to your family? (food co-op, parents as teachers, Saturday school. etc.) (Very, Somewhat, Not at all)
23. I have read the parent handbook. (Yes, No)
24. I understand my roles and responsibilities as an ICS parent. (Yes, No)
25. I am satisfied with the daily operations at ICS, including registration, check in and out, grievance process, etc.). (Agree, Somewhat, Disagree)
26. If not, please provide more detail.
27. How likely are you to recommend ICS to other families seeking school options for their children? (Very, Somewhat, Not at all)
28. If ICS offered before and after care services at a competitive rate, how likely would you be to utilize the services? (Very, Somewhat, Not at all)
29. In your opinion, what areas need the most improvement to help ICS further achieve its mission? (please provide specific examples)
30. Please provide several words or a sentence that best describes your opinion of ICS.
31. Family ethnicity
32. Family makeup
33. Family sexual orientation
34. How many children in your family attend ICS?
35. Strictly brainstorming, when we're not using it for school, what else could our school facility be used for that might generate revenue?

Administrators (4 administrators responded to the ICS online survey)		
Theme	Finding	Their Words
Administration Likes Work Environment But Wants Better Engagement with Parents/Board	Respondents in the administration indicated they generally enjoy the working environment at ICS (average score of 3.8 out of 5), but the results found less understanding overall (3.1 out of 5) of their roles and responsibilities and less satisfaction with parent and Board involvement (2.8 out of 5).	“More integration of international families is needed in the school as a whole (extra activities and academics).”
		“Large class sizes have created a deficit in teachers' ability to teach their students effectively.”

Administrator Survey Questions

1. I have received and read the employee handbook. (Yes, No)
2. I enjoy the working environment at ICS. (Agree, Somewhat, Disagree)
3. Why or why not?
4. I understand my roles and responsibilities as an ICS employee. (Agree, Somewhat, Disagree)
5. I feel welcomed and supported as an ICS employee. (Agree, Somewhat, Disagree)
6. I am satisfied with the daily operations at ICS including registration, check in and out, grievance process etc.) (Agree, Somewhat, Disagree)
7. If not, please provide more detail
8. I feel supported by board and administration. (Agree, Somewhat, Disagree)
9. Why or why not?
10. How likely are you to recommend ICS to other people seeking employment? (Very, Somewhat, Not at all)
11. Do you feel connected to all of the various segments of ICS community, including long-time American families, refugee and immigrant families? (Yes, No)
12. Why or why not?
13. I am satisfied with ICS' benefits package. (Agree, Somewhat, Disagree)
14. I am satisfied with parent engagement at ICS. (Agree, Somewhat, Disagree)
15. Why or why not?
16. I receive the support I need to do my job effectively. (Agree, Somewhat, Disagree)
17. Why or why not?
18. I receive adequate opportunities for professional development. (Agree, Somewhat, Disagree)
19. My work at ICS makes a difference. (Agree, Somewhat, Disagree)
20. In your opinion, what areas need the most improvement to help ICS further achieve its mission? (please provide specific examples)
21. Please provide several words or a sentence that best describes your opinion of ICS
22. Strictly brainstorming, when we're not using it for school, what else could our school facility be used for that might generate revenue?

Board of Directors (4 Board members responded to the ICS online survey)		
Theme	Finding	Their Words
Board of Directors Sees Leadership, Culture and Consistency as Burning Platform Issues	Respondents from the Board indicated they are very familiar with ICS and its mission (average score of 4.75 out of 5), and believe they receive adequate training to fulfill Board duties (4 out of 5). Similarly, all respondents felt they understood the school's charter requirements and finances. However, the Board identified school climate, leadership stability and shoring up processes as the school's burning platform issues:	"We need to string together several years in a row of capable, strong leadership. The burnout factor is influenced by lack of effective onboarding for new leaders. They learn in a trial by fire and it rarely gets transmitted from one leader to the next. We need a better process, with more documented procedures and clear expectations."
		"We have created a lot of the infrastructure that the school was lacking. Now it's important to find capable leadership to run it."
Board Also Sees Pressing Need for Development Resurgence	A secondary issue is financial wherewithal outside the allotment from DeKalb County School District (DCSD):	"ICS used to raise \$1M annually in the early years. Now it brings in 10% of that. Part of that is about understanding how to do a good job with the 'thank you' message and the ongoing updates about the work we do. We're too dependent on DCSD for operating budget."

