
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

We are unique as the first Conversion Charter School in the Commonwealth of Pennsylvania. This fact demonstrates the concern that our parents have for education, the educational process and the education opportunities that we are trying to deliver to their children. We are a

Kindergarten through fifth grade Charter School serving approximately 700 students. We were granted our charter in August of 2000 and continue to educate the children primarily in the School District of the City of York and some children from neighboring districts. We have had a waiting list for most of the grades for the past two school years. This is further evidence that we are directly affecting the lives of many families in the community.

As a school community including students, staff, parents, and the Charter Board, we created a common vision of the school. Posters were created and placed throughout the school to remind us of our common vision. We also sent a copy home to all families.

Core Purpose

Mission

To provide a world-class education to all students.

Vision

Lincoln Charter School students will be respectful, work to achieve all that they can and become the leaders of tomorrow.

The staff at Lincoln Charter School will be dedicated to promoting a positive culture and setting high expectations of themselves and for their students.

The parents will support Lincoln Charter School by being respectful, responsible and maintaining a positive attitude.

The Lincoln Charter School Board of Trustees pledges to be a supportive and visible presence in the school community in order to be knowledgeable about the needs of the staff, students, and parents.

Shared Values

Students

A world-class education provides high expectations for individual student success. We will be assessed on the achievement, demeanor, and character of our students. In our school each individual student will:

- Believe in themselves and take pride in their achievement by setting goals and continuously putting forth their best effort to succeed.
- Establish partnerships to realize their full potential as lifelong learners.
- Contribute to a positive learning environment by following the school-wide code of conduct.

Leadership

The effective leader will build a professional learning community that works collaboratively to fulfill the vision of providing a world-class education to all students. In our school, the leaders will:

- Promote the vision with persistence, tenacity, and patience by providing a focus that gives the school direction.
- Focus on student achievement through collaborative decision-making and staff development.
- Build positive partnerships between students, staff, parents, and community.

Personnel

As members of the professional learning community, the personnel will set high expectations for student achievement by supporting the school vision and values. The personnel is strategic in developing independent learners. In our school, the personnel will:

- Create a positive learning environment using engaging lessons that advance student achievement.
- Collaborate to provide adaptations for individual student learning.
- Share in the decision making in the school.
- Change and grow through professional development.
- Use a variety of assessments based on state standards and evaluate student progress to formulate next steps for instruction.

Climate

A school dedicated to ensuring a world-class education provides a climate that protects instructional time and supports a safe and positive learning environment. In our school:

- The code of conduct will be based upon the four fundamental principles of cooperation, respect, responsibility, and encouragement to guide student and staff behavior.
- Open lines of communication will be encouraged between all stakeholders in the learning community.
- Celebrations will occur frequently to develop pride in the school and acknowledge student achievement.

Community

Establishing community partnerships is an important facet in providing a world-class education to advance student achievement. In our school:

- Parent partnerships will be established to share and celebrate accomplishments and goals for student achievement and the dedication to lifelong learning.
- An open door policy to the facility and resources welcomes the community to show the commitment to a world-class education.
- The community will know and assist in advancing the vision and values.

Academic Standards

Lincoln Charter School implements a researched based curriculum for all subject areas. This absorbing curriculum is built around five domains; mathematics and science, humanities and the arts, character and ethics, practical arts and skills, and physical fitness and health. Unlike many other elementary schools we believe that the school needs to emphasize the basics but also stress the importance of music, visual arts, fitness, health, and Spanish instruction. Our school's design and philosophy is based upon our belief that a school should be organized for every student's success.

Students are organized in small flexible, schools within a school, called academies where teachers work with the same students for several years. Our school day is approximately two hours longer than similar schools in our area and our school year is 195 days for students.

Edison trains teachers in teaching methods and curriculum during a week of intense professional development around our design. Some of these techniques include direct instruction, cooperative learning, differentiated instruction, and project based learning. To continue professional development opportunities and assist teachers with fulfilling Act 48 requirements, we have dedicated time each month to professional development. A professional environment for staff is created and teachers are provided with opportunities to work together in teams to ensure student success on a daily basis. Our leadership team assists the administration to make sure that all staff members are actively engaging students in our design.

Students participate in our own portfolio based; performance based, and embedded assessment system as well as in state and local testing. During the past four school years, our monthly benchmark assessments in reading and mathematics have been aligned with the Pennsylvania State Standards. We have found a direct correlation between student scores on the monthly benchmarks and the results on the PSSA test. The staff has spent a lot of time using the monthly benchmark analysis to drive instruction to meet the needs of our learners. We realize that by using the benchmarks and aligning our instruction to meeting individual needs, the students will show progress on the PSSA testing.

Technology is highly supported and encouraged for students and staff. The school now has a mobile lab with 30 networked computers in addition to the computer lab which consists of 33 desktop computers, 2 networked printers and 2 scanners. All technology equipment is updated on a continuous basis as needed. The building has wireless access to our intranet and the internet. Each family with a child in grade three or higher is eligible to receive a home network computer. To further technology, each teacher is given a laptop for his or her own use and access to our local area network at school and from home through a dial-up connection. Three computers, each with access to web-based and building based resources are in each classroom.

Families are encouraged to be our partner in the best interests of students of our school. Student portfolios and Student Learning Conferences three times a year give parents an accurate and up to date picture of their child's accomplishments and needs. The school is tailored to meet the needs of the community. Our student support manager assists families by linking them with resources and services within our community that can make their lives, and their children's lives better. Our Core FASST teams devotes weekly meeting to ensure success for all students. Our Family Fun nights to promote parent partnerships were a success and we continued them for this year. They included: our annual open house, Wellness/Health, Pumpkin Festival, annual canned food drive, Reading night, Art and Music festival, Block Party, and our annual 5th Grade Promotion. Parent participation with these events have increased significantly through the year. We have also monthly parent workshops on a variety of topics to provide families with information and training utilizing community resources.

We continue to use the Success for All Reading program as well as the Targeted Treasure Hunts to help students to interact with the text when focusing on specific skills. This program gives more of an emphasis on expository text. We also continued and expanded the Foundations program which is a primary version of the Wilson reading program. We continue to target students in first grade who are considered to be "at risk". We see great success with this program and will continue to implement it into all Kindergarten and 1st grade classes. We will continue implementing the Delta/Foss Science curriculum which is aligned to the PA State Academic Standards. Our Health program is a comprehensive program for grades K-5. We also continued our instrumental program for students in grades 4 and 5 offering woodwinds, strings, and percussion lessons. The students then performed at our Music and Arts Festival in the spring. This year, our students in 1st, 2nd, 3rd grade took part in tutoring to focus on areas of need

in reading and math. Our 4th grade students researched and presented a multidisciplinary project utilizing the Big 6 process.

We continued to utilize the Achievement Coordinator position to help staff members focus on the Seven Elements of Effective Instruction. We have also continued with the curriculum specialist in our building to assist the instructional staff with the delivery of the research based curriculum.

Strengths and Challenges

Strengths:

- Longer school day
- Longer school year
- Students receive 2 humanities classes each day. All humanities classes are on a 2 day rotation schedule.
 - Humanities classes include: Art, Music, Health/Physical Education, and World Language
- Monthly Benchmark Testing aligned with Pennsylvania State Standards in Reading, Math, and Language Arts
 - Teacher analysis of student strengths and weaknesses
 - Teacher analysis of next steps in curriculum
- Reading Program is 90 minutes daily uninterrupted
- Math Program is 60 minutes daily uninterrupted
- Weekly Skill Focus days
- Monthly Achievement/Attendance Assemblies
- Daily co-planning time with teachers
- Monthly Professional Development time for teachers
- ESL program - push in and pull out
- Special Education - responsible inclusion
- Family Fun nights to promote parent partnerships
- Induction Program/Mentor Program
- 4th Grade Multi-Disciplinary Project
- Student Learning Contracts (Report Cards) - 99% parent participation for conferences
- Daily informational broadcasts on lobby and office TVs
- Community Relations/Community Service
- Identifying "at risk" students
- weekly Family and Student Support Team meetings
- Technology: lap tops, computer lab, mobile lab

Challenges:

- Reading continues to be an area of weakness. We have seen great progress in many areas but continue to struggle.
- Growing population of ELL students
- Student tardiness
- Student transiency

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Lincoln Charter School's planning and instruction is driven on data and the needs of our students. Attached you will find our Student Achievement Plan in which every staff member is familiar with and uses as a reference to guide our year. The plan is reviewed on a regular basis to ensure that all goals are being met.h

**School Wide Plan/
Student Achievement Plan**

2006-2007

559 W. King St.

York, PA 17401

Erin N. Holman, Principal

Beverly A. Stiffler Smith, Academy Director

DATA - School Wide Reform Strategies # 1 — see attachment

PSSA Scores and Goals					
	Reading adv/prof. In 2006	Goal	Target Growth	Math adv/prof. In 2006	Goal
3 rd Grade	46%	56%	10%	75%	80%
	46 real students	62/112 real students		75/112 real students	89 real student
4 th Grade	45.7%	55.7%	10%	63.7%	73.7%
	53 real students	60/108 real students		73/108 real students	79 real student
5 th Grade	33.7%	43.7%	10%	40%	50%
	32real students	36/108 real students		38/108 real students	54 real student
2006-2007 reading	Goal for 2006-2007 reading	Target Growth	2006-2007 math	Goal for 2006-2007 math	Target Growth
3 rd /5 th grades combined	3 rd , 4 th , 5 th combined		3 rd /5 th grades combines	3 rd , 4 th , and 5 th combined	
40%	50%	10%	57.9%	67.9%	10%

Operational improvement goals: - School Wide Reform Strategies # 1 — see attachment

1. The student attendance rate at Lincoln Charter School will exceed the state goal of 90%.
2. SLC parent participation will exceed 95% for the first, second, and third marking period. Final SLC of the year is sent home with students.
3. Lincoln Charter School will reduce the number of overall students in the Below Basic category by 10% in math and 10% in reading.
4. Lincoln Charter School will increase the number of students testing in Proficient and Advanced by 10% in Reading and Math overall.
5. Lincoln Charter School will strive for 100% participation on the PSSA unless student is exempt from taking the test or not in attendance during the testing window (which is a rare occurrence).
6. Lincoln Charter School will continue to host monthly parent nights to promote parent participation in the school.

