
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Charter Annual Report
Monday, February 14, 2011
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: School Lane CS

Date of Local Chartering School Board/PDE Approval: June 30, 2008

Length of Charter: 5 years **Opening Date:** August 1998

Grade Level: Kindergarten - 8 **Hours of Operation:** 8:00 AM to 3:30 PM

Percentage of Certified Staff: 99 **Total Instructional Staff:** 53

Student/Teacher Ratio: 11:1 **Student Waiting List:** 313

Attendance Rate/Percentage: 95%

Summary Data Part II

Enrollment: 580 **Per Pupil Subsidy:** Bensalem NonSpec \$10,111; Bensalem Spec \$24,515; Bristol NonSpec \$11,914; Bristol Spec \$30,136; Bristol Borough NonSpec \$8385 Bristol Borough Spec \$20,258; Centennial Non Spec \$9,819; Centennial Spec \$24162; Neshaminy NonSpec \$11,463; Neshaminy Spec \$ 29372; North Penn NonSpec \$10,369; North Penn Spec \$25,407; Pennsbury NonSpec \$10,858; Pennsbury Spec \$25,580; Philadelphia NonSpec \$8,183; Philadelphia Spec \$17,788; Upper Moreland NonSpec \$9,650; Upper Moreland Spec \$20,364

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	118
Black (Non-Hispanic):	84
Hispanic:	31
White (Non-Hispanic):	300
Multicultural:	46

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
40

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 44

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	182	182	182	0	182
Instructional Hours	0	0	5	6	6.00	0	6.25

SECTION I. EXECUTIVE SUMMARY

Educational Community

School Lane Charter School, located in Bensalem, Pennsylvania, is the first school to receive its charter in Bucks County. We opened in August, 1998, with 450 students in grades K — 6. Our enrollment for the 2009-2010 school year was 583 students in grades K-8. School Lane presently receives students from seven different school districts, both urban and suburban, making our student population socio-economically and racially diverse. The majority of our parents are blue collar workers. The families are very active in supporting student learning and are required to volunteer 2 hours each month at the school.

The educational goal of School Lane Charter School is to prepare students to be creative, intuitive and analytical thinkers. The interdisciplinary, thematic approach integrates all areas of the curriculum to stress application of knowledge and skills. School Lane Charter School uses the inclusion model for teaching our curriculum. All students remain in heterogeneous classes for all subjects. Teachers use differentiated instruction to meet the educational needs of all of our students. Our school holds students to rigorous standards of academic and personal achievement and provides support necessary to assist them in fulfilling the full range of their respective intelligences. Multiple assessments also encourage students to learn in ways

consistent with their individual learning styles, which increases learning opportunities. The extended school day and academic calendar provide increased learning time for greater mastery of curriculum content and for increased exposure to engaging enrichment programs that develop the whole student. The mission of School Lane Charter School is to create a sanctuary where all members of the community are partners and show by example their commitment to the school's vision of: high achievement, life-long and active learning, diversity and equity, collaborative problem solving.

Mission

The mission of the School Lane Charter School is to create a sanctuary where all members of the learning community are partners and show by example their commitment to the School Lane Charter School vision of: high achievement, life-long and active learning, diversity and equity, and collaborative problem solving.

Vision

Our vision is that every member of the School Lane Charter School community (students, parents, staff and Board) and all who enter this school community will enter in a sanctuary.

Our sanctuary is a safe, physically protected and emotionally literate place that serves as a healing environment from the negative aspects of the outside world. Everyone who is affected by the school environment is also responsible for creating, modeling and maintaining school safety: physical, psychological, social, and emotional/ethical.

In our sanctuary our children come first. No child is expendable. Everyone is recognized as having a capacity for learning and unique patterns reflecting multiple intelligences. Every child is recognized as gifted. Our responsibility is to help them to discover their giftedness and learn to use their minds well. Our expectation is of high achievement for all.

Our sanctuary is a community of learners where active learning is facilitated, students develop a love of learning and everyone is a life-long learner. Each member is empowered to take responsibility for his/her own learning and growth.

In our sanctuary, diversity is honored and celebrated. Multicultural education, global awareness and equity are practiced.

In our sanctuary everyone is worthy of respect and all voices are heard. Positive school growth is achieved through parent partnering and collaborative problem-solving.

Through positive attitudes and flexible thinking, each of us can make a difference.

This is our vision. This is why we are here.