Board Survey Questions

1. How familiar are you with ICS and its mission? (Very, Somewhat, Not at all)
2. Does the board do a satisfactory job in bringing new Board members up to speed quickly? (Yes, No)
3. Do you feel you're receiving adequate training to serve on the Board of a charter school? (Yes, No)
4. It was easy to become a volunteer or tutor at ICS. (Agree, Somewhat, Disagree)
5. Rate this statement: I feel my contributions are appreciated at ICS. (Agree, Somewhat, Disagree)
6. I feel welcomed and supported at ICS. (Agree, Somewhat, Disagree)
7. Rate this statement: I feel my Board service makes a positive impact on the ICS community. (Agree, Somewhat, Disagree)
8. How likely are you to continue to serve on the board? (Very, Somewhat, Not at all)
9. Why or why not?
10. How connected do you feel to the various groups within the ICS community, such as long term American, refugee, and immigrant families? (Very, Somewhat, Not at all)

11. Please provide several words or a sentence that best describes your opinion of ICS.
12. Do you have children at ICS? (Yes, No)
13. What motivated you to become involved in ICS as a Board member?
14. In your opinion, what areas need the most improvement now to help ICS further achieve its mission? (please provide specific examples)
15. How stable do you feel ICS is in the present day? (Please provide specific thoughts around finances, personnel, facility etc.) (Very, Somewhat, Not at all)
16. How do you describe ICS to others?
17. ICS is transitioning from a place of hands-on Board engagement in the day to day activities. With the newer professional staff in place, what should the Board's role be in matters related to development, DCSD relations, HR, recruitment, daily operations, etc.? (Please provide specific thoughts or examples)
18. Are your skills being used effectively in your Board service? (Yes, No)
19. How clear of an understanding do you have of your role on the Board? (Very, Somewhat, Not at all)
20. How likely are you to recommend serving on the ICS Board to others? (Very, Somewhat, Not at all)
21. Strictly brainstorming, when we're not using it for school, what else could our school facility be used for that might generate revenue?
22. What have been the greatest improvements you have seen at the school in the past year?
23. What role should parents play in supporting the school's general operations budget that pays for staff salary, facility, etc.?
24. What gaps in the Board's skills/knowledge base need to be addressed?
25. How familiar are you with the requirements spelled out in ICS' charter? (Very, Somewhat, Not at all)
26. How familiar are you with the school's fiscal budget? (Very, Somewhat, Not at all)

Volunteers (15 volunteers responded to the ICS online survey)		
Theme	Finding	Their Words
Volunteers Generally Express Satisfaction with Service Work and Recognition for Their Efforts	<p>When asked how easy it was to become a volunteer at ICS, respondents gave an average score of 4.5 out of 5.</p> <p>When asked how effective ICS is in acknowledging volunteers serving the school respondents gave an average rating of 4 out of 5.</p>	<p>“I come once a week and enjoy working with one student. It is a very satisfying experience for me, and, I hope, for the student.”</p>
Volunteers Humbly Convey Their Satisfaction with Serving ICS	Assorted comments on the volunteer experience:	<p>“The teachers seem to care deeply about the students and welcome our efforts with the children.”</p>
		<p>“I have always found the atmosphere at the school very loving, attentive and always striving to give a good education to the children.”</p>