Data Findings Sheet

School Wide Reform Strategies # 1 — see attachment

Team Members Completing Findings	
Erin Holman	Beverly StifflerSmith
Cathi Hicks	Peggy Thummel
Elizabeth Tedesco	Gloria Bostic
Jennifer Dugan	

Major Findings

School Wide Reform Strategies # 1 — see attachment

Observations	Implications for Student Achievement
<p>Reading growth is not as pronounced as math growth</p> <p>School Wide Reform Strategies # 1</p>	<p>--Skill focus day each week needed in SFA to Houses will work together to determine groupings</p> <p>--More monitoring and questioning is needed of teachers about the progress of their students</p> <p>--Reorganized SFA to have separate times for reading</p>
<p>This year's 3rd grade is not as strong as previous year.</p> <p>School Wide Reform Strategies # 1</p>	<p>--Need interventions right away.</p> <p>--3rd grade will be doing reading games/center each early dismissal day. Support will be provided</p> <p>--4th and 5th grade will have to help to compensate with their scores.</p>
<p>We have seen more movement from Below Basic to Basic</p>	<p>--Our students are achieving</p>

<p>School Wide Reform Strategies # 1</p> <p>Below Basic students are reported in two different categories—high and low. Many of our students are in the higher end of this scale and close to the Basic category.</p> <p>School Wide Reform Strategies # 1</p>	<p>--Our students need to move just a little more Basic to Basic category.</p>
<p>School Wide Reform Strategies # 1</p> <p>We have subgroups in many of the testing categories</p> <p>School Wide Reform Strategies # 1</p>	<p>--We need to be more diligent about monitoring different subgroups.</p>

FOCUS #1: EDISON PROGRAM IMPLEMENTATION

Action Strategy	Driver	Timeline	Description	Evidence	Status	SWP See Attachment
All new staff members will be trained by the induction team on site.	Achievement Coordinator, Curriculum Specialist, SES Coordinator, and Reading Coordinator	August 7-10—initial training Ongoing training will be scheduled throughout the year on early dismissal days as reinforcement is needed	All newly hired staff members will attend training scheduled by the induction team — Any staff members hired after the first day will be supported by the Achievement Coordinator, Curriculum Specialist and SES Coordinator to make up training throughout the year.	Participant Sign in sheets for various new teacher training opportunities throughout the year.	Ongoing	7,8
Leadership team will participate in scheduled Edison training offered throughout the year to ensure	Edison training academies	Teaching Academies and other conferences offered through Edison	Members of the leadership team will attend all conferences and conference calls that pertain to the	Participation in conferences	Ongoing	7,8

program implementation.		Headquarters	needs of our school			
The implementation of the program will be evident in yearly created portfolios by individual staff members.	All Instructional Staff Members	All staff members will set goals for professional development for the 2006-2007 school year by October 31, 2006.	Each instructional staff member will develop a portfolio to show their goals, action strategy used to accomplish goal and evidence to show accomplishment of goal	Individual portfolios Rubric will be used to evaluate portfolios and will be included in Instructional I and II evaluations	Ongoing	7,8
Daily House Meetings will be dedicated to the following topics: Data Analysis/Student Achievement, Professional Development, Problem Solving, FASST, and Technology	Leadership Team	Daily House meetings	Houses will meet daily to focus on the following topics: Data Analysis/Student Achievement, Professional Development, Problem Solving, FASST, and Technology. Houses will create daily agendas, set ground rules, record minutes for each meeting.	Daily agendas, minutes. Minutes will be given to house members and Academy Director		6,8
Site Visit / Conference calls recommendations incorporated into school	Staff member(s) involved in site visit or conference call	Within a week to administrative team — To staff as determined at administrative meeting	After any site visit or conference call the administrative team will discuss the data collected and discuss implications for our school. The administrative team will decide on the implementation and pacing calendar for staff	Documentation distributed to staff after implementation	Ongoing	3,5

State required supervision and evaluation	Principal and Academy Director	October 1, 2006 — June 1, 2007	Instructional I and II state evaluation forms completed on each instructional staff member as required to maintain certification	State form in personnel file	Ongoing	3
Classroom Observations	Administrative Team, Leadership Team, and Curriculum Coordinators	Monthly	Observations will be conducted by lead teachers and administrative team throughout the school year to provide assistance and feedback about program implementation — Plans of improvement will be designed as needed for specific staff members	Documentation from observations will be kept as evidence of for Instructional I and II evaluations	Ongoing	3
Benchmark administration and analysis schedule is developed and given to all instructional staff members	Achievement Coordinator	By August 30, 2006	All staff members will receive a copy of benchmark administration and analysis schedule. Schedule will be plugged into the calendar for all staff members	Calendar on gradebook system has all benchmarks scheduled	Complete	3
A mentor will be assigned to each new instructional staff member	Induction Team	By August 18, 2006	All new instructional staff members will be assigned a mentor. They will have regular meetings to answer questions and help new staff	List of new staff members and mentors. The new staff member will document meetings with mentors as a requirement for induction.	Mentors have been assigned. Meetings will be ongoing.	7,8

			member to adapt to the school.			
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FOCUS AREA #2: TEST ADMINISTRATION

Action Strategy	Driver	Timeline	Description	Evidence	Status	SWP See Attachment
The school's Test Administration Plan will be developed for the 2006-2007 school year	Academy Director and Achievement Coordinator	By August 30, 2006	The Test Administration Plan will be developed for the 2006-2007 school year.	2006-2007 Test Administration Plan	Complete	
Individual Educational Plans have been reviewed to ensure they contain appropriate accommodations	Special Education Coordinator and Special Education Teachers	By August 30, 2006 and updated monthly	IEP at a glance for staff members working with SES students — Testing accommodations are reviewed and shared with staff members working with IEP students. Allowed accommodations are used throughout the year during test prep and testing situations.	IEP at a glance and list of accommodations given to classroom teachers	ongoing	2,5,12,13
Testing of students for Individual Educational Plans	Special Education Coordinator	Beginning in September	Special Education Coordinator informs Core FASST monthly about progress of testing schedule for students	List of students being tested each month	ongoing	2,5,12
Testing of English Limited Learners	ELL coordinator	Beginning in August and monthly	ELL coordinator will send out updates for staff members working with ELL students about state accommodations allowed for PSSA tests — ELL coordinator will monitor adaptations made each month of ELL students.	Information distributed to staff	ongoing	2,5,12

			Allowable accommodations will be used during test prep and testing situations.			
Testing of PASA students	Special Education Coordinator	By August 30, 2006	Special education exemption criteria and adaptations have been researched and followed as required by the state — Students taking the PASA in 3rd , 4th and 5th grade will not participate in the monthly benchmark assessments. SES coordinator will organize and facilitate PASA administration and collection of materials and reporting to state	List of students participating in PASA	Ongoing	2 as students enroll
Testing Calendar	Administrative Team	August 30, 2006 and updated as necessary	Staff members will be given a calendar and updated calendars as testing procedures change.	Calendar	Complete	
Workshops for Testing	Academy Director (PSSA) and Achievement Coordinator (Terra No)	2 weeks prior to any testing situation	Academy Director/Achievement Coordinator will work with administrative team and leadership team to set guidelines for testing and then deliver workshop to teachers involved in testing protocol	Copies of testing guidelines and expectations of staff members	Ongoing	3,7
Testing Schedules for Parents	Administrative Team — Leadership Team	2 weeks prior to any testing situation	School calendar has been color coded to include the weeks the school will be participating in high stakes testing. Administrative	Letters to parents about testing schedules—autodialer message for parents—school	Ongoing	9

			Team will prepare letters for parents 2 weeks prior to high stakes testing. Autodialer will call school population the weekend before testing reminding them of the testing dates	calendar for each parent		
Terra Nova	All Staff	March 12-23, 2006	AC will set up workshops for classroom teachers involved	Reports for students in 1st — 5th Grade		6
PSSA Testing in 3rd, 4th and 5th Grade	All Staff	As directed by the state — 5th Grade (writing) — February 12 — 23 --3rd, 4th, and 5th grade (math/reading)--March 12 — 23	When information is distributed by the state — Academy Director will then set up workshop for teachers involved	State reports	Ongoing	7,11

FOCUS AREA #3: ALIGNING AND EMBEDDING TEST EXPECTATIONS

Action Strategy	Driver	Timeline	Description	Evidence	Status	SWP See Attachment
Benchmark data will be used to identify proficient, bubble, and below basic students to predict performance on high stakes tests	Achievement Coordinator	August, 2006	2005-2006 data will be used to identify students who are proficient, bubble and below basic on Terra Nova and PSSA tests. Homeroom teachers will chart their homeroom classes according to this information	Classroom spreadsheet	Ongoing	2,3,4,5,6, 11,12
The Achievement Tracker will	Achievement Coordinator	September 2006	The achievement tracker will be	Achievement tracker	Ongoing	2,3,4,5,6, 11,12

be maintained to track student benchmark scores in reading and math in grades 2-5			established and maintained to track student scores on benchmarks in reading and math on a monthly basis. This information will be kept on the shared file for houses to use as they analyze benchmarks.			
All students will know their benchmark scores for reading and math and the threshold for proficiency	All staff	September 2006	The entire school community will be asking students what their benchmark scores are for reading and math and the thresholds for proficiency to prepare for the PSSA	Student charting of benchmark scores and knowledge of their scores and proficient thresholds	Ongoing	2,3,4,5,6,11
Weekly Grade level lesson planning meetings are used for teachers to share their embedding action plans and formats based on benchmark analysis.	Classroom Teachers / Lead Teachers	Beginning in August of 2006 and then weekly	Grade levels will use benchmark analysis to align curriculum with state standards and embed necessary skills based on the needs of the students.	Lesson Plans	Ongoing	2,3,4,7,8,11,
One day/week will be dedicated to identified skill focus for reinforcement of reading.	House Teams Reading Coordinators Achievement Coordinator	Beginning in Sept --regrouping will occur approximately every 6 weeks.	Grade levels will use classroom analysis sheets to complete a grade level analysis for reading. Grade levels	List of groups Benchmark scores for specific skills in reading Evaluation of lessons	Ongoing	2,3,4,5,6,11,12

			will meet regularly to group students with similar weaknesses for the skill focus day during SFA.			
WHAM teachers will embed weak reading skills in each lesson based on benchmark analysis completed by homeroom teacher	WHAM teachers	Beginning in August using the 2005-2006 data—more current data will be used on a monthly basis once benchmarks start	WHAM teachers will use reading analysis from house teams to embed weak reading skills in their lessons. The team will work together on a monthly basis to develop a plan for embedding	Embedding plan created by the WHAM team	Ongoing	2,3,4,5,6,11
PSSA prep will occur once/week for reading and math	Homeroom teachers	Beginning in September and continuing weekly throughout the year	Students will use Buckle Down/PSSA coach/state released items to practice the expectations of the PSSA on a weekly basis --Reading will occur during one writing class --Math will occur during one math class	Individual student folders/lesson plans/consumable books	Ongoing	2,3,4,5,6,11,12
Through daily instruction, teachers ensure that students are fully acquainted with all formats of each test	Homeroom teachers	Starting in August and continuing throughout the year	Teachers will use test prep materials weekly and teacher created materials to make sure students are familiar with	Use of PSSA test prep materials and teacher created tests	Ongoing	2,3,4,5,6,11,12

administered.			all formats of the high stakes test. These formats will be used on a regular basis and reinforced through daily instruction			
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FOCUS AREA #4: DATA ANALYSIS