Shared Values

School Lane Charter School's educational goal is to prepare students to be competent and compassionate. By competent, we mean the ability to use essential literacy skills within all academic disciplines as well as in lifelong learning. By compassionate, we mean the ability to be equitable, cooperative, non-violent, gender fair, multicultural, environmentally conscious, caring and creative. Our curricula prepare students to think critically and solve problems in many contexts both individually and collaboratively. Our curricula, in conjunction with computer

technology, help students address all the global, local and personal challenges that they will face in this 21st century.

Our literacy program is designed to model good reading and writing, teach essential reading/writing/thinking strategies and introduce students to many genres and modes of discourse. Within our humanities program, students bring historical perspective to contemporary issues and contemporary perspective to historical issues. This point of view, combined with best teaching practices, nurtures our students to become caring citizens and smart consumers. The mathematics program provides students with multiple ways to reason and solve problems. Our science program assures students of a hands-on inquiry based approach to knowing the natural world through a scientific approach.

All academic curricula are designed to spiral throughout the grades, be developmentally sound and tap into the multiple intelligences. School Lane is an inclusive school. No one is excluded from classes or a lesson because of ability. We value that all students learn in a social setting. Regardless whether students have special needs, teachers are responsible to provide instruction to meet the needs of all students. Teachers plan lessons with consideration to differentiated instruction. They take into account the fact that students differ as learners and that all students need to be challenged as well as feel successful. Teachers identify various levels of readiness, interest and learning styles in order to design multiple tasks that occur in the classroom at the same time. Students are evaluated through multiple and alternative forms of assessment.

Teachers plan collaboratively using a unit planning guide that fosters the focus on theme and essential questions as well as on the creation of end of unit exhibitions. Essential Questions (EQ's) reflect "big" questions that need to be pondered and studied. There is no one "correct" answer. Who is an American? What is a community of learners? Are animals necessary for man's survival? What is a good book? These are examples of essential questions that guide units. Essential questions challenge students' thinking. The questions prompt students to use new information to create new ideas or to raise further questions. The "so what" and "what if" nature of the questions inspire writing, performances and presentations.

Unit planning by the school also allows us to integrate our curriculum as much as possible. Each grade level has a humanities theme. This theme is used throughout the year to help focus the students' learning. We make connections to the theme in language arts, science and mathematics, art and performing arts. When making these cross curricular connections, our students are exposed to real world events. Assessment becomes authentic. Learning becomes grounded to understanding rather than just factual information.

Our integrated curriculum also is found in our approach to the concept of Sanctuary at School Lane. With our focus on Sanctuary, our goal is to create an integrated learning environment. In our integrated learning environment students bring the same academic strategies to real life situations. A sampling of these skills are: active listening, retelling, analyzing, inferring, brainstorming, considering multiple perspectives, questioning, summarizing, communicating with ethical procedures and diversity consciousness. When students are competent in these skills, they automatically tap into them when in a social or emotional conflict, which helps us create a Sanctuary. These are the types of skills that increase resilience, which is the key determinant for our students' overall success in the future.

School Lane Charter School integrates components of our educational programs that directly teach emotional and social literacy with our curriculum as well. Students learn strategies for changing the outcomes of conflict, affective use of language, and conflict resolution. School Lane Charter School utilizes peer mediation and restorative justice to help solve on going conflicts.

We also incorporate principles and concepts of The Responsive Classroom. Every staff member is responsible for reading Ruth Charney's *Teaching Children to Care*. This book supports us individually and as a community to create Sanctuary. "Rather than simply reacting to problems, we need to establish an ongoing curriculum in self-control, social participation and human development. Safe and effective communities are built through our commitment and conscious design; they grow from our best energies, time and attention." Through our work on responsive classrooms, we focus on:

- o Thoughtful, provocative definitions of discipline and community
- o Setting priorities and expectations with children
- o Stages in establishing classroom routines
- o Generating rules with students and using logical consequences
- o Conducting problem-solving circles
- o Problem-solving teacher-student conferences
- o Avoiding power struggles
- o Choosing effective language and tone
- o Setting goals with students and parents
- o Morning meetings

Academic Standards

School Lane Charter School set the following academic achievement standards for students and staff for the 2009-2010 school year. SLCS made AYP in all categories for the 2008-2009 school year. PSSA data for the 2009-2010 is not available until after 8/1/10. Will update when data becomes public.