Volunteer Survey Questions

1. How familiar are you with ICS and its mission? (Very, Somewhat, Not at all)
2. How important is the mission of ICS in your choice to volunteer with us? (Very, Somewhat, Not at all)
3. How effective is ICS at meeting your reporting requirements? (Very, Somewhat, Not at all)
4. How effective is ICS at acknowledging your service? (Very, Somewhat, Not at all)
5. It was easy to become a volunteer or tutor at ICS. (Agree, Somewhat, Disagree)
6. Please provide several words or a sentence that best describes your opinion of ICS
7. Do you have children at ICS? (Yes, No)
8. I am satisfied with the ways that I am able to volunteer. (Agree, Somewhat, Disagree)
9. I feel welcomed and supported at ICS. (Agree, Somewhat, Disagree)
10. My service at ICS makes a difference. (Agree, Somewhat, Disagree)
11. How connected do you feel to the various groups within the ICS community, such as long term American, refugee, and immigrant families? (Very, Somewhat, Not at all)

Donors (20 volunteers responded to the ICS online survey)		
Theme	Finding	Their Words
Donors Take Neutral Stance on Long-Term Commitments, Seek Better Reporting from ICS on Performance	<p>Respondents in this group indicated overall familiarity with ICS and its mission, averaging a score of 4.3 out of 5.</p> <p>When asked how effective ICS is at meeting reporting requirements, respondents gave an average score of 3.1 out of a possible 5.</p> <p>Respondents gave a “middle of the road” rating to their likelihood to make recurring gifts to ICS, scoring an average of 3.5 out of 5.</p>	<p>“ICS has been very supportive of my child's needs.”</p>
		<p>“We give to ICS because we support what it is trying to do for its students and because we believe in its community.”</p>
Donors Believe in ICS Mission, But Show Rational Concerns	<p>Assorted feedback from donors reinforces a strong emotional conviction about the mission and also hints at rational concerns over the school's efficiency:</p>	<p>“The teachers and staff are wonderful. All seem really to care about the students. Unfortunately, there are communications issues from the administration.”</p>
		<p>“ICS has an important/challenging mission that is sometimes quite difficult to carry out, but I honestly feel the school tries its best with a high degree of integrity and a lot of heart/soul.”</p>
		<p>“ICS is a great school. One of a Kind [SIC] in the State of Georgia. No other school is as diverse as ICS. I would love to see more</p>

		improvements in communication and structure.”
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Donor Survey Questions

1. How familiar are you with ICS and its mission? (Very, Somewhat, Not at all)
2. How effective is ICS at meeting your reporting requirements? (Very, Somewhat, Not at all)
3. How likely are you to make a recurring gift? (Very, Somewhat, Not at all)
4. I feel like my contribution to ICS makes a difference. (Agree, Somewhat, Disagree)
5. Why or why not?
6. In your opinion, what areas need the most improvement to help ICS further achieve its mission? (please provide specific examples)
7. Please provide several words or a sentence that best describes your opinion of ICS.
8. How effective is ICS at acknowledging your gift? (Very, Somewhat, Not at all)
9. How important is the mission of ICS in your choice to make a donation? (Very, Somewhat, Not at all)

<p>Neighborhood Residents (20 neighborhood residents responded to the ICS online survey, with roughly half from Avondale Estates (the school’s prior location) and half from the Medlock neighborhood (the school’s current location)).</p>		
Theme	Finding	Their Words
<p>75% of respondents indicated they would consider sending their elementary school-aged children to ICS.</p>	<p>A range of opinions about ICS shared by this group of neighborhood residents:</p>	<p>“A very nice school with noble goals.”</p>
		<p>“Great intentions, dynamic community, but seriously lacking in material support.”</p>
		<p>“Have always heard it was a great school & [SIC] knew several families whose children attended ICS.”</p>
		<p>“What little I know of your mission makes me think you are helping extend diversity in our community. Children are the key to our future, and education is key to that.”</p>
		<p>“Never hear about them since they moved.”</p>
		<p>“I will have two in k [SIC] fall 2016 and we're hoping to get in [SIC] ICS because of location, second language instruction, and recess!”</p>

