
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Monday, November 10, 2008**

Charter School: Lincoln CS

Address: 559 W King St.
York, PA 17401-3706

Phone:

Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

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 - 3:15 PM

Percentage of Certified Staff: 100 **Total Instructional Staff:** 50

Student/ Teacher Ratio: 14:1 **Student Waiting List:** 426

Attendance Rate/Percentage: 93.6 %

Enrollment: 714 **Per Pupil Subsidy:** \$6,317.54

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 10
Black (Non-Hispanic): 303
Hispanic: 321
White (Non-Hispanic): 80
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 93%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 91

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	195	195	0	0	390
Instructional Hours	0	0	1316.25	1316.25	0	0	2632.50

SECTION I. EXECUTIVE SUMMARY

Organization Description

We are unique as the first Conversion Charter School in the Commonwealth of Pennsylvania. This shows the concern that our parents have for education, the educational process and the educational opportunities that we deliver to their children. We are a diverse, urban school servicing approximately 700 students in Kindergarten through fifth grade. We offer a rigorous, research-based curriculum for the core content areas. We educate the whole child by providing

the humanities as part of the regular curriculum. We were granted our charter in August of 2000 with a renewal granted in August of 2005. We continue to educate primarily children from the City of York and some children from neighboring districts. We have had a waiting list for most of the grades for the past three school years. This is further evidence that we are directly affecting the lives of many families in the community.

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. 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 houses. Teachers work collaboratively in their teams with a focus on student achievement. Our school day is approximately two hours longer than similar schools in our area and our school year is 195 days for students.

Lincoln Charter School trains teachers in teaching methods and curriculum during 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 five 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 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. 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. 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 meetings 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, Fall Festival, creating cards for soldiers and purchasing phone cards, annual canned food drive, Reading/Math night, our first musical, Block Party, and a 5th Grade breakfast on the last day of school. Parent participation with these events have increased significantly through the year. We have also offered 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 Kindergarten and 1st grade classes where needed. 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, brass, strings, and percussion lessons. The students then performed in a recital to showcase their talents. This year, our students in 1st, 2nd, 3rd, and 4th grade took part in tutoring to focus on areas of need in reading. Kindergarten aides provided extra support to individual students and small groups in reading and math to prepare them for the 1st grade. Our 4th grade students researched and presented a multidisciplinary project utilizing the Big 6 process. Our 5th grade students participated in a Science Fair project. We also invited students to participate in our summer reading program as they prepare to enter the next grade.

Observations from the Administration and leadership team 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 monthly
 - 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 in both math and reading
- Monthly Achievement/Attendance Assemblies
- Daily co-planning time by grade levels
- Monthly Professional Development time for teachers
- ESL program - push in and pull out
- Special Education - responsible inclusion and resource room
- Family Fun nights to promote parent partnerships
- Induction Program/Mentor Program
- 4th Grade Multi-Disciplinary Project
- 5th Grade Science Fair 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
- Student absences
- Progress of students with IEP's in reading

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Lincoln Charter School's strategic planning process starts with an analysis of the data--high stakes testing, standardized testing, and local assessments. Achievement goals are set from this data for the following year--focusing on meeting AYP goals set by NCLB. The school's operations are assessed and goals are set for areas such as: attendance, Student Learning Conference (SLC) participation, fiscal responsibility, resource management, parent involvement, technology, etc. Major findings are identified and goals are set based on areas of need.

The strategic plan is broken down into 8 main areas: Program Implementation, Test Administration, Aligning and Embedding Test Expectations, Data Analysis, Meeting Individual Student Needs, Professional Development, Monitoring Implementation of the Student Achievement Plan, and Culture of Achievement. The plan is also aligned to the Title I Schoolwide Plan.