Action Strategy	Driver	Timeline	Description	Evidence	Status	SWP See Attachment
The Achievement Tracker will be maintained to track student benchmark scores in reading and math in grades 2-5	Achievement Coordinator	September 2006	The achievement tracker will be established and maintained to track student scores on benchmarks in reading and math on a monthly basis. This information will be kept on the shared file for houses to use as they analyze benchmarks.	Achievement tracker	Ongoing	2,3,4,5,6, 11,12
Benchmark Charting of Data	Achievement Coordinator, ELL Coordinator and Teachers	End of September and then monthly	Classroom and individual data will be posted outside of classrooms of benchmarks each month — Students will individually graph benchmark results on spreadsheet— Graphs will be displayed in the lobby by grade level and class.	Graphs outside of each classroom — Graphs in lobby — Individual student spreadsheets	Ongoing	2,3,4,5,6, 11
Benchmark administration and monitoring to ensure that	Achievement Coordinator and Classroom Teachers	Calendar of benchmark tests and analysis will be given to	Kdg and 1st grade teachers will administer teacher created benchmarks in	Calendar Analysis kept by	Ongoing	2,3,4,5,6, 11,12

state standards are being met for student success on the PSSA		staff by August 30th by Achievement Coordinator	math and reading monthly — 2nd grade will administer electronic benchmarks in reading and math — 3rd — 5th grade teachers will administer benchmarks in reading, math and language arts	teachers/houses Graphs		
Monitoring of SES students on Benchmarks	SES coordinator	Beginning in September and then monthly	SES coordinator will create subgroups in Benchmark analysis to monitor student progress on benchmarks.	Analysis sheet	Ongoing	2,3,5,6,12
Monitoring of ELL students on Benchmarks	ELL coordinator	Beginning in September and then monthly	ELL coordinator will create subgroups in Benchmark analysis to monitor student progress on benchmarks.	Analysis sheet	Ongoing	2,3,5,6,12
Students monitoring progress on benchmarks	Classroom Teachers	Beginning in September and then monthly	Students will track monthly benchmark scores on a graph for each subject tested. This should go with the students any time they are testing.	Folder for student graphs	Ongoing	2,5,6
Scholastic Reading Inventory (SRI) administration	Reading Coordinators	Quarterly in computer lab	Data will be used to determine reading achievement and to assign group placement — Students will take SRI with	Reports	Ongoing	2,3,4,5,6,11,12,14

			Reading Coordinators every 8-10 weeks — Students will track their reading progress on graphs — Goals are set for each student to reach throughout the school year			
DIBELS Administration	Reading Coordinators and designated testing team	September, January, and May	DIBELS team will administer DIBELS to K and 1st grade 3 times a year. Teachers will complete analysis and next steps for instruction.	Spreadsheet of results and individual booklets — Teacher Analysis	Ongoing	2,3,4,5,6, 11,12,14
Grade level house team meetings	Leadership Team	Beginning August 2006 and then weekly	Weekly house meetings will be dedicated to Data Analysis and Student Achievement with a focus on benchmark data, reading data, last year's high stakes testing data, etc	Agendas from house meetings	Ongoing	6,7,8
Benchmark analysis at monthly leadership meeting	Achievement Coordinator and Leadership Team	Beginning in October and then monthly	Monthly benchmark discussion will take place in grade level houses. Monthly leadership meetings — lead teachers will share weaknesses of house and action plan for next month of embedding	Leadership agenda and notes from meetings, benchmark analysis reports	Ongoing	2,5,6
PSSA/MAT	Classroom	By August	PSSA/Terra	Completed	Complete	5,6

results will be analyzed to identify students as below basic, basic, proficient and advanced	Teachers	16, 2006	Nova data for each classroom will be maintained on spreadsheet. This information is color coded to identify quartile students are in for their high stakes tests from last year.	charts		
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FOCUS AREA #5: MEETING INDIVIDUAL STUDENT NEEDS

Action Strategy	Driver	Timeline	Description	Evidence	Status	SWP See Attachment
Identification of students needing instructional support	Student Support Manager, Special Education Coordinator, Lead Teachers, and Reading Coordinators	Beginning in September and then weekly at FASST meetings	Weekly FASST meetings will identify students who need more instructional support and behavior support. The FASST teams will follow the process set by SSM. If students need extra assistance beyond the FASST team, the student will be referred to the Core FASST team.	FASST notebooks	Ongoing	2,5,9,12, 13
Intervention strategies developed to meet the needs of individual students	House teams and Core FASST team	Weekly House teams and Core FASST team	House implementation plans through the FASST process will be prepared which detail specific support strategies and interventions for each identified students and these plans will be developed and monitored in house teams	FASST notebooks	Ongoing	2,5,9,12, 13
Individual	Homeroom	SLC	Parents and	Student	Ongoing	5,9,15

student goals set at SLC's	teachers and support staff working with student	Conferences — November 9th & 10th — February 1st & 2nd — April 12th & 13th — June 16th	teachers will receive a copy of the SLC and individual contract — Final copy of the SLC will be kept in the cumulative file. Translators available to those who do not speak English.	Learning Contracts		
Tutor Program	Curriculum Specialist / Tutors	Beginning in August and daily throughout the year	Reading Tutor is assigned to first grade classroom — The reading tutor will work with students throughout the entire school day to meet individual needs in the SFA reading program — Tutors will work with book that student is currently reading and Foundations materials in SFA to ensure success in the program	Log of students tutored	Ongoing	2,3,4,5,12
Foster Grandmother Program	Curriculum Specialist	Curriculum Specialist	Grandmothers assigned to school will be assigned with 2nd grade classrooms to work individually with students on reading and math — Skill focus will be directed by the Curriculum Specialist	Spreadsheet of students serviced each day	Ongoing	4,5,12
College Resources	Student Support Manager and Curriculum Specialist	As available throughout the school year	Student Support Manager will find college volunteers to tutor students in reading and	Lists of students — Notes from meetings with college students —	Ongoing	3,4,5

			math as part of their observation / participation requirements for college — Curriculum Specialist will collect list of students needing extra support and provide instructional materials for college tutors	Sign in log of college students in building		
FASST house meetings	Student Support Manager	Beginning in August	Procedures and protocol will be delivered by the student support manager for the FASST process — House teams will follow procedures to assist students in being successful in school design — Individual plans will be developed and implemented immediately and reviewed for effectiveness 10 days after implementation — Students not reaching successful goals will be monitored and taken to Core FASST after all interventions have been attempted and evidence presented — Student Support Manager will bring students to Core FASST as needed	FASST notebooks	Ongoing	5,7,8,9,12
Individual	School	Monthly /	List of students	Monthly lists	Ongoing	

Medical Restrictions	Nurses	Beginning in September	with medical restrictions will be given to all staff members each month electronically			
Pyramid Planning	SES Coordinator, SES Teachers and Homeroom Teachers	Weekly / Beginning August 22nd	Homeroom teachers will co-plan with SES teacher weekly to meet the needs of individual students	Pyramid Planning Sheets/Lesson Plans	Ongoing	2,3,5
Partnering with local Headstart Program	Administrative Team, 5 th grade teachers	Beginning in Sept.	Our nurse will do all screenings for height, weight, and eyesight. Students come to school for various activities. Such as reading, library time and gym time	Sign in book and emails	Ongoing	10
Exchange of information with early intervention organizations	Administrative team Kindergarten Team	Beginning of school year	Progress reports reviewed, collaborative meetings set up to ensure successful transition into Kindergarten	Calendar	Beginning of the school year	10

FOCUS AREA #6: PROFESSIONAL DEVELOPMENT

Action Strategy	Driver	Timeline	Description	Evidence	Status	SWP See Attachment
Act 48 Hours to maintain highly qualified staff members	Academy Director/Community Technology Manager	Monthly / Beginning in August	State approved Act 48 Hours will be turned into state monthly — Staff members will receive Act 48 hours for designated house meetings and professional development — Required documentation	Completed documentation and State reports turned into PDE	Ongoing	7,8

			must be completed and turned in to the Academy Director in order to receive credit. Edison training hours will be awarded for credit hours — Conferences attended by staff members will be given Act 48 hours			
State Approved Induction Program for New Teachers	Achievement Coordinator, Curriculum Specialist, Reading Coordinator, SES Coordinator	Monthly meetings / Beginning in August	Monthly meetings developed to meet the needs of new teachers — Induction program has been approved by the state and an approved induction program is required for all new teachers to remain highly qualified	Agendas from meetings, sign in sheets and documentation in induction manual	Ongoing	7,8
Needs assessments and surveys used	Achievement Coordinator	Quarterly	Needs assessments and surveys will be used to develop staff PD. PD will be differentiated according to the experience and needs of the staff.	Surveys	Ongoing	7,8