Neighborhood Resident Survey Questions

1. Are you familiar with ICS? (Yes, No)
2. Are you aware that children from your neighborhood attend ICS? (Yes, No)
3. If you have elementary school age children, would you consider enrollment at ICS? (Yes, No)
4. Please provide several words or a sentence that best describes your opinion of ICS.
5. Do you have children at ICS? (Yes, No)
6. Do you feel that ICS is part of your neighborhood community? (Yes, No)
7. Why or why not?
8. Where do you live? (City)

INTERNATIONAL COMMUNITY SCHOOL

A CASE STATEMENT

The International Community School focus is on educating the whole child, seeking to develop the innate curiosity of our students while celebrating cultural differences in a challenging, nurturing and intentionally multi-ethnic environment.

We are committed to providing access to music, art, language, physical education and recess while insisting that students meet progress requirements in language arts, social studies, mathematics and science.



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1. ICS Statements of Understanding

LETTER FROM THE PRINCIPAL

The International Community School is where the world comes together. We integrate intercultural understanding in everything we do. Not only do we provide our students with opportunities to celebrate multiculturalism, our curriculum framework emphasizes academic rigor and personal development based on the International Baccalaureate's Primary Years Program.

At ICS, we know that we must nourish students' desire to learn and support the many different ways that children come to understand the world. Learning goes beyond well-designed learning experiences to the development of compassionate and critical thinkers, who are conscious of our shared humanity and its grounding in cultural and historical contexts. In order to do this, children need to be challenged through exposure to various intellectual, artistic, and social experiences. We strive to create a school culture of

- Collaboration and collectivity
- Learning, not just work
- Creating, not just transmitting
- Relating understanding to real-world situations
- Focusing on an inclusive community spirit based on justice, equal opportunity and love of one's fellow human beings.

All of our programs and services at ICS are designed with these priorities in mind, within the context of academic excellence. Our students benefit directly from a highly dedicated staff, committed to setting their young students on the path to educational success at an early age. The support our students receive from the ICS community of parents and generous community volunteers is tremendous, and I am honored to be a part of the ICS Family.

This case statement document is intended as a bridge document while an updated strategic plan is developed this 2015-2016 school year. We are honored to have received a Nonprofit Toolbox Grant from the Community Foundation for Greater Atlanta for this strategic planning project, and look forward to sharing the full strategic plan document with the broader community later this year.

Thank you for your continued support of the International Community School.

Most Sincerely,



Marcy Criner
Principal

MISSION AND VISION

Mission

The International Community School (ICS) is an International Baccalaureate World School that educates refugees, immigrants, and local children, and provides a rigorous and holistic education in an intentionally diverse community of mutual learners.



Vision

The International Community School seeks staff and families who are committed to our vision of creating a supportive community of students, staff and parents, learning from each other and celebrating the diversity among us.

ORGANIZATIONAL HISTORY

The International Community School (ICS) was strategically designed to bring together refugee, immigrant and local children in an academically challenging and nurturing environment. Each year, more than 70,000 refugees resettle in the United States. As reported by the Worldwide Refugee Admissions Processing System, Georgia has resettled 23,106 refugees in the last 10 years, 61% of whom were resettled in DeKalb County. ICS was established by a group of educators, religious leaders, business professionals, community activists and parents to address the educational circumstances of the thousands of refugees from all over the world relocated in DeKalb County. The inclusion of refugees and immigrant children into the United States and the strength and productivity of their relationship to local children and families is vital for their educational success. ICS was created as a public charter school emphasizing international mindedness, academic achievement, celebration of cultural differences, and social, emotional and psychological support.

ICS opened in 2002 as one of Georgia's earliest start-up public charter schools, serving 125 Kindergarten, 1st and 2nd grade students and operating on the campus of Avondale Patillo United Methodist Church. One grade level was added annually as the children progressed, and in 2006 a second campus was opened for 5th and 6th grade students at St Michael & All Angels Episcopal Church. The two-campus solution was taxing on logistical, financial and human resources, and was not a permanent solution to accommodate the growth. The school consolidated operations and moved into the Medlock Elementary facility in August 2012. The move into the 63-year-old building was not without expense. The Atlanta philanthropic

community supported a \$900,000 capital campaign in support of the move for ICS, including major gifts from the Robert W. Woodruff Foundation, Tull Charitable Foundation, Sartain Lanier Family Foundation, and the Rich Foundation. The capital campaign contributions were used to make upgrades necessary prior to move-in to bring the building up to fire and safety code and to make the facility fully accessible. The move to Medlock eliminated struggles in day-to-day operations and gave our teachers the space needed to optimize their teaching.