The plan is reviewed and monitored on a regular basis. Goals and timelines are discussed. Next steps are developed as needed so that set goals can be attained.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beverly Stiffler Smith	Academy Director	Administrator	Principal
Cathi Hicks	Learning Environment Coordinator		Principal
Erin Holman	Principal	Administrator	Charter School Board
Gloria Bostic	Special Education Coordinator	Special Education Representative	Principal
Jennifer Dugan	Student Support Manager	Ed Specialist - School Counselor	Principal
Karen Horn	ESL Coordinator	Other	Principal
Lee Bostic	School Operations Manager	Administrator	Principal
Margaret Thummel	Curriculum Specialist		Principal
Steve Clutter	School Technology Manager	Other	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: Lincoln Charter School will use a variety of methods to ensure that students in grades 3, 4, and 5 participate in the PSSA testing to get an accurate look at our school's achievement.

Activities:

Activity	Description	
Color coded school calendar	The school calendar is color coded to show all testing dates for all PSSA tests given	
Person Responsible	Timeline for Implementation	Resources
Lee Bostic	Ongoing	\$0.00

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	Ongoing	\$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. Newsletters also inform parents of upcoming testing dates.	
Person Responsible	Timeline for Implementation	Resources
Erin Holman	Ongoing	\$0.00

Goal: Decrease in office referrals

Description: Decrease office referrals by 5% as compared to the 2007-2008 school year.

Strategy: Establish Partnerships

Description: Conferences are set up with families through the administrative team and the FASST process.

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	Ongoing	\$0.00

Strategy: Monthly Analysis

Description: The Core FASST team analyzes discipline data on a monthly basis. Reports are run from the student management system on office referrals by teacher, by incident, and by student. An action plan is developed for each area as needed and reevaluated on a monthly basis.

Activities:

Activity	Description	
Team meetings	At risk students are identified through FASST and Core FASST meetings. Staff training will be offered as necessary to assist in creating a positive learning environment. Some students are assigned case workers to develop a specific plan for that student.	
Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Ongoing	\$0.00

Goal: Highly Qualified Staff

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

Strategy: Incentives/Programs

Description: Lincoln Charter School hires certified/highly qualified staff members for all positions. The school offers programs and incentives to compete with surrounding schools.

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	Ongoing	\$0.00

Activity	Description	
Course Reimbursement	Course Reimbursement is offered for staff members completing undergraduate and graduate courses.	
Person Responsible	Timeline for Implementation	Resources
Lee Bostic	Start:9/30/2008 Finish: N/A	\$120,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Colleges and universities	<ul style="list-style-type: none"> College 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
This is based on the mandated requirements to gain Level II	Courses are relevant to teaching in the	<i>For classroom teachers, school counselors and education</i>

<p>certification and meet Act 48 requirements. Time and courses vary depending on time of year and staff needs. Staff members gain knowledge toward their continuing education credits based on a variety of topics and majors such as: administration, special education, reading specialist, etc.</p>	<p>elementary setting.</p>	<p><i>specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Educator Groups Which Will Participate in this Activity

Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) 	

<ul style="list-style-type: none"> School counselors Other educational specialists 	<ul style="list-style-type: none"> Elementary (grades 2-5) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> transcript 	<ul style="list-style-type: none"> Level II certificate Master's Degree 	

Activity	Description	
Induction Program	The state has approved our school on-sight induction program for new teachers. Support is given to them through their first year of teaching through assigning a mentor and having monthly induction meetings. The new teachers also meet with their mentors on a regular basis to problem solve. This program was approved by PDE.	
Person Responsible	Timeline for Implementation	Resources
Cathi Hicks	Start:8/4/2008 Finish: 5/5/2009	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	19	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lincoln Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New teachers will participate in an induction program. They will learn strategies for classroom management, building parent partnerships, lesson planning, curriculum training, school wide behavior support, student learning conferences, etc.	Based on state mandated induction program and the book: The First Days of School by Harry and Rosemary Wong	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions

		<p>for struggling students.</p> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional 	

<ul style="list-style-type: none"> styles Peer-to-peer lesson discussions Lesson modeling with mentoring Journaling and reflecting 	<ul style="list-style-type: none"> activity mentor log (Each inductee is assigned a mentor. Monthly meetings occur between mentors and mentees.)
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activity	Description	
Professional Educational Plan	Professional Educational Plan approved through the state from 2005-2008.	
Person Responsible	Timeline for Implementation	Resources
Erin Holman	Ongoing	\$0.00

Goal: Increase Parent Participation

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

Strategy: Increase Parent Participation

Description: Lincoln Charter School focuses on increasing parent participation in the school. There are many different ways that parents can participate in the school.