FOCUS AREA #7: MONITORING IMPLEMENTATION OF THE STUDENT ACHIEVEMENT PLAN

Action Strategy	Driver	Timeline	Description	Evidence	Status	SWP See Attachment
Student Achievement Plan postings	Administrative Team	Beginning of Year	SAP posted in Principal's, Academy Director, Achievement Coordinator,	Postings	By September 15, 2006	

			School Technology Manger's office, Faculty Room and Family Resource Center			
Student Achievement Monitoring	Administrative Team	Quarterly / Beginning October	Administrative team will review SAP quarterly and share findings with leadership team	Agendas from leadership meetings	Ongoing	
Student Achievement Plan delivery to staff	Principal	By October 17, 2006	SAP delivery will be given to all staff members	Agendas from staff meeting	By October 17, 2006	

FOCUS AREA #8: CULTURE OF ACHIEVEMENT

Action Strategy	Driver	Timeline	Description	Evidence	Status	SWP See Attachment
Open House	All staff members	August 29, 2006	Open House to meet teachers	Letters to parents — Student schedules —	Ongoing	9
Student Achievement Plan for parents	Administrative Team	October	Copies of plan are available for parents in abbreviated format	SAP abbreviated version	Ongoing	9
Celebrations— all school for achievement and attendance— houses for core values	All staff members	Monthly / Beginning in September	Assemblies to acknowledge students with perfect attendance, benchmark achievement, exhibiting core values and following code of conduct	Lists from students acknowledged at assemblies	Ongoing	9
Parent Nights	SSM and committees for each night	August 29— Open House September 19— Wellness Fair October	Monthly Parent Nights will be scheduled for families to interact in a positive way to develop community partnerships.	Logs for parent nights	Ongoing	9

		<p>24— Pumpkin Fest</p> <p>November 9-10—SLC</p> <p>December— Food Drive</p> <p>January 23— Reading Night</p> <p>February 1- 2—SLC</p> <p>March 6-7— Music/Art Festival</p> <p>April 12- 13—SLC</p> <p>May 18— Family Fun Night</p> <p>June 14—5th grade promotion</p>				
Engaging Lessons Library	Achievement Coordinator	Throughout the school year	Staff members will use the library of materials for engaging lessons to increase student involvement.	Log of materials signed out throughout the school year	Ongoing	
Parent Communication	Homeroom Teachers	Beginning August 22 and then weekly / Tuesday Take Home Folders	Parents will receive information every Tuesday in take home folders — Information from office and individual correspondence appropriate for grade level or individual students.	Tuesday Take Home Folders	Ongoing	9,15

Teachers will attain 100% participation at SLC conferences	School staff, parents and students	November 9,10—February 1 and 2—April 12 and 13	Teachers will schedule and facilitate SLC conferences with parents--100% participation is required	SLC sign-in logs	Quarterly	9,15
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The following attachment explains the School Wide Reform Strategies

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Margaret Thummel	Curriculum Specialist		Principal
Erin Holman	Principal	Administrator	Charter School Board
Beverly Stiffler Smith	Academy Director		Principal
Cathi Hicks	Achievement Coordinator		Principal
Jennifer Dugan	Student Support Manager		Principal
Gloria Bostic	Special Education Coordinator	Special Education Representative	Principal
Lee Bostic	Technology Manager		Principal

Goals, Strategies and Activities

Goal: 100% Participation for PSSA Assessment

Description: 100% of the students in Grades 3, 4, 5 will participate in the PSSA assessment.

Strategy: Parent Involvement

Description:

Activities:

Activity	Description	
Parent Teacher Conferences	A table is set up during Parent-Teacher conferences for parents to visit to receive an overview of what is expected of their child during the PSSA. Testing dates are also given to each parent to take home with them.	
Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start: N/A Finish: N/A	\$0.00

Activity	Description
Reminders	Reminders of important testing dates are sent home to each child's family in the Tuesday Take Home folders as well as sticker reminders posted on the child. The autodialer is also used to call each home and remind parents of testing

	dates.	
Person Responsible	Timeline for Implementation	Resources
Erin Holman	Start: N/A Finish: N/A	\$0.00

Goal: Decrease below basic Math scores by 10%

Description: Decrease below basic Math scores by 10%.

Strategy: Skill focus

Description:

Activities:

Activity	Description	
Weekly Skill Focus	Using benchmark data, teachers will provide a weekly skill focus based on the classroom's needs.	
Person Responsible	Timeline for Implementation	Resources
Margaret Thummel	Start: N/A Finish: N/A	\$0.00

Goal: Decrease below basic Reading Scores by 10%

Description: Decrease below basic Reading Scores by 10%.

Strategy: Skill Focus

Description:

Activities:

Activity	Description	
Weekly Skill Focus	Based on benchmark data, SRI, and 8 week inventory, teachers will provide a weekly skill focus on the needed skill areas to meet their students needs.	
Person Responsible	Timeline for Implementation	Resources
Margaret Thummel	Start: N/A Finish: N/A	\$0.00

Goal: Decrease of office referrals

Description: Decrease office referrals by 5% for discipline reasons.

Strategy: Establish Partnerships

Description:

Activities:

Activity	Description
Parent/Student Partnerships	Work with students and parents to establish a partnership by being consistent with communication. Positive communications can be established through phone calls, Charter Chatters, notes home, and family nights.

Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start: N/A Finish: N/A	\$0.00

Strategy: Monthly Analysis

Description:

Activities:

Activity	Description	
Team meetings	Monthly meetings will be held with each grade level team to provide support for at risk students. Staff training will be offered as necessary to assist in creating a positive learning environment.	
Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start: N/A Finish: N/A	\$0.00

Goal: Highly Qualified Staff

Description: 100% of the instructional staff will have credentials as Highly Qualified.

Strategy: Incentives/Programs

Description:

Activities:

Activity	Description	
Act 48	Act 48 Credit Hours approved by the state for on-sight professional development.	
Person Responsible	Timeline for Implementation	Resources
Erin Holman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Course Reimbursement	Course Reimbursement is offered for staff members completing graduate courses.	
Person Responsible	Timeline for Implementation	Resources
Lee Bostic	Start: N/A Finish: N/A	\$0.00

Activity	Description
Induction Program	The state has approved our school on-sight induction program in which support is given to new teachers.

Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start: N/A Finish: N/A	\$0.00

Goal: Increase Parent Participation

Description: Increase parent participation and support at Lincoln Charter School.

Strategy: Increase Parent Participation

Description:

Activities:

Activity	Description	
Family Nights	About each month, the school will have family nights to promote family involvement in the school. Topics vary from reading night, fall festival, block party, etc. We see more and more families become involved each and every year.	
Person Responsible	Timeline for Implementation	Resources
Jen Dugan	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Parent Workshops	Throughout the year, parent workshops are offered on various topics of interest to our school population.	
Person Responsible	Timeline for Implementation	Resources
Jen Dugan	Start: N/A Finish: N/A	\$0.00

Goal: Increase PSSA Reading and Math Proficiency and Advanced by 10%

Description: Increase PSSA Reading and Math Proficiency and Advanced by 10%.

Strategy: Additional Assessments

Description:

Activities:

Activity	Description	
DIAL 3	Developmental Indicators for the Assessment of Learning (Dial 3) will continue to be used to provide a complete screening of all Kindergarten Students. This screening will give the teachers the opportunity to meet individual needs during instruction.	
Person Responsible	Timeline for Implementation	Resources
Beverly Stiffler Smith	Start: N/A Finish: N/A	\$0.00

Activity	Description	
DIBELS	We will continue to administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to Kindergarten, 1st grade, and 2nd grade students. This assessment is given in the fall, winter, and spring to monitor progress of the individual learner and set goals.	
Person Responsible	Timeline for Implementation	Resources
Margaret Thummel	Start: N/A Finish: N/A	\$0.00

Activity	Description	
SRI	Scholastic Reading Inventory (SRI) is used on a quarterly basis to track student progress in reading.	
Person Responsible	Timeline for Implementation	Resources
Margaret Thummel	Start: N/A Finish: N/A	\$0.00

Strategy: Student Recognition

Description:

Activities:

Activity	Description	
Proficient and Bubble Students	Students scoring between 70% - 100% on reading and math benchmarks are recognized at monthly achievement assemblies as proficient and receive a special lanyard to wear for that particular month. Students scoring between 50% - 69% on reading and math benchmarks are recognized at monthly achievement assemblies as bubble students and receive a special badge to wear for that particular month.	
Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Student Progress	Student progress on monthly benchmarks is monitored and recognized.	
Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start: N/A Finish: N/A	\$0.00

Strategy: Weekly Skill practice and skill focus days

Description: Weekly practice in all grades --Grade Level Planning to embed PSSA practice --Use of Buckle Down and Princeton Review materials--Analysis of monthly Benchmarks by grade

levels --PD days used for building wide planning for PSSA

Activities:

Activity	Description	
Buckle Down Materials and Princeton Review	Teachers will use Buckle Down and Princeton Review materials to help embed week skill areas into their instruction weekly.	
Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Benchmark Analysis	Analysis of monthly benchmarks by grade levels to determine weaknesses and strengths in skills.	
Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Grade Level Planning	Grade Levels will utilize planning time to embed PSSA practice within their daily instruction.	
Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Penn State College Students tutor 3rd grade students on weekly basis		
Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start: N/A Finish: N/A	\$0.00

Goal: Parent Participation in SLC conferences

Description: More than 90% of parents will attend scheduled Student learning Conferences held 3 times a school year.

Strategy: Home Visits

Description:

Activities:

Activity	Description	
Home visits	Home visits will be made by the teacher on an as needed basis to get parents involved and reach their 100% participation rate.	
Person Responsible	Timeline for Implementation	Resources
Beverly Stiffler Smith	Start: N/A Finish: N/A	\$0.00

Strategy: Parent Letters and Reminders

Description:

Activities:

Activity	Description	
Parent Letters	Parent Letters will be sent home to set up conference times. Reminders will be sent out 2 days prior to conference date.	
Person Responsible	Timeline for Implementation	Resources
Erin Holman	Start: N/A Finish: N/A	\$0.00

Strategy: Sign In Forms

Description:

Activities:

Activity	Description	
Parent Sign In Forms	Parent Sign In Forms are made available at Student Learning Conferences to track each homeroom's participation rate. 100% participation is the goal for every homeroom.	
Person Responsible	Timeline for Implementation	Resources
Beverly Stiffler Smith	Start: N/A Finish: N/A	\$0.00

Strategy: Thank you Notes

Description:

Activities:

Activity	Description	
Parent Appreciation	Thank you letters sent home from teachers thanking parents for their attendance to the conference and their support in their child's education.	
Person Responsible	Timeline for Implementation	Resources
Beverly Stiffler Smith	Start: N/A Finish: N/A	\$0.00

Goal: Student Attendance

Description: The attendance rate for the students will be above 92%.