Today, ICS serves over 400 children annually in grades K-5 representing over 30 countries and speaking 25 languages. Students at ICS represent an economic mix seldom seen in U.S. public schools. Forty-nine percent are child refugees or immigrants, and 69% are eligible for free or reduced lunch. What brings these diverse communities together is a powerful vision of public education. The ICS curriculum follows the Common Core Georgia Performance Standards taught within the framework of the International Baccalaureate (IB) Primary Years Programme, enabling students to employ an investigative, inquiry-based approach to learning. ICS operates school-wide under the guiding principles of global citizenship, demonstrated in classrooms, extracurricular activities, and administrative operations.

ICS explores and celebrates cultural differences in an academically challenging, nurturing and multi-ethnic environment to address the needs of a vulnerable population often struggling with emotional or financial issues that create a barrier to academic success. We do this by providing special programs and services that are not available in traditional public schools. The student/teacher ratio at ICS is intentionally small, 12:1 in K-1st grades and averaging 14:1 in grades 2-5. Classroom assistants work in *every* grade level at ICS. Like the students themselves, our classroom teachers and assistants are an internationally diverse group of professionals. The small student/teacher ratio allows for individualized instruction and one-on-one attention. All students at ICS study a second or even third language (English, French or Spanish) daily. Refugee and immigrant children who need extra help in reading, math and English language acquisition receive individual assistance through our School Within the School tutoring program. First grade students identified by their classroom teachers participate in *Reading Recovery*, an early intervention literacy program used in select schools around the world.

Despite the fact that many children at ICS are still learning English and that the majority (69%) live in low-income households meeting federal eligibility for free and reduced lunch, ICS has created a remarkable track record. Recent CRCT standardized test scores show 89.7% of 5th grade students met or exceeded state standards in reading, 92% met or exceeded standards in English and language arts, and 77% met or exceeded standards in math (Georgia Department of Education: Department of Curriculum, Instruction and Assessment, 2014). In 2014, ICS was assigned the top score of 5 on the new Georgia School Climate Star Rating system by the Georgia Department of Education. The rating system measures the quality and character of school life - the “culture” of a school - and determines whether a school is on the right path to school improvement. The ICS charter renewal was recently approved for a period of five years (2014-2019) by both the Georgia Department of Education and DeKalb County School District.

ICS maintains a commitment to academic excellence, while also providing extracurricular and athletic offerings that enhance the social development of students. One-third of the student body participates in fifteen ICS soccer teams, making the ICS soccer program one of the largest public elementary soccer programs in the state. The soccer program has been an integral part of the building of a strong ICS community. The program brings students and families together in the form of a supportive network that breaks down cultural boundaries and inhibitions. In addition to soccer, a large percentage of students participate in after school tennis and running clubs sponsored by the United States Tennis Association and Atlanta Track Club respectively. Other afterschool activities at ICS include a school garden club, computer programming and robotics, photography, and performing arts.

The ICS curriculum, distinctive instructional methods, and educational programs are based on one crucial concept and unifying principle: ICS is not a school for refugees or a school for American children. Instead it is a school where community is built around both groups under the powerful pedagogical idea that neither group can properly learn without the other, both academically and socially. ICS improves student learning for refugee, immigrant and local children through its special education services, enhanced language instruction, and a variety of community building activities designed to offer exposure to other cultures and perspectives.



STRATEGIC PRIORITIES

ICS is committed to educating and upholding high standards for academic excellence and operational efficiency. As such, ICS has the following academic, operational, and financial priorities:

Priority 1

ICS will be among the top 10% of the state's Title I schools making the most progress in improving the performance of all students over three years on statewide assessments.