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--approximately 300 people attending each event. We also include SLC's 3 times/year where teachers meet with parents and students to discuss the child's progress through the year and set goals for the upcoming quarter.	
Person Responsible	Timeline for Implementation	Resources
Gloria Bostic	Ongoing	\$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	Ongoing	\$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: Home visits are used if a parent is unable to attend the quarterly conferences.

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	Ongoing	\$0.00

Strategy: Parent Letters and Reminders

Description:

Activities:

Activity	Description	
Parent Letters	Families choose their top 3 times for their conference. Reminders will be sent out twice prior to the conference date. All correspondence is translated into Spanish.	
Person Responsible	Timeline for Implementation	Resources
Erin Holman	Ongoing	\$0.00

Strategy: Sign In Forms

Description: Sign in forms are used to track parent participation in quarterly SLC's.

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	Ongoing	\$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	Ongoing	\$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	Ongoing	\$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	Ongoing	\$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	Ongoing	\$0.00

Activity	Description	
Compulsory School Attendance Laws	Follow the Compulsory School Attendance Laws as set by the state of PA.	
Person Responsible	Timeline for Implementation	Resources
Erin Holman	Ongoing	\$0.00

Activity	Description	
Rewards for Perfect Attendance		
Person Responsible	Timeline for Implementation	Resources
Lee Bostic	Ongoing	\$0.00

Goal: To meet AYP in reading and math for the 2008-2009 school year

Description: Increase proficiency in Reading scores to achieve 63% to meet AYP goals. Increase proficiency in Math scores to achieve 56% to meet AYP goals--our school goal is to improve our math scores from 66% proficiency from the 07-08 school year.

Strategy: Achievement Tracker

Description:

Activities:

Activity	Description	
Tracking of monthly benchmark tests in reading and math for grades 2-5	Individual student information is tracked on the achievement tracker and used as a predictor for the PSSA. This is used to have grade level discussions about student progress.	
Person Responsible	Timeline for Implementation	Resources
Erin Holman	Ongoing	\$0.00

Strategy: Data analysis

Description: A variety of assessments are used to collect student performance data.

Activities:

Activity	Description	
Monthly benchmarks in reading and math	Monthly benchmark tests are used in both reading and math. Assessments have been aligned to the PA Academic Standards. Results are analyzed by grade level, classroom, and student.	
Person Responsible	Timeline for Implementation	Resources
Lee Bostic	Ongoing	\$0.00

Activity	Description	
Review of previous PSSA/Terra Nova		
Person Responsible	Timeline for Implementation	Resources
Lee Bostic	Ongoing	\$0.00

Activity	Description
SRI	Scholastic Reading Inventory is used quarterly to track student progress in reading.

Person Responsible	Timeline for Implementation	Resources
Erin Holman	Ongoing	\$0.00

Strategy: Professional Development

Description: Staff members participate in many professional development opportunities including: using the PSSA rubrics for reading, math, and writing to score student work; analysis of data and developing next steps for instruction; advanced training on implementing the curriculum; embedding skills into math and reading instruction; etc.

Activities:

Activity	Description	
Professional Development for Reading	All staff members will receive professional development on reading strategies that will increase word recognition, vocabulary, reading comprehension, and strategic reading.	
Person Responsible	Timeline for Implementation	Resources
Erin Holman	Start: 12/12/2007 Finish: 5/8/2009	\$11,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	8	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lincoln Charter School and Edison Learning	<ul style="list-style-type: none"> School Entity Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
This will be an ongoing professional development topic throughout the 08-09 school year based on the reading data submitted. Staff members will learn the stages of reading acquisition, where students get off track, how to embed needed skills within the curriculum, how to build background knowledge and vocabulary, and how to move tough kids in reading.	The content is based on Success for All Reading curriculum and best practices. There were several articles and books used to develop this professional development.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district</i></p>

		<p><i>administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Portfolio 	

mentoring	
-----------	--

Strategy: Reading tutoring

Description:

Activities:

Activity	Description	
Tutoring for specific reading skills for students in grades 3-5		
Person Responsible	Timeline for Implementation	Resources
Lee Bostic	Ongoing	\$0.00

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	Ongoing	\$0.00

Strategy: Summer School for students prior to the 2008-2009 school year

Description: The Learning Force program from Newton Learning will be used to help students prepare for their upcoming grade in reading. This program will address all necessary skills needed in reading.