Annual Measurable Goal	Strategies/Interventions	Performance Indicators	Results/Progress
SLCS will make Adequate Yearly Progress (AYP) as defined by the state of Pennsylvania	Co-teachers in grades 2 through 5; 5 unit planning days for teachers; professional development on reading, vocabulary; PSSA tutoring time as a special in middle school	PSSA scores	Students overall: Reading — 72.1% Math — 76.1% Goal Met

5% point increase in students earning proficiency or higher on the school wide PSSA for reading	Co-teachers in grades 2 through 5; 5 unit planning days for teachers; PSSA tutoring time as a special in middle school; AIMS Web benchmark system	PSSA scores	2006 - 59.5% 2007 - 66.2% 2008 - 67.5% 2009 - 72.1% 4.6% points increase
5% point increase in students earning proficiency or higher on the school wide PSSA for mathematics	Continuous review computation program; 5 days unit planning for teachers; PSSA tutoring time as a special in middle school	PSSA scores	2006 — 56.7% 2007 - 64.6% 2008 - 72% 2009 - 76.1% 4.1% points increase
95% or higher participation rate in the PSSA assessment	PSSA testing dates on yearly calendar; parent reminder letter in February	PSSA data	100% math 100% reading Goal met
Maintain a 90% attendance rate for the school year	Parent contact for excessive absences; follow through on truancy laws with sending districts	PSSA data	2009 95.48% Goal met
5% Decrease in reported discipline incidents	Dedicated admin team member to deal with discipline; re-focus on classroom management; use of positive language with students	Incident reports Peer mediation requests	2005-2006 - 338 2006-2007 - 166 2007-2008 - 96 2008-2009 - 114 2009-2010 - 126 Increase of 10% from previous year.
8% Increase in parent volunteer hours	Create partnership with local businesses Seek out volunteer opportunities at SLCS	Monthly volunteer hour reports	SLCS clocked 2685.75 for 2009-2010 school year. 6.4% reduction in volunteer hours from the year before.

Strengths and Challenges

School Lane Charter School began its twelfth year with a renewed sense of purpose and dedication to its mission and vision. As part of our mission of life long learning, we continue to push our teaching staff to become more reflective about their practice and develop professional goal for learning that are based on their individual interests. Every teacher had the opportunity to work with the teaching coach as some point during the school year. These non-evaluative observations and conversation allowed space for true inquiry and reflection on practice. SLCS established a teacher book club to replace our monthly staff meetings. Twenty staff members participated in the club. The impact of this group was felt far and wide. Students saw teachers reading similar materials and raised questions about why the teachers would read the same

books. Teachers brought ideas from the text to grade group and unit planning meetings. Conversation outside of the club meeting days was rich with references to the text we were reading together. The everyday modeling from the group members was invaluable to the growth of our students.

SLCS inquiry group grew by two members as well this year. Six teachers participated in doing research within their own practice with their classroom of students. SLCS's CEO, Karen Schade continues to examine the conversations that occur during these inquiry groups as teachers reflect on their practice and learning. Mrs. Schade's dissertation work at the University of Pennsylvania is expected to be completed by the end of 2011. Her further study to socio-cultural theories of learning assist her in making decisions that promote research-based instructional practices that reflect the SLCS mission and vision.

SLCS continues to see positive growth in student achievement through our everyday use of co-teaching for language arts and mathematics in all grades kindergarten through sixth grade. We continue to refine co-teaching practices with our teaching staff by providing professional development on this topic. We expect to see positive gains in students earning proficiency on the 2010 PSSA results due later next month.

SLCS students continue to display academic growth as indicated by the results of the 2009 PSSA data. SLCS, once again, has met all 21 targets required by the state of Pennsylvania. Our overall attendance rate increased slightly to 95.48% for the 2008-2009 school year. SLCS students surpassed the state expectation of 56% of students proficient or above in mathematics by 20 percentage points (76.1% for SLCS). This is a 4.1 percentage point gain from the previous year and a 19.4 percentage point gain from 2006. In reading, SLCS students scored 72.1% proficient. This was a 4.6 percentage point increase from last year and a 12.6 percentage point increase from 2006. SLCS year long focus on reading instruction at all grade levels paid off this year. SLCS expects the school-wide leveled library which has over 400 new titles for guided reading instruction, to have a positive effect on our reading scores over 2009 scores. The introduction of data driven decision making based on Fontas & Pinnell reading level assessment and Diagnostic Online Mathematics Assessment (DOMA) and Diagnostic Online Reading Assessment will assist teachers in targeting skill development based on student weaknesses. These assessments have been implemented into SLCS curriculum as a means to plan more direct instruction and therefore more differentiated learning.