Measure 1: ICS will meet state performance targets for the Georgia Milestones Assessment System during each year of the charter term (2014-2019).

Measure 2: During each year of the charter term, ICS will increase by a minimum of 2% the number of students who meet and/or exceed standards on the Georgia Milestones Assessment System.

Measure 3: During each year of the charter term, ICS will meet and/or exceed DeKalb County School District averages on the Georgia Milestones Assessment System for students in grades 3-5 in all subject areas.

Priority 2

ICS will refine and develop smoother-functioning/better delineated roles and responsibilities, communication methods and greater financial stability to support the mission of ICS.

Measure 1: Board-approved school Finance Policy, Health and Wellness Policy, and Development and Gift Acceptance Policy will be updated and implemented.

Measure 2: Director of Finance & Operations position will be added to the administrative staff in FY16, overseeing efficiency and accuracy of business and finance operations.

Measure 3: Standard operating procedures and strategic planning will be reviewed and updated to cover the charter term (2014-2019).

Priority 3

ICS will continue to use a variety of strategies and resources to secure funding that will allow progressive enhancement in educational programming. Ongoing efforts will be made to diversify funding sources to ensure fiscal stability.

Measure 1: Ongoing efforts will be made in recruitment to maximize enrollment.

Measure 2: Lapsed Individual donor relationships will be re-engaged to generate a minimum of \$20,000 in development income for FY16. Current individual donors, parents, foundation and corporate partners will be cultivated to generate a minimum of \$130,000 in development income for FY16.

Measure 3: Finance and Development committees will implement strategies to grow cash reserves to a minimum of 6 months of operational expenses by FY19.

ORGANIZATIONAL STRUCTURE

School Leadership

Principal – Marcy Criner

Assistant Principal – Olivia McDonald-Murray



Board of Directors

Co- Chairperson – Brian Carr, Midtown Alliance

Co-Chairperson – Jill Henneey, Emory University

Secretary – Karen Jackson, Community Connections, Inc.