Activities:

Activity	Description	
Summer School for the 2008-2009 school year	Students will attend summer school for 5 weeks. The program will run from June 24-July 24 to help students prepare for the upcoming year. The focus will be on reading. Students will attend 2 hours/day. They will use the Newton Learning--Learning Force program.	
Person Responsible	Timeline for Implementation	Resources
Erin Holman	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

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

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. Assessments thereby provide 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—3rd, 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 40 minutes daily.

Science—Delta/FOSS—Students receive Science instruction for 40 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 40 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 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. The Vice President of Educational Services assigned to our school through Edison Learning 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 to review their child's progress and set quarterly goals.

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. 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. Sheltered Instruction at Lincoln Charter School is also used. Each classroom teacher is trained to make any adaptations/accommodations to help their ESL students to succeed. 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 within their regular curricular classrooms. 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 using the W-APT placement test for all grades Kindergarten through five. 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's academic progress is tracked through use of standardized tests (PSSA and Terra Nova). The WIDA language Proficiency test is administered in the months of January and February to measure growth in language proficiency and to provide criterion for transition or exit from the ESL program. The results are also used for the use of placement for some students for the next school year. 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 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

- 07-08 ELL 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

- LCS Special Education Policies and Procedures
- 07-08 Penn Data Report

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Emily Atwood	1.00	learning support	Lincoln Charter School	14	N/A
Kristen Gauger	1.00	learning support	Lincoln Charter School	15	N/A
Patty Leonard	1.00	learning support	Lincoln Charter School	15	N/A
Diane Fitzpatrick	1.00	learning support	Lincoln Charter School	12	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
---------------------	---	---	---	---	----	----	----

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
2007-2008	55.56%
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
2007-2008	66.35%

2006-2007	61%
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	2007-2008
1st Grade Reading	51%	38%	49%
1st Grade Math	52%	37%	44%
2nd Grade Reading	39%	47%	39%
2nd Grade Math	41%	53%	47%

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.

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

- Achievement Tracker
- DIBELS
- QTS
- 07-08 SAP

Teacher Evaluation

a.) Informal observations are conducted in all curricular areas by the members of the Leadership Team as well as Curriculum Coordinators. 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. Again 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 the following areas: Achievement, Curriculum and Instruction, Family Partnerships, Learning Environment, and Technology. Classroom teachers each set both a math and reading achievement goal that reflected the expectation of one year's academic growth for their students. Special's teachers, tutors and aides set a reading achievement goal that reflected their role in promoting reading achievement. Staff members then set two other goals that reflected their own professional growth needs. Each staff member 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 within a three-week period in April and May. Staff members were given the freedom to choose a portfolio format that best suited their own personalities and needs. Staff members received a rating of Meets Expectations or Does Not Meet Expectations, along with a summary noting content 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

b.) Teachers are observed regularly through our model. The Curriculum Coordinators regularly visit classrooms and provide feedback and support that is specific to implementation of curriculum. As scheduling allows, Lead Teachers observe members of their House teams with a focus of improving instruction and ensuring strict adherence to our design. Building substitutes are utilized to allow for peer observations throughout the school year.

Staff members from the management company, Edison Learning, 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 Vice President of Educational Services from the management company, Edison Learning, conducted site visits throughout the year with a focus on effective instruction and data analysis and student achievement.

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 in order 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 has received her administrative credentials from Wilkes University and has also completed the required coursework to enable her to earn these credentials.

d) Professional development for school leaders is an important part of the design for Edison Learning. Opportunities for regular professional development are planned throughout the school year by Edison Learning.