Strategy: Autodialer

Description:

Activities:

Activity	Description	
Parent Contact	Autodialer will be used on a daily basis to alert parents of their child's absences.	
Person Responsible	Timeline for Implementation	Resources
Jen Dugan	Start: N/A Finish: N/A	\$0.00

Strategy: Compulsory School Attendance Law

Description:

Activities:

Activity	Description	
Attendance Law	Follow the Compulsory School Attendance Laws as set by Pennsylvania state.	
Person Responsible	Timeline for Implementation	Resources
Jen Dugan	Start: N/A Finish: N/A	\$0.00

Strategy: Monthly Celebrations

Description: Monthly celebrations for entire school and recognition of students with perfect attendance. Rewards given monthly to students. Donations from local businesses to promote attendance.

Activities:

Activity	Description	
Celebrations	Acknowledge students with perfect attendance at monthly achievement assemblies. Provide incentives for students with perfect attendance.	
Person Responsible	Timeline for Implementation	Resources
Jen Dugan	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Lincoln Charter School utilizes a research-based curriculum that is built around five domains: humanities and arts, mathematics and science, character and ethics, practical arts and skills. In these areas, all standards and curriculum materials are consistent and aligned with the requirements of Pennsylvania. Each week, grade levels work collaboratively to develop lesson plans that meet state standards and use the Pennsylvania Teacher’s Desk Reference Guide as a resource to make sure all standards are addressed. Grade level lead teachers are responsible to monitor grade level progress and report to administration students areas of strengths and needs. Standards, which are aligned with monthly Benchmarks, are noted in daily lesson plans. Within the Edison design, performance assessments are routinely utilized to measure the progress

toward more ambitious standards of the curriculum. Intense trainings are held for staff so that they can best utilize the entire curriculum to better prepare students for standardized tests. Assessment thereby provides accountability for learning that really matters.

Our belief is that a school should be organized for every child's success. Our primary and elementary academies allow for schools-within-a school. The curriculum implemented at Lincoln Charter School was designed specifically for school populations similar to our own. Research has proven that when implemented by a fully trained staff it will promote student achievement.

Reading—Success For All-- Students are homogeneously grouped for their 90 minute reading block using the Success for All Reading curriculum. Students are assessed every 8 weeks in Reading to identify strengths and needs. Reading classes are regularly adjusted to reflect the findings through assessment and performance in class work. Remediation for first grade students struggling with reading is administered individually each day with a trained reading tutor. Phonics, word attack, comprehension, and study skills are taught through a literature based approach. --**Wilson Reading—**4th and 5th grade students who are struggling with the SFA program, are screened to see if the Wilson Reading Program would be a more appropriate program to better meet their needs. This program is offered simultaneously during the SFA reading block. This program teaches specific phonics rules and strategies for the struggling reader. --**Foundations—** This program is used for 1st and 2nd grade students as an early intervention tool for struggling readers. This is a primary version of the Wilson Reading Program.

Math—Chicago Everyday Math—students receive 60 minutes of math instruction daily. The curriculum stresses computation and a full range of mathematics including, data collection and analysis, probability and statistics, geometry, and pre-algebra. This spiraling program is research-based and proven to raise achievement levels.

Writing and Language Arts—Our writer's workshop approach using Step Up to Writing emphasizes the stages through which writers advance with a piece of writing: prewriting, drafting, revising, editing and proofreading, and publishing. We teach writing through all content areas. As students become more fluent writers, they hone their skills in the mechanics of spelling, punctuation, and grammar. Writing is taught for 45 minutes daily.

Science—Delta/FOSS—Students receive Science instruction for 45 minutes each day. Active hands-on explorations help students build their understanding of the key scientific concepts and big ideas that explain our world. Students regularly work through topics in the areas of physical science, earth and space science, life science, and science and technology.

Social Science—Our project-based proprietary program emphasizes the use of children's literature in Social Studies instruction. Projects and activities are often cross curricular and are guided by a multi-cultural perspective and respect for diversity. Character and ethics lessons occur several times each month through a literature based curriculum developed by the Heartwood Institute. Students receive social science instruction 45 minutes each day.

Lincoln Charter School promotes learning that is hands-on and inquiry based. Partnering and small groupings are part of our daily instructional format. Reading, math, science and social studies provide daily opportunities for students to work together to problem-solve. Our math program promotes both independent and partner work, as students are provided with a variety of strategies for problem solving. Our science program is designed for students to work in cooperative groups as they utilize the scientific method to explore scientific concepts. Our social studies program is project-based, in which students once again work as cooperative groups to research and delve into grade specific topics. Teachers adhere to the 7 elements of effective instruction to guide daily teaching. Blooms taxonomy is utilized and noted in lesson plans to ensure that students are challenged with higher levels of thinking.

Our assessment methods provide accountability. Students participate in our own portfolio-based,

performance-based, and embedded assessment system as well as state and local testing. Our assessment system consists of standardized tests, portfolio assessments, and assessments of reading performance in the primary and elementary grades through our Success For All reading program.

Monthly benchmarks are administered monthly in Language Arts, Reading, and Math to evaluate student progress and to guide instruction in the classroom. The administrative team, teachers, and students track monthly results. Growth is routinely identified and celebrated. The results of the benchmark tests are analyzed to great length. The data collected is used to identify strengths and needs of individuals, classrooms, and grade levels. During the 2003-2004 school year the benchmarks were aligned with the Pennsylvania State Standards. The benchmark information is regularly used to guide instruction. The analysis is completed by individual teachers, shared as grade level teachers, discussed monthly at leadership meetings, reviewed by the administrative team and shared with the Charter Board. Our Achievement Vice President also reviews each month's benchmark test. Results are posted in the school lobby for parents, students, and staff to review. Students also track their own monthly progress. This school-wide focus has allowed us to focus our instruction around individual, class, and grade strengths and areas of concentration.

Our teachers use pyramid planning for each lesson to address the various needs of the students within their classrooms. They plan for what all students should know, what most students should know, and what some students should know. They then use this information to differentiate the learning within the classroom and provide adaptations for students. They also use the benchmark data to identify skill and strand weaknesses as they relate to the state standards. They then are able to embed the necessary skills for each individual student to help them to be successful in the classroom.

We have a high number of ELL and Special Ed students who are supported by pushing in and pulling out to strengthen academic skills. A resource room is also offered to those Special Ed students whose IEP's warrant the small group instruction.

Teachers are trained in teaching methods that motivate their students. Some of these techniques include direct instruction, cooperative learning and project-based learning. An Engaging Students Library is also available which provides teachers and students with a wide variety of manipulatives to enhance learning opportunities. Opportunities to celebrate student success are a natural part of the school's design. The 7 elements of effective teaching provide a comprehensive guide for teachers to meet the needs of all students in a variety of ways. Teaching staff identifies yearly goals and creates a yearly portfolio around the 7 elements of effective instruction. Professional development opportunities are centered around these effective teaching methods. Responsible inclusion allows teachers to co-plan and work diligently to differentiate the learning for students. We continue to successfully involve parents in our quarterly Student Learning Conferences in which student, parent, and teacher work together.

Rigorous Instructional Program - Attachments

- Rigorous Instruction - New Teacher Induction Approval Letter
- Rigorous Instruction - Professional Development Approval Letter

English Language Learners

English as a Second Language is taught by using the Into English curriculum. This program specializes in small group instruction and is structured to move English language learners through the stages of language acquisition. Sheltered Instruction at Lincoln Charter School is also used. Small self-contained classes are used to focus students on learning the English language through access to core curriculum, which in turn provides more opportunities for classroom interaction. At Lincoln Charter School we also offer after school tutoring for students who require extra help. This service is not only offered to the students who are in the program but also to our

monitored students. By using the above-described programs Lincoln Charter School can easily track and monitor the progress of our ESL students individually and by grade level. This gives us a tremendous amount of data we can use to make improvements and adjustments as needed to keep our students on track to meet AYP.

Lincoln Charter School services all students who speak a primary language other than English, whatever their needs may be. Our program has built-in opportunities for individualized learning and ensures that students receive plenty of personal attention. In our school, we value language and we encourage and support second-language acquisition. These students pursue a second language, beginning in kindergarten and all students develop proficient English-language skills through Sheltered Instruction practices. Small classes, ample time, and extensive tutoring ensure a firm foundation for everyone. Great literature drawing on authors from many languages and cultures is a major instructional resource for much of the curriculum. All students are grouped within heterogeneous grade levels with respect to language background, native language proficiency, and English proficiency. Students with varying language backgrounds are not segregated from one another: they learn with and from one another as often as possible. These students receive the same academic content as those students who are native English speakers. All students receive a minimum of two and one half hours of reading and language arts instruction daily in English. Success For All (SFA) is our core reading program in grades 1 through 5. SFA enables students whose first language is not English to learn English with high levels of competence. This occurs through SFA and taught with ESOL supports. Our program is successful because students are organized into small homogeneous groups for instruction in all grade levels. Students are assessed and regrouped quarterly for maximum individual progress. Students receive one-on-one tutoring as needed. By pulling information from Home Language Surveys, classroom teachers' input, together with students previously included in an ESL program, groups of students are screened for each year's ESL program. Following screening, a schedule is developed to pull out the ESL students during their homeroom's 45-minute World Language (Spanish instruction) period, every other day. Student progress is tracked through use of standardized tests, the Language Assessment Scales (preLAS) for kindergarten and first grade students and the IDEA Proficiency Test (IPT) for grades two through five. The IPT and the preLAS tests are administered in the fall and again in the spring to measure growth in language proficiency and to provide criterion for transition or exit from the ESL program. The Into English! Component of our instruction monitors the progress toward fluency in oral English, usage of language functions, and usage of critical skills during each unit and during actual ESL lessons. The ESL program at Lincoln Charter School follows Edison Standards, which have been paralleled to the PA State Standards. The Into English! Program strives to move ESL students through the stages of language acquisition. This program is taught to small groups of English Language Learners in forty-five minute pullout sessions. The remainder of the day, students spend in their homeroom class; unless being tutored or Special Education services are being rendered. Into English! Organizes literature and grade level content lessons into thematic units that match the classroom curriculum. Into English! Addresses four modes of learning; listening, speaking, reading and writing. This is accomplished through use of visual aids, literature, big books, audiocassettes, manipulatives, realia, technology, language log workbooks and trade books enhancing each unit of instruction

English Language Learners - Attachment

- English Language Learners Report

Graduation Requirements

Lincoln Charter school is a K-5 school and is not required to have specific requirements for graduation. However, our 4th grade students are required to complete a multi-disciplinary project using powerpoint and present it to a team of staff members.