Sandra Angotti, DeKalb Medical Center

Regina Matthews, Gwinnett County Superior Court

Ashley Parks, LogistiCare Solutions

Jonathan Schmidt-Davis, Southern Regional Education Board

Trevor Pearson, Trevor Pearson Communications

Rhina Fernandes Williams, Ph.D., Georgia State University

Tamecia Wright, Atlanta Area School for the Deaf

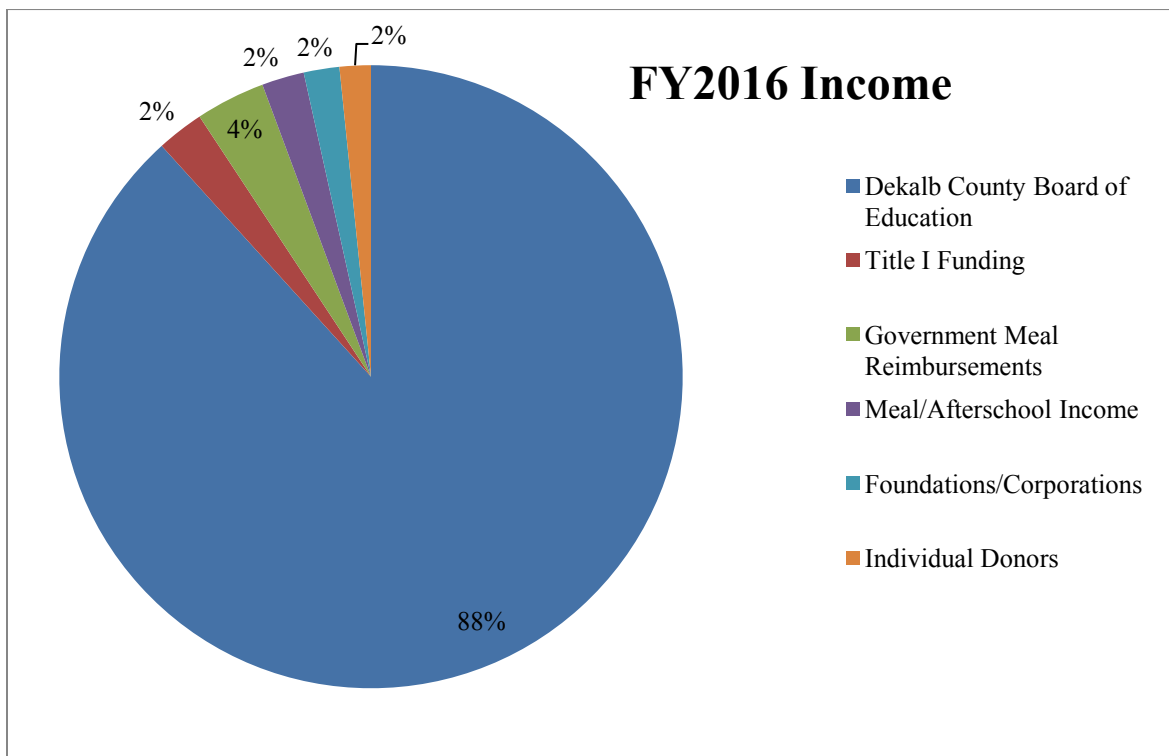
FINANCIAL OVERVIEW

The International Community School is a nonprofit 501(c)3 registered in the State of Georgia. As a public charter school, the school receives an allotment of public tax dollars from DeKalb County based on full-time student enrollment. ICS relies on the generosity of private foundations, corporations and individuals to supplement public funds in order to provide the programs and services the unique school populations needs and fulfill the organizational mission. The school budget is approved by the Board of Directors annually, and Finance Committee provides fiscal oversight throughout the year. ICS conducts an annual independent financial audit.