- Mrs. Stiffler Smith attended the Edison Leadership Development Academy in Anaheim, CA in July of 2007. The focus of this conference was discovering students' strengths and using those strengths to drive student achievement.
- Mrs. Holman and members of the Leadership Team attended the fall Instructional Leadership Conference in Denver. The focus of this conference was student achievement.
- Mrs. Holman attended the Fall Edison Leadership Academy in November. The focus of this training was developing leaders within the building.
- Mrs. Holman also attended the Edison Leadership Development Academy in Denver this past February. Developing and implementing school policies was the focus of this conference.

- Both Mrs. Holman and Mrs. Stiffler Smith attended the summer Edison Leadership Development Academy in July of 2008. This training was held in New Orleans, with a focus on methods for searching out top talent as well as student achievement.

Teacher Evaluation - Attachment

- Teacher Evaluation Sample

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

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

- Mr Randy Schiller resigned from the Board
- Ms Dorthy Sweeney was elected Vice President
- Mr Charles Graham resigned as Board Treasurer
- Mr. Gary Hollenbauagh was added as Board Treasurer

The following were added as members of the Charter Board

- Gary Calhoun
- Joanne Borders
- Jeannie Shoff
- Dawn Cataia
- Robert Cooper
- Dr. Julia Harris
- N'gai Brabham

Board of Trustees

Name of Trustee	Office (if any)
Mr. Oscar Rossum Sr.	President
Mr. Gregg Ford	Board Member
Mrs. Dorthy Sweeney	Vice President
Mrs. Deborah Daub	Board Member
Mr. Gary Hollanbaugh	Board Treasurer
Mrs. Jo Anne Brown	Board Secretary
N'gai Brabham	Board Member
Dr. Julia Harris	Board Member
Robert Cooper	Board Member
Dawn Cataia	Board Member
Jeannie Shoff	Board Member
Joanne Borders	Board Member
Gary Calhoun	Board Member
Daniel Fennick	Board Attorney

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 Learning. Members of the Board attended a training workshop provided by Edison Learning this past year. Attorney Fennick shares with the board his interpretation of legal issues and their obligations and duties as board members as topics arise. Several Board also attended the client conference hosted by Edison Learning in Atlanta Georgia. Board members attended seminars covering financing, board governance, development and fiscal responsibility. The following board members attended. Oscar Rossum Sr., Dorthy Sweeney, Randy Schiller, Gregg Ford and Attorney Dan Fennick.

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 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. 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 continues to improve. Custodial and food services are contracted through the York City School District.

Coordination of the Governance and Management of the School - Attachment

- 08-09 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 Student Learning Conference 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.

We continue to see an increase in the use of our school building by resources within the community. Organizations that have utilized our building and/or playground area this past school year are:

- Boy Scouts
- Girl Scouts
- Boys Club (Boys Basketball)
- York City Recreation & Parks (Hooked on Fishing)
- Wellspan Health (Cardiovascular Program)
- Keep America Beautiful (Community Beautification Meeting)
- Family Child Resources (Parent Education)
- Community Development Association (Community Meeting)
- PA Coalition of Charter Schools (Regional Meeting)

- S.N.A.P (Community Outreach)

Lincoln Charter School continues to plan events that bring families back to school for an evening of family fun. The following is a list of those activities for this past school year:

- September - Open House
- October - Fall Festival
- November - Student Learning Conferences
- January - Student Learning Conferences
- February - Math & Reading Night
- April - School Musical
- May - Block Party
- June - 5th Grade Promotion Breakfast

The Charter Board of Trustees has once again supported our annual fundraiser, Basket Bingo, by sponsoring a basket and providing funds to fill all the baskets.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Two staff generated fund-raising activities were performed in the 2007-2008 school year. Basket Bingo and Corby's proceeds were used to support students and staff throughout the year. The school will continue the Basket Bingo fund raiser and Corby's pizza sales in the upcoming 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 coordinates 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 which is managed by the on site School Operations Manager. 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 2007-2008 Audit has not been completed. The tentative date for completing the Audit is the week-ending of September 13th. This will allow the charter board to review, approve, and submit the 2007-2008 audit in a timely manner. Below is the information concerning our 2006-2007 Audit.