Our challenge for next year is to continue to build on the gains we have made this past school year. We will continue to focus our work in staff development that is differentiated for each teacher. Through our teacher book clubs, teachers will read and discuss a variety of text that will also support their professional growth. Studies show that student achievement is directly linked to teacher content and pedagogical knowledge of instruction. Good teaching equals students achievement. SLCS's focus on teacher development that is driven by the individual teacher and supported all year long as an ongoing process, will support our efforts towards continued academic growth for students. We look forward to continued success in creating a culture of learning for all who are in our community, students, teachers, and parents.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

School Lane Charter School recognized the need to develop a strategic plan in the spring of 2006. By the fall of 2006 SLCS Board of Trustees made a commitment to the process by hiring a facilitator to help School Lane achieve its goal of creating a strategic plan. The staff and school community were asked to give of their time as committee members to help in this process. Three committees were formed - Quality Leadership, Quality Teaching and Artful Use of

Infrastructure. Chairmen were selected for each committee. The administrative staff made a group decision not to sit as the chairperson of any committee so that we could help develop teacher leaders in our community. All committee members met for a weekend retreat to kick off the strategic planning process in the fall of 2006. The three committees then met individually to work on data collection throughout the winter months. Surveys were sent to parents and staff to help gather data. Data analysis began in each committee. In the spring of 2007 committee chairpersons met to discuss the need for additional time to pull together "action items" for the overall development of the strategic plan. In the fall of 2007 SLCS completed its action plan.

SLCS commitment to the goals set forth by the 2007 Strategic Planning process remains today. Unit planning days still are a large part of our professional development model. In addition, SLCS has begun both a professional book club and Inquiry Group. These two groups provide a place for teacher conversation and learning that is self-directed and collaboratively generated falling in line with the mission and vision of SLCS. SLCS commitment to communication, both internal and external, is evident in our newly re-designed website and newsletter. Student academic achievement also continues to be our end goal for all activities taking place at SLCS. Student achievement growth in both reading and mathematics is our top priority.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Crystal McCain	SLCS	Middle School Teacher	Karen Schade
David Zucker	SLCS	Administrator	Karen Schade
Diana Loughran	SLCS	Elementary School Teacher	Karen Schade
Diane Krause	SLCS	Elementary School Teacher	Karen Schade
George Richards	SLCS	Administrator	Peter Hyams
Hannan, Jeff	Stratapartners Inc.	Business Representative	Karen Schade
Joe Cummins	SLCS	Business Representative	Peter Hyams
Karen Schade	SLCS	Administrator	Peter Hyams
Lee Ann Gordon	SLCS	Special Education Representative	Karen Schade
Lori Bailey	Temple University	Community Representative	Peter Hyams
Mary Ormsby	SLCS	Elementary School Teacher	Karen Schade
Miriam Matz	SLCS	Ed Specialist - School Psychologist	Karen Schade
Peter Hyams	SLCS	Board Member	Peter Hyams
Sinclair, Debbie	Parent	Parent	Peter Hyams
Tom Buchanan	SLCS Parent	Parent	Peter Hyams
Victoria Fairburn	SLCS	Middle School Teacher	Karen Schade
Vince D'Andrea	SLCS	Elementary School Teacher	Karen Schade

Goals, Strategies and Activities

Goal: Increased Proficiency in Mathematics

Description: SLCS will increase percentage of students scoring proficient or above in mathematics by 5% points.

Strategy: PSSA practice

Description:

Activity: Word Problem Solutions

Description: Teachers will include instruction and practice of solving PSSA type word problems that also explain student process for calculations.

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008	\$2,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Skill Development

Description:

Activity: Tutoring

Description: Middle school students will utilize a "specials" period once a week as a tutoring session on mathematics skills.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Tutoring Elementary

Description: An afternoon club will be used to assist students with mathematical skill development.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Vocabulary Development

Description: Grade level teachers will begin to collect mathematical vocabulary for each trimester.

Activity: Vocabulary Instruction

Description: Teachers will learn best practice to instruct students in vocabulary

Person Responsible	Timeline for Implementation	Resources
Karen Schade	Start: 8/21/2008 Finish: 8/21/2008	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teacher will acquire teaching strategies to assist students in learning vocabulary that supports curriculum and PA standards and anchors.	Marzano states that vocabulary instruction and attainment assists in building background knowledge which helps to further student academic achievement.	<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 administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of</u>

teaching and learning,
with an emphasis on
learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)

Follow-up Activities

- 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
- Peer-to-peer lesson discussions

Evaluation Methods

- Student PSSA data
- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Vocabulary List

Description: Teachers will develop a list of 10 mathematical vocabulary words for submission to supervisor at the end of each trimester.