Special Education

Attached you will find the Special Education Policies and Procedures and the Penn Data report

Special Education - Attachments

- Special education
- Sped Ed

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Cathy Regan	1.00	learning support	Lincoln Charter School	23	N/A
Emily Ziegenhine	1.00	learning support	Lincoln Charter School	9	N/A
Kristen Gauger	1.00	learning support	Lincoln Charter School	15	N/A
Diane Fitzpatrick	1.00	learning support	Lincoln Charter School	9	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	Lincoln Charter School	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Wellspan Behavioral Health	Certified School Psychologist	2 FTE
Therapy Source	Speech Therapist	3 FTE
Therapy Source	Occupational Therapist	2 FTE

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Terra Nova	No	Yes	Yes	No	No	No
PSSA - Reading and Math	No	No	No	Yes	Yes	Yes
PSSA - Writing	No	No	No	No	No	Yes
PSSA - Science	No	No	No	No	Yes	No
Scholastic Reading Inventory	No	No	Yes	Yes	Yes	Yes
8 Week Assessment - Reading	No	Yes	No	No	No	No
DIBELS	Yes	Yes	Yes	No	No	No

Reading Benchmark - Tungsten Learning	No	No	Yes	Yes	Yes	Yes
Math Benchmark - Tungsten Learning	No	No	Yes	Yes	Yes	Yes
Language Arts Benchmark - Tungsten Learning	No	No	No	Yes	Yes	Yes
DIAL 3	Yes	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
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Student Assessment

The staff at Lincoln Charter School has used data on a regular basis to drive instruction to increase student achievement. Over the years, we have found a strong correlation with our benchmark results and PSSA results. We use the benchmark data in grades 2-5 on a monthly basis to review and adjust instruction and learning in reading, math, and language arts. We also evaluate our reading progress on a quarterly basis using the assessment tools (DIBELS, 8 Week Assessment, Scholastic Reading Inventory) as part of the Edison design. Yearly, we analyze the PSSA and Terra Nova data to help develop the goals and objectively monitor our progress from one year to the next. Goals are set up accordingly for the following school year.

Reading - PSSA Students in Proficient and Advanced

Year	% Proficient and Advanced
2006-2007	53.8%
2005-2006	40%
2004-2005	32%
2003-2004	37.5%
2002-2003	21.4%

Math - PSSA Students in Proficient and Advanced

Year	% Proficient and Advanced
2006-2007	59.6%
2005-2006	57.9%
2004-2005	50%
2003-2004	31.7%
2002 -2003	20.3%

Terra Nova - 2nd Edition - National Percentile Rank

Grade/Subject	2005-2006	2006-2007
1st Grade Reading	51%	38%
1st Grade Math	52%	37%
2nd Grade Reading	39%	47%
2nd Grade Math	41%	53%

Monthly benchmark assessments are analyzed by individual classroom teachers, grade level teams, and the administration team to determine next steps for instruction. Each

month, homeroom teachers complete an analysis of their benchmarks to share with their grade level team members. A house meeting has been devoted to setting goals for individual classrooms and grade level areas of concentration. All data is collected, analyzed, and given to the administration team. The administrative team devotes time to evaluate goals established and conduct leadership meetings to discuss findings. The homeroom teachers produce embedding activities that are conducted in the classroom to meet individual and class needs. The administrative team collects all classroom and grade level analysis data to monitor the implementation of the set goals for the next month of school. This information and all achievement data is also forwarded to our Achievement Vice President and Regional Manager.

Reading Benchmark Comparisons by Grade Level

Grade	2004-2005	2005-2006	2006-2007
2	51.7%	54%	58%
3	48%	60%	58.7%
4	46.8%	57%	64%
5	52.3%	59%	61.9%

Math Benchmark Comparisons by Grade Level

Grade	2004-2005	2005-2006	2006-2007
2	71.5%	71%	70.6%
3	63.8%	76%	77%
4	57.5%	62%	75%
5	66.8%	53%	69%

Language Arts Benchmark Comparisons by Grade Level

Grade	2004-2005	2005-2006	2006-2007
3	51%	55%	54.6%
4	54.9%	59%	62.8%
5	60.2%	57%	61.3%

Attached is a sample of the Achievement Tracker. The Achievement Tracker is used to track student progress monthly on their benchmark scores. We keep track of how many students are scoring proficient, bubble, and below.

Scholastic Reading Inventory and 8 Week Assessments are administered each quarter and analyzed by reading teacher, reading coordinators, grade level teams, and administrative team. Our Reading Coordinators set up a testing schedule each quarter to monitor student progress. Data is collected and presented to administrative staff. Implications for the next quarter are implemented at a leadership meeting and examined by grade level teachers. All data is forwarded to the National Reading Coordinator and Achievement Vice President for further support. Attached is the QTS (Quarterly Tracking Sheet) which tracks this data throughout the year.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a validated tool for early identification of children with potential problems and an assessment of response to instruction. With this, teachers are able to locate, monitor, and intervene with at-risk students. Attached is a sample of the spreadsheet used to track and identify students. All data is collected and goals are set based on student and grade level needs. All data is forwarded to the National Reading Coordinator and Achievement Vice President for further support.

The Lincoln Charter School creates a Student Achievement Plan each year. It is divided into eight sections which include: Program Implementation, Data Analysis, Meeting Individual Needs,

Monitoring Progress, Professional Development, Test Administration, Culture of Achievement, and Test Embedding Requirements. This provides the framework for the school year. The administrative team monitors the implementation of the Student Achievement Plan throughout the school year. The plan includes the strategies that need to take place; people responsible for the strategy, timeline of when the implementation needs to be monitored and evidence that will be collected to determine the validity of the strategy. Attached is the Student Achievement Plan used for the 2006-2007 school year.

Lincoln Charter School implements various strategies and interventions to assist student success within the school.

By using information from home language surveys, classroom teachers' input, and together with students previously included in an ELL program, groups of students are screened for each year's ELL program. Following screening, a schedule is developed that would pull out the ELL students during their homeroom's 45 minute World Language period, every other day or push in as needed.

Student progress is tracked through use of standardized tests; the *Language Assessment Scales* (preLAS) in kindergarten and first grade students and the *Idea Proficiency Test* (IPT) for the second through fifth graders. The IPT and preLAS are administered in the fall and again in the spring to measure language proficiency, growth and to provide some of the criterion necessary for transition or exit from the ELL program.

Another measure used to identify the English language proficiency as demonstrated by the students with the use of the assessment component of *Into English!* These student progress forms are used to document student progress towards fluency in oral English, usage of language functions, and usage of critical skills during each unit and during actual ELL lessons. The ELL staff also uses the grade level curriculum to pre-teach ideas and vocabulary so the students are more successful in the classroom. Some students are pulled out for ELL instruction, while other students are supported in the classroom during the major subjects.

At Lincoln Charter School, ELL instruction follows the *Into English!* Program to move English language learners through the stages of language acquisition. *Into English!* Organizes literature and grade level content lessons into thematic units that match the classroom curriculum. The curriculum addresses four modes of learning; listening, speaking, reading and writing. This is accomplished through use of visual aides, literature, big books, audiocassettes, manipulative, technology, language log workbooks, and trade books to enhance each unit. In addition, *Into English!* Includes the means for staff development.

Our ELL students also receive support during their benchmark testing each month using the same accommodations allowed on the PSSA.

Students who are struggling academically or behaviorally are referred to the Family and Student Support Team (FASST) that is very similar to the IST in many schools. The parent is invited and participates with the team of teachers and other staff members who may have something to offer in this problem solving process. It is a relentless process to find the solution to whatever is standing in the way of the student being able to be successful in school. The team identifies the student's strengths as well as the needs and then focuses on a targeted behavior. Having identified that, the team then brainstorms ideas of interventions that can be done by the teacher, by others in the school, by the family, and possibly by the community. The agreed upon interventions are implemented for a two-week period at the end of which the team reconvenes to report and evaluate the outcomes. If improvement is noted, the interventions are continued with any modifications necessary, and the student's progress continues to be monitored.

If the interventions of the FASST process do not successfully resolve the problems, the student is experiencing, and if the team suspects that the student may be eligible for services under IDEA,

we discuss this with the parent or guardian and the Special Education Coordinator presents the Permission to Evaluate (stating the reason for the referral, the tests to be administered, and the time within which it is to be completed) along with the Procedural Safeguards Notice.

With the parents' permission our Certified School Psychologist is given the Permission to Evaluate and all relevant data collected through the FASST process. He then completes the evaluation, and an Invitation to Participate in a Multi-Disciplinary Team meeting is sent to the parent. The MDT then meets to discuss the findings of the evaluation and, with input from all members of the team (teachers, parents, psychologist, LEA, etc.), the Comprehensive Evaluation Report and Notice of Recommended Educational Placement are completed.

If the student is eligible for Special Education services under IDEA and the team has determined and agreed upon the most appropriate and least restrictive level of intervention for the student to receive FAPE, they proceed with the development of the Individualized Education Plan with appropriate, data driven goals and objectives and specially designed instruction to address all areas of need. Most of our special needs students receive Learning Support or Emotional Support within the regular classroom setting with the Support teachers and classroom teachers working collaboratively to meet their needs through Responsible Inclusion. The Special Education teacher meets with the classroom teacher each week to adapt and modify the week's lessons, homework, and tests as needed. When that student's class goes to the Computer Lab each week to take their Benchmark Assessments, the support teacher is there to again provide support. An example of this would be for a student with a reading disability the support teacher will help with any reading necessary to complete a math assessment. Any adaptations that are provided in the classroom are also supported in the testing situation.