Seligman, Friedman and Company, P.C. completed our audit for the 2006-2007 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, 2007.

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

- 06-07 Financial 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.

The Lincoln Charter School Board of Trustees have plans to purchase new technology and curriculum for the FY08 school year. The purchases are to replace outdated technology and damaged curriculum.

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, and positive reinforcement that moves away from food as the reward.

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

- Health and Safety Requirements - wellness plan
- 07-08 School health reimbursement

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.

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Coverages

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 School Operations Manager, User Support Technician, Five 1st grade tutors, 6 Kindergarten aides, a Student Support Manager, a Learning Environment 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 2006-2007 school year, we had 4 staff members who did not return to start the 2007-2008 school year. Out of the staff members who did not return: two accepted other positions, one contract was not renewed, and one staff member decided to be a stay at home mother. One of the returning staff members did not finish the 2007-2008 school year. Our annual turnover is 8.5%. Our average daily attendance for staff is 93.4%.

Quality of Teaching and Other Staff - Attachment

- 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 resistration 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 2007-2008 school year, we had a waiting list in some grades.

The enrollment history for the 2007-2008 school year is as follows:

Kindergarten:

- Initial - 148 students
- Drop - 28 students
- Add - 21 students
- Total - 141 students

1st Grade:

- Initial - 129 students
- Drop - 28 students
- Add - 21 students
- Total - 122 students

2nd Grade:

- Initial - 124 students
- Drop - 35 students
- Add - 34 students

- Total - 123 students

3rd Grade:

- Initial - 123 students
- Drop - 30 students
- Add - 13 students
- Total - 106 students

4th Grade:

- Initial - 111 students
- Drop - 27 students
- Add - 25 students
- Total - 109 students

5th Grade:

- Initial - 102 students
- Drop - 19 students
- Add - 12 students
- Total - 95 students

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

Allentown - 1	Bethlehem - 1	California - 1	Central - 6	Conneticut -
1	Dallastown - 7	Dauphin Co - 1	Dover - 8	
East York - 1	Eastern York - 3	Family Life Ministries (York) - 1	Florida -	
5	Georgia - 2	Harrisburg - 1	Kentucky - 1	
Lancaster - 2	Lewistown - 2	Maryland - 2	Mechanicsburg - 1	New
Hampshire - 1	New York - 4	North Carolina - 2		
North Eastern - 6	Philadelphia - 1	Pittston, PA - 1	Puerto Rico - 6	Red Lion -
1	Seattle, WA - 1	South Carolina - 1	Spring Grove - 1	
St. Pats - 1	Texas - 1	Tidings of Peace (York) - 1	Virginia -	
2	West Shore - 1	West York - 4	Wilkes Barre - 1	York Suburban - 3
York City School District:	Davis - 11	Devers - 19	Ferguson - 7	Goode -
22	Jackson - 18	McKinley - 28		

We currently have 696 students who have completed this school year and are enrolled to return August 2008.

During the 2007-2008 school year, we have had 5 expulsions and 167 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 2007-2008, 93% 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. While student names are drawn daily by the classroom teacher, a student name from each homeroom is drawn weekly from the class collection of tickets to receive a prize from the office.

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 or visit the lead teacher prior to being sent to the office for any disciplinary action. Parent contacts are also made to build the parent -teacher relationship and help facilitate the student getting on track and making positive decisions. A bullying program has been approved by the Board of Trustees and has been implemented this school year.

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. 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 2007-2008 school year, 239 students were involved in 427 suspensions. There was 1 student expelled following a hearing with the Charter Board of Trustees for weapon violations, 1 student expelled for cyber bullying and 3 students expelled following a hearing with the Charter Board of Trustees for violation of student code of conduct.

Student Conduct - Attachment

- Discipline Policy

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

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
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

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

Signature Page

Signature Page - Attachment

- O7-08 signature page