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Increased Proficiency in Reading

Description: SLCS will increase percentage of students scoring proficient or above in reading by 5% points.

Strategy: Improve Reading Instruction

Description: Staff will learn best practices on guided reading (k-3) and literature circles (4-8) as a means to improve student achievement in reading.

Activity: Guided Reading Workshop

Description: Kindergarten through third grade teachers will receive information regarding best practices for teaching reading through a guided reading program

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008	\$3,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Literature Circle Workshop

Description: Teachers will participate in workshop to learn how to scaffold student conversation for more critical thinking/higher order thinking to occur

Person Responsible	Timeline for Implementation	Resources
Karen Schade	Start: 8/22/2008 Finish: 8/22/2008	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teacher will learn how to better	Vygotsky socio-cultural	<i>For classroom teachers, school</i>

use literature circles as a means to build reading skills. Through scaffolding of circle roles and higher order questioning teachers will assist students in developing conversational skills that assist in reading comprehension skills.

theory of learning
Harvey Daniel work with literature circles

counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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"> • Middle (grades 6-8) • 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 • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Student PSSA data • Review of participant lesson plans

- Peer-to-peer lesson discussions
- Journaling and reflecting

Status: Not Started — Overdue

Strategy: Skill development

Description:

Activity: Learning Lab

Description: Middle school students who are more than one grade level below in reading skills will receive small group instruction during their language arts period.

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Skill Workbooks

Description: Teachers will utilize PSSA skill workbooks for students in grades 4 and 5 to help develop reading and test taking skills.

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008	\$2,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Tutoring

Description: SLCS will partner with Holy Family University to provide tutoring for reading and writing by students in the university's Reading Specialist certification program.

Person Responsible Timeline for Implementation Resources

Karen Schade Start: 1/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Goal: Parent Participation

Description: Parent participation measured by volunteer hours will increase by 10% from the previous years.

Strategy: Volunteer Co-ordinator

Description: Volunteer co-ordinator is present everyday at SLCS.

Activity: Tracking volunteer hours

Description: On a monthly basis, the volunteer coordinator will calculate the number of hours parents have volunteered for various activities at SLCS.

Person Responsible Timeline for Implementation Resources

Karen Schade Start: 1/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Volunteer Survey Form

Description:

Activity: Data Analysis of Volunteer Survey

Description: New information from the new volunteer survey will be input into the volunteer data basis for easy retrieval.

Person Responsible Timeline for Implementation Resources

Karen Schade Start: 1/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: New Survey Form

Description: A more comprehensive survey form will be developed to capture the skills, interests of families in where and what types activities they might want to engage in.

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Reflective Practitioners

Description: Teachers that reflect on their practice make gains in improving classroom instruction and therefore student achievement.

Strategy: Inquiry Group

Description: SLCS teachers will volunteer to participate in a collaborative inquiry group that will help them raise questions about their practice. Teachers will develop a mini-action research project that they will utilize in their classrooms to help them improve their practice.

Activity: Teacher Practitioner Research

Description: SLCS will establish a teacher practitioner research group to study various questions that arise from examining our teaching practices.

Person Responsible	Timeline for Implementation	Resources
Karen Schade	Start: 9/16/2010 Finish: 6/1/2013	\$20,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	15	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

- School Entity Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Teachers will design a research project based on a question from their own practice. They will acquire knowledge through this inquiry process and from discussions of the group.</p>	<p>This professional development is supported by work of Marilyn Cochran-Smith & Susan Lytle in Taking an Inquiry Stance.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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 administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

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) • Middle (grades 6-8)
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions • Journaling and reflecting 	<ul style="list-style-type: none"> • Inquiry Study Journal (Reflective journal from the process)

Status: Not Started — Overdue

Goal: Responsive Classroom

Description: Continue our efforts to create a sanctuary where all students find physical, emotional, social, and moral safety.

Strategy: Staff will develop/maintain meaningful classroom climate

Description: Teachers will use Harry Wong materials in conjunction with Responsive Classroom and Bully Prevention curriculum in order to develop and maintain meaningful classroom climates throughout the day.

Activity: Cooperative work to plan/implement programs

Description: Teachers will work with their grade partners to plan and implement the programs for their grade level.