Occasionally a student who is doing well in the inclusion setting will have difficulty with a particular concept or skill. If the majority of the class is ready to move on and this one student (or several students) have not mastered the material, the Support teacher will conduct a focused, time-limited "pull-aside" to remediate that skill or concept. The Support teacher and the classroom teacher plan these pull-asides together and evaluate the results at their conclusion.

Since all of our Lincoln Charter School students go to smaller, homogeneous groups for 90 minutes of Success For All reading each day, and since our students have two special subjects each day (World Language, Health and Phys. Ed., Art, or Music), they are instructed by several different teachers. To be certain that their need for specially designed instruction is met by all of their teachers, the Support teacher provides each of them with an "IEP at a Glance" noting adaptations and special considerations for each child. Though this is a thumbnail sketch of the real IEP, it is still handled appropriately as a confidential document. The Support teacher is, of course, also available for consultation and collaboration with each of these teachers as needed.

As stated, our school provides "Responsible Inclusion" which recognizes that not every student's needs can be met in the regular classroom alone. A small number of our low incidence students who require an alternate curriculum, go to the Resource Room for Support in either Reading, Math, Writing or any combination of those subjects. We also have one student placed in a full-time learning support class with Lincoln Intermediate Unit 12. However, because of the delivery system we have in place and the excellent teacher student ratio (four teachers to 61 students), we are able to meet the needs of most students in the regular classroom.

The FASST process has proven to be very effective in meeting the needs of our students. Once again, we monitor our effectiveness as a school using the monitor tools that are attached.

Student Assessment - Attachments

- Student Assessment-Achievement Tracker Sample
- Student Assessment-Quarterly Tracking Sheet
- Student Assessment-DIBELS Sample Collection Sheet
- Student Assessment-Student Achievement Plan

Teacher Evaluation

a.) Observations are conducted in all curricular areas by the members of the Leadership Team. The Administrative Team is responsible for all formal evaluations. Each staff member is also expected to create a portfolio revolving around the 7 Elements of Effective Instruction. This year, staff members developed their goals throughout the first quarter of the school year. This allowed staff the time needed to become familiar with their students and to best determine their students needs, as well as their own. Goals were concentrated in four areas: Curriculum and Instruction, Family Partnerships, Learning Environment, and Technology. Each staff member then collected evidence throughout the year of their work toward achieving their chosen goals. This year, each staff member presented their professional portfolio to the Administrative Team throughout the month of May. Staff members received a rating of Meets Expectations or Does Not Meet Expectations, along with a summary noting the presentation and accomplishment of set goals.

Teacher Evaluation

The focus of our evaluation process was based on the 7 elements of effective instruction. These seven elements are:

Engaging Students —

Activating Students, Maintaining Participation, Positive Interactions

Designing Groupings for Learning —

Varied Groupings, Grouping Procedures, Responsive Feedback, Monitoring Learning

Differentiation —

Planning for Different Learners, Determining Entering Knowledge, Monitoring and Coaching, Keeping Track, Adapting Curriculum, Adapting Classrooms, Communicating and Collaborating

Intentional Design —

Intentional Planning, Responsive Planning, Integrating Across Subjects, Variety of Instructional Formats, Intentional Instructional Formats, Participation in Instructional Formats, Graphic Organizers

Language of Learning —

Listening, Responsive Feedback, Modeling Metacognition, Promoting Self-monitoring

Maximizing Time —

Beginnings and Endings, Transitions, Productive Time, Pace and Momentum, Cyclical Review, Prolonged Projects

Using Instructional Resources —

Core Curriculum Resources, Supplementary Resources, People Resources, Computers for Teaching, Computers for Learning, Classrooms that Teach

Staff members selected goals from the 7 Elements of Effective Instruction and presented their goals to the Administrative Team. Informal observations were focused on the goals set by the individual staff member. A professional portfolio was produced to show evidence of the goals set. Staff members scheduled a time slot in May to present the professional portfolio to the Administrative Team.

b.) Teachers are observed regularly through our model. The Achievement Coordinator and Lead Teachers scheduled time to observe members of their House with a focus of improving instruction and ensuring strict adherence to our design. Peer observations are done on a regular basis also so teachers can benefit from the observations of someone on their team that they trust and someone who does not pose a threat to them in the professional activities.

Staff members from the management company, Edison Incorporated, will frequently do observations of staff when they are on-site for a visit. Their observations focus on adherence to the design model and any comments that they may make to staff members serve to act as an appraisal of the teacher's success in following that model for instruction. Their observations are not formal in nature and are not considered a part of the formal evaluation process of professional staff members of the school. The Achievement Vice President from the management company, Edison Incorporated, conducted site visits throughout the year with a focus on effective instruction and data analysis.

The Academy Director and Principal complete all informal and formal observations and are ultimately responsible for professional evaluations. At the Lincoln Charter School, Mrs. Erin N. Holman and Ms. Beverly A. Stiffler Smith completed all formal evaluations of professional staff members. They both hold the appropriate Pennsylvania State certifications in Administration. Lead teachers and curriculum coordinators completed informal observations of house members. These informal observations were completed to improve instruction to raise student achievement.

c.) Mrs. Holman has been certified by the State of Pennsylvania as able to evaluate professional staff. She has received her administrative credentials from Western Maryland College / McDaniel College and completed the required coursework to enable her to earn these credentials. Ms. Stiffler Smith currently holds an emergency administrative certificate. She is currently enrolled in Wilkes College in their Master Leadership program and is set complete her coursework the first week of August.

Mrs. Holman and Mrs. Stiffler Smith both attended the Edison Leadership Conference in the fall of 2006. The focus of the conference was working with staff members to develop efficacy and rigor in the classroom. Mrs. Stiffler Smith continued with her course work throughout the year, and found the Supervision and Evaluation class to be most beneficial in working with staff. Mrs. Stiffler Smith is also scheduled to attend the Edison Leadership Development Academy July of 2007.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board of Trustees had several changes over the past year and they are as follows.

- Mrs. Holly Johnson resigned from the board
- Mr John Koontz resigned from the board
- Mrs. Deborah Daub was appointed to the board
- Mr. Randy Schiller was elected to the position of Vice President

Board of Trustees

Name of Trustee	Office (if any)
Mr. Oscar Rossum	President
Mr. Randy Schiller	Vice President
Mr. Gregg Ford	Board Member
Mrs. Dorthy Sweeney	Board Member
Mrs. Deborah Daub	Board Member
Mr. Charles Graham	Board Treasurer
Mrs. Jo Anne Brown	Board Secretary

Professional Development (Governance)

The Charter Board of Trustees is a member of the PA Coalition of Charter Schools.

All training in the area of school governance, including the Sunshine Law, has been provided by Daniel Fennick, Esq. and Edison Schools Members of the Board attended a training workshop provided by Edison Schools Inc this past year and Attorney Fennick takes the opportunity to share with the board his interpretation of issues and their obligations and duties as board members as topics arise.

Attorney Fennick is always available to board members and welcomes their calls and inquiries.

Coordination of the Governance and Management of the School

The Administration of the Charter School works with the York City School District administration. The Executive Support Team from York City School District visited Lincoln Charter School this year. The Lincoln Charter School also works with the York City business office with enrollment and billing issues. The minutes of the meetings of the Charter Board of Trustees are also forwarded to the York City School District and a copy of the annual report is provided to the York City School District. There continues to be an adversarial relationship between the Lincoln Charter School Board of Trustees and the York City School District board due to the continued opposition of the York City School Board to the existence of the charter school, however the relationship has improved this year.

Coordination of the Governance and Management of the School - Attachment

- Charter Board Meeting Schedule

Community and Parent Engagement

The Charter Board of Trustees continues to support the community and parents of the Lincoln Charter School. The Charter Board of Trustees has supported the Family Events at the school monetarily and with their attendance at various events. The Charter Board also participates in staff fund raising events, which raise money to support student and staff. They continue to have open meetings, which allow for public discussion and comments. The Charter Board of Trustees acts as an active voice for our school throughout the community by listening to concerns and sharing the mission of the school. The Charter Board of Trustees also supports the SLC nights in which parents review their child's progress and get an opportunity to learn more about the curriculum. They continue to support the school's efforts in reaching out into the community for various resources.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Two staff generated fund-raising activities were performed in the 2006-2007 school year. Dance and Basket Bingo proceeds were used to support students and staff throughout the year. The school will continue the Basket Bingo fund raiser and will implement several pizza sales to supplement the funds lost by not sponsoring the dance in the up coming year.

Fiscal Solvency Policies

Edison works with our Board and Principal to insure that the operating budget includes allowances for non-anticipated expenses or events. To insure fiscal responsibility, the School Operations Manager will coordinate with a financial analyst at Edison HQ to monitor the school's budget and support the school. Conferences are held each month to assess the budget against actual expenses and to track spending trends that might mitigate a balanced budget.

As Lincoln Charter School is operated and managed by Edison Schools, Inc. through a joint management agreement, the contract specifies that significant shortfalls and/or other emergencies be allocated within the corporate operations of Edison. If costs exceed the funds remitted, Edison uses its own funds to cover excess costs

Accounting System

Edison Schools manages the Lincoln Charter School's operating accounting systems on an accrual basis through Lawson Accounting Software. Edison has developed a conversion system, which maps and exports the financial and budgeting information into the Pennsylvania format. This in turn is then uploaded or delivered to the appropriate agency.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES

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

As of the filing deadline for this Annual Report, the 2006-2007 Audit has not been completed. The tentative date for completing the Audit is the week-ending of September 14th.

This will allow the charter board to review, approve, and submit the 2006-2007 audit in a

timely manner. Below is the information concerning our 2005-2006 Audit.

Seligman, Friedman and Company, P.C. completed our audit for the 2005-2006 school year. They found that the financial statements presented fairly, in all material respects, the financial position of the school, and the results of its operations for the year ended in conformity with the generally accepted accounting principles.