FY2016 Operating Snapshot

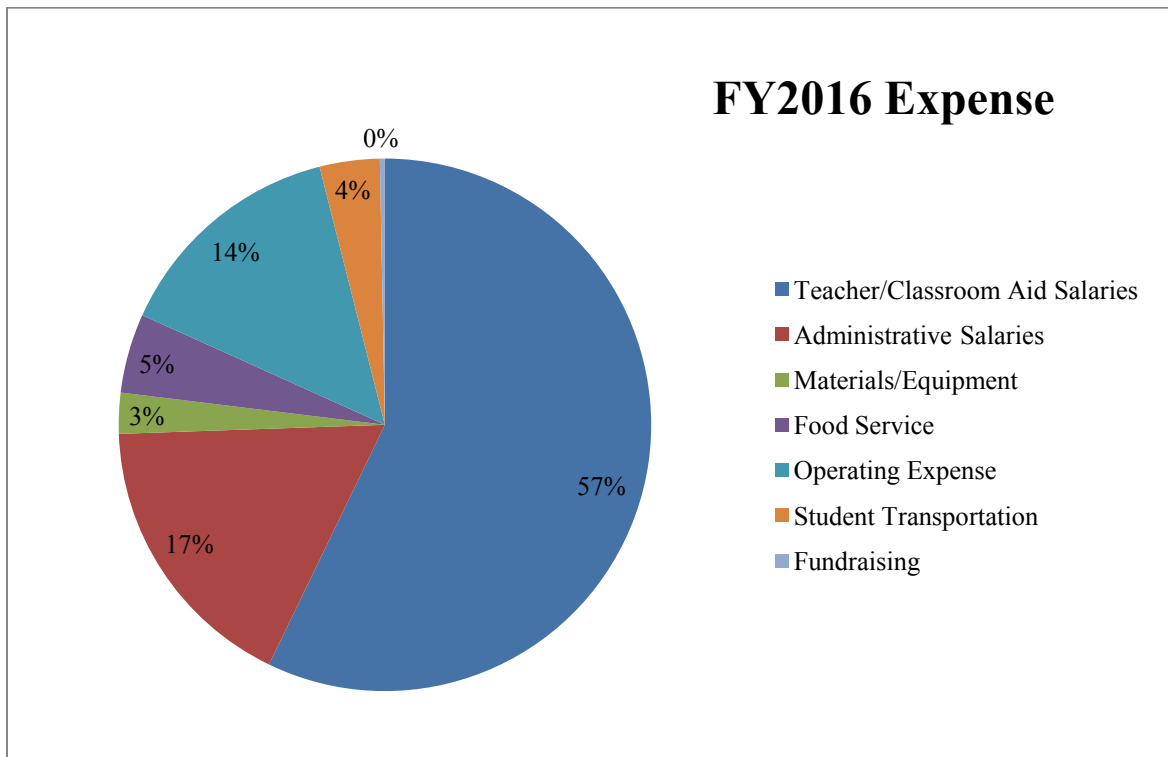
FY2016 INCOME

DeKalb County Board of Education	\$3,816,768
Title I Funding	\$105,804
Government Meal Reimbursements	\$156,000
Meal/Afterschool Income	\$95,000
Foundations/Corporations	\$80,000
Individual Donors	\$70,000
	\$4,323,572



FY2016 EXPENSE

Teacher/Classroom Aid Salaries	\$2,429,056
Administrative Salaries	\$734,580
Materials/Equipment	\$105,244
Food Service	\$204,730
Operating Expense	\$607,376
Student Transportation	\$155,000
Fundraising	\$12,950
	\$4,248,936



DISTINGUISHING CHARACTERISTICS

- ICS was established as one of first International Baccalaureate World Schools in DeKalb County. Students represent more than 30 countries and 25 language groups. Faculty and staff represent 15 countries and 13 language groups.
- Classroom aids work with teachers in every grade level (k-5), maintaining a low student/teacher ratio of 12:1 in Kindergarten and averaging 15:1 in grades 1st-5th.
- School Within the School individual tutoring program matches low-performing students with volunteer tutor mentors for weekly academic assistance in reading, math and English language acquisition. Volunteer tutors provide students with 80 hours of assistance every week.
- All students study a second (or third) language daily. Participating in a world language daily increases students' sense of belonging to a globalized, internationally minded community and ability to communicate across cultures.
- After school programming provides students with high-quality enrichment, academic and athletic activities in a safe and structured environment.
- Monthly volunteer-led Food Co-Op provides fresh food for ICS families through a partnership with the Atlanta Community Food Bank.
- Partnerships with the Atlanta Track Club and United States Tennis Association provide approximately 100 students with Kilometer Kids running and after school tennis club activities. Coach Dawn Jones was named "Coach of the Year" by the Atlanta Track Club in 2015.
- ICS boasts one of the largest soccer programs in a public elementary school in the state. Nearly one-third of the student body participates in 15 soccer teams that have a regional reputation for excellence. Coach Drew Whitelegg was named Girls' Recreational Soccer Coach of the Year for 2012 by Georgia Soccer, a branch of the United States Soccer Federation.



APPENDIX

1. ICS Statements of Understandings

ICS STATEMENTS OF UNDERSTANDING

We understand that each member of our community (staff, family, student) is unique and essential to our life together.

- We believe that everyone is inherently able to learn and it is our collective responsibility to nurture the unique genius of every person.
- We believe in educating the whole child – their physical, intellectual, social, emotional, cultural and creative selves. Teaching in a culturally responsive lens, we view socio-emotional development as important as promoting academic excellence.
- We encourage expression through maintaining home languages, fostering fluency in Standard English and offering opportunities to learn other languages.
- We welcome and engage with people of various identity differences including, but not limited to, race, ethnicity, socio-economic status, sexual orientation, gender identity, physical ableism, faith and political affiliation.
- We are preparing children to be global citizens who take action and work toward social justice in their communities.
- As a beloved community, we approach complex issues with strong communication, collaboration, perspective, respect and active listening.

I contribute to a legacy and my voice and actions matter.