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 9/15/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Summer and year-long staff development

Description: Staff will participate in summer and year-long staff development on classroom management and will review and discuss the concepts at faculty meetings and grade-group meetings.

Person Responsible	Timeline for Implementation	Resources
Karen Schade	Start: 8/13/2007 Finish: 12/31/9999	\$5,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	50
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Teachers will learn how to best manage a classroom of students that is respect and responsive to students needs. List of rules and consequences for student behavior to use in the classroom and a list of procedures that will be used in the classroom will also be generated at this workshop

We will be utilizing Harry Wong First Days of School and Ruth Charney's Teaching sTduents to Care.

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Journaling and reflecting 	

Status: Not Started — Overdue

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Truancy

Description:

Activity: Attendance Administrator

Description: SLCS attendance administrator will continue to request student absentee notes by calling parents and sending home absentee note forms when students are absent.

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Truancy Reporting

Description: SLCS attendance administrator will report to sending district all students who are considered truant by PA law.

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Student Conduct

Description: SLCS will decrease reported student discipline incidents by 10% from previous year.

Strategy: Peer Mediation

Description:

Activity: Mediation Sessions

Description: Guidance department will work with elementary and middle school coordinators to utilize the services of peer mediators in more conflict situations. A record of the number of mediations will be kept for the school year.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Peer Mediation Training

Description: SLCS will train a minimum of three new peer mediators during the 2007-2008 school year.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Sub-group academic achievement

Description: Twenty-five percent of identified special education students will increase academic achievement in mathematics as measured by PSSA.

Strategy: Learning lab

Description:

Activity: Mathematics Curriculum

Description: New mathematics curriculum which emphasizes real world connections for mathematical skills will be utilized by students in the learning lab.

Person Responsible Timeline for Implementation Resources

Lee Ann Gordon	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Skill Workbooks

Description: Students in the learning lab will focus on skill development by utilizing PSSA skill workbooks. Testing taking skills will also be developed during these sessions.

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Word Problem Development

Description: Student will learn the "T" chart method of showing how they arrive at their answers in response to PSSA compatible word problems.

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008	\$1,250.00
	Finish: Ongoing	

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- PSSA 2009 SLCS report

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The vision of School Lane Charter School is that of sanctuary, where every child feels physically, psychologically, socially and morally safe. Within this context we guide learning by providing a curriculum that is rich in resources and hands-on activities. Our model is that of an inclusive school. We believe that the social learning inherent in an inclusive setting is the most effective way to teach diversity and equity, which are vital components in educating the whole child. In

every classroom, essential information is presented to all students. Teachers and paraprofessionals deliver differentiated lessons that address individual learning styles and needs, and insure total student involvement. Students participate in activities and assignments that provide practice, enrichment and assessment at their appropriate instructional level. State Standards for writing are addressed across all content areas. Yearly concepts at each grade level provide a focus for learning developmentally appropriate skills and concepts.

We begin the primary grades with the yearly concept Looking at Myself. We help children entering kindergarten get ready to learn by fostering a sense of value and self-worth. In first grade we help children see themselves in a social context with the yearly concept Family and School. As children begin to view their world in ever-widening circles, we focus on Our Community in second grade, and look at Our Community and Beyond in grade three.

Language arts in the primary grades integrates reading and writing with phonics and the conventions of written language. We use a structured reading program which we supplement with trade books. Children become aware of the sounds of language using poetry, rhymes and riddles. They learn how to read, write and spell in a classroom environment that is rich in a variety of literature. *Jack and the Beanstalk* comes alive when students plant their own bean seeds and watch them grow. Music and movement is integrated into lessons that help children develop their social skills, learn to express their feelings, and stretch their imaginations. Learning through movement helps young students acquire concepts of high/low, loud/soft and left/right. Songs and games merge learning with fun as children count, recite days of the week, and sing songs about seasons. As students advance through the primary grades they enhance their skills in decoding and comprehending the written word through folktales, myths and legends, realistic fiction, and biographies. Reading fluency and expression are practiced with reading buddies when children in primary classrooms get together with children in intermediate classrooms to read stories together. The literacy program spans all subject areas and emphasizes authentic writing. After watching a science experiment, kindergarten students write a simple sentence about what they observed. When beginning the concept of addition, children write number sentences to express the problem after they work it out using manipulatives. First grade students write to pen pals to practice grammar and letter-writing skills.

Yearly concepts provide a focal point for