It was also their opinion that Lincoln Charter School complied, in all material respects, with the requirements that are applicable to each of the major federal programs for the year ending June 30, 2006.

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

- 2005 -2006 Auditors report

Citations and follow-up actions for any State Audit Report

Lincoln charter school has no citations against them for any of their audits.

SECTION VII. FACILITY RESPONSIBILITIES

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

Lincoln Charter School did not acquire any facilities, furniture, fixtures or equipment during the last fiscal year.

Future Facility Plans and Other Capital Needs

The Lincoln Charter School has acquired no facilities. The facility is owned by the York City School District. The school pays for the lease of the building and furniture. Furniture has not been purchased, nor have any fixtures by the Charter School since all assets are the property of the York City School District. Equipment such as copiers have been leased through a leasing agreement between a vendor and the school and is covered in the operating budget. Any additional equipment needed for the building has been purchased by the Charter Board of Trustees. Such equipment is limited to classroom computers, mobile lab equipment, televisions, VCR's, overheads, computers for teacher use, and all curriculum items.

The Lincoln Charter School Board of Trustees in 2005 - 2006 purchased their own curriculum and technology capital by securing a loan from a local bank. These purchases were intended to be used over the next 5 years. This has allowed the Charter School Board of Trustees to broaden their financial stability and independence.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Lincoln Charter School follows all guidelines set forth by state with regards to fire drills, crisis intervention, severe weather conditions, and health records. We have had our health records examined by the Pennsylvania Department of Health on a regular basis. We also have members of the Pennsylvania Department of Health present during our kindergarten registration each year to examine and administer immunizations. The local fire department monitors frequency and implementation of fire drills.

The Lincoln Charter School is a named insured under Edison's commercial general liability insurance with limits of \$1,000,000. The same applies to educator's legal liability insurance with limits of \$2,000,000. Workman's compensation is provided to all school employees through Edison's policy. All full Charter school employees are offered health and medical insurance through coverage in kind to that provided by the local school district.

The Lincoln Charter School has developed a wellness plan that brings together the entire school community through a strong and consistent fitness/health curriculum, community outreach, promoting high nutritional standards, positive reinforcement that moves away from food as the reward, alternative fund-raising efforts, modeling by staff of healthy lifestyles and opportunities for staff and students to participate in stress-reducing physical activity throughout the day. Lincoln Charter School participates with Keystone Active Zone to promote family fitness through activities at local parks throughout the summer. This year, one of our fitness teachers promoted physical activity through an after school program in which students could participate in activities such as basketball. Staff was also offered opportunities for physical activity and stress release through several classes of line dancing.

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

- Health and Safety Requirements - health reimbursement
- Health and Safety Requirements - wellness plan

Current School Insurance Coverage Policies and Programs

The Lincoln Charter School is a named insured under Edison's commercial general liability insurance with limits of \$1,000,000. The same applies to educator's legal liability insurance with limits of \$2,000,000. Workman's compensation is provided to all school employees through Edison's policy. All full Charter school employees are offered health and medical insurance through coverage in kind to that provided by the local school district.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The instructional staff consists of 47 teachers. In addition, we also have 1 ESL Coordinator, a Community Technology Manager, User Support Technician, Five 1st grade tutors, 6 Kindergarten aides, a Student Support Manager, an Achievement Coordinator, a Curriculum Specialist, 3 office staff members, and 2 certified administrators. The percentage of instructional certified staff members is 100%. All paraprofessionals are highly qualified.

From the 2005-2006 school year, we had 12 staff members who did not return to start the 2006-2007 school year. Out of the staff members who did not return: 9 accepted other positions and three contracts were not renewed. Four of the returning staff members did not finish the 2006-2007 school year. Our annual turnover is 17%. Our average daily attendance for staff is 97.6%.

Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff - ESPP approval
- Quality of Teaching and Other Staff - PDE-414

Student Enrollment

Students are enrolled as parents or guardians present them, except in cases where our enrollment capacity has been reached for a certain grade level. When a parent or guardian presents a student for registration, we ask them to provide proof of residency, immunization records, a copy of the birth certificate and the student's social security card, if available. If the student is a potential kindergarten student, we ask them the age of the child and the child's birth date. A student must be 5 years old prior to August 31 to be enrolled in our full day kindergarten program and a student must be 6 years old prior to August 31 to be enrolled in first grade. If the student is eligible to enroll, the next step is verifying that they have all the registration paperwork completed and that they have a complete application with a parent signature and copies of supporting information. We further ask the parent to complete a Home Language Survey and ask if the student received additional help of any kind in the previous school district, if applicable.

If the number of students requesting enrollment status for a particular grade exceeds the number of places available in that grade prior to the start of the school year, a wait list is established, numbered and dated. As an opening occurs, a telephone call to the parent or guardian is placed. Preference would be given to students who had siblings already enrolled in the school. If the year has begun and there is not available placement for the student, the student's name is added to the waiting list for callback when spots become available. During the 2006-2007 school year, we had a waiting list in some grades.

The enrollment history for the 2006-2007 school year is as follows:

Kindergarten:

- Initial - 133 students
- Drop - 49 students
- Add - 51 students
- Total - 135 students

1st Grade:

- Initial - 113 students
- Drop - 27 students
- Add - 41 students
- Total - 127 students

2nd Grade:

- Initial - 116 students
- Drop - 18 students
- Add - 30 students
- Total - 128 students

3rd Grade:

- Initial - 107 students
- Drop - 11 students
- Add - 14 students
- Total - 110 students

4th Grade:

- Initial - 102 students
- Drop - 16 students
- Add - 17 students
- Total - 103 students

5th Grade:

- Initial - 109 students
- Drop - 12 students
- Add - 15 students
- Total - 112 students

The number of students who transferred out include the following information:

Carlisle - 2	Central - 6	Central Dauphin - 1	Conewago Township -
1	Dallastown - 3	Dominican - 1	
Dover - 5	Duncannon - 1	East York - 2	Eastern - 1
Florida - 7	Hanover - 4		
Harrisburg - 9	Lancaster - 1	Lebanon - 1	Logos Academy -
1	Maryland - 5	Massachusetts - 2	
Mexico - 1	New Jersey - 4	North Carolina - 6	North Eastern -
1	Puerto Rico - 7	Reading - 1	
Red Lion - 1	Saxton, PA - 1	South Carolina - 1	Southern York Co. -
2	Warren, PA - 3	West Shore - 1	
West York - 11	York County - 3	York Suburban - 5	
York City School District: Davis - 12	Devers - 10	Ferguson - 18	Goode -
34	Jackson - 26	McKinley - 13	

We currently have 586 students who have completed this school year and are enrolled to return August 2007.

During the 2006-2007 school year, we have had 7 expulsions and 133 students who have left voluntarily.

We find that the majority of students who withdraw from our school and not returning is due to them relocating to another state or relocating across town where transportation is not available through the school district.

Transportation

Lincoln Charter School does not have a transportation program. Our students either walk to school or are transported by their parents.

Food Service Program

York City School District provides our food service program. Breakfast is offered on a daily basis for students. Lincoln Charter School does participate in the Free and Reduced Lunch Program. In 2006-2007, 92% of our students qualified for the FRL Program.

Student Conduct

Our discipline policy is progressive and attempts to bring about corrective change in the behaviors of the student, not just to impose consequences. Our major goal is to effect positive

change in student behaviors and to eliminate or reduce inappropriate student behavior through understanding and through counseling of the student as to appropriate actions that could be taken by the student.

Students are recognized daily for their responsible choices through the use of a ticket system. A student name is drawn weekly from the class collection of tickets to receive a prize from the office. Student names are then announced to the school.

The first line of discipline is not the office, but rather the classroom level. Students are to be given teacher redirection, reflection time, and the opportunity to work in a "buddy" classroom prior to being sent to the office for any disciplinary action. We use the ladder of success for each student. The belief is to find students showing appropriate behaviors and that 100% is the place to be. A bullying program has been approved by the Board of Trustees and will be implemented next school year.

Students can move up and down the ladder throughout the day as individual behavior changes. Weekly celebrations are held to recognize the responsible choices by students throughout each week. Severe, dangerous and major disruption actions on the part of the student will immediately involve the office and the disciplinary process will begin at that time.

Student disciplinary infractions are classified as Level I, Level II or Level III. Consequences to the student are determined based upon the severity, frequency and student's ability to comprehend his actions and the effect his actions have on the learning environment and his classmates. If a student's action results in a hearing by the Charter Board of Trustees, all due process procedures are in place and are followed under the guidance of the Board Solicitor.

In the 2006-2007 school year, 208 students were involved in 503 suspensions. There were 3 students expelled following a hearing with the Charter Board of Trustees for weapon violations and 4 students expelled following a hearing with the Charter Board of Trustees for violation of student code of conduct.

Student Conduct - Attachment

- Student Conduct - Discipline Policy

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Lincoln CS

Date of Local Chartering School Board/PDE Approval: August 17, 2000 Renewed August 19, 2005

Length of Charter: 5 years original - 5 years renewal **Opening Date:** August 20, 2000

Grade Level: K - 5 **Hours of Operation:** 8:00 AM - 3:45 PM

Percentage of Certified Staff: 100 **Total Instructional Staff:** 53

Student/ Teacher Ratio: 25:1 **Student Waiting List:** 426

Attendance Rate/Percentage: 93.6 %

Enrollment: 710 **Per Pupil Subsidy:** \$6,245.00

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 8

Black (Non-Hispanic): 308

Hispanic: 310

White (Non-Hispanic): 84

Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 92.5%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 81

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	200	200	0	0	400
Instructional Hours	0	0	1450	1450	0	0	2900

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Lincoln CS within Lincoln IU 12 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Erin Holman

Title Principal

Phone 717 699-1573 ext 1130

Fax 717 846-4031

E-mail eholman@york.edisonschools.com

Signature of the Chief Executive Officer and Date

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

Name Oscar Rossum

Title Board President

Phone 717 810-4962

Fax 717 846-4031

E-mail ogrossum@tycoelectronics.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Gloria Bostic

Title Special Education Coordinator

Phone 717 699-1573 ext 1117

Fax 717 846-4031

E-mail gbostic@york.edisonschools.com

Signature of the Special Education Contact Person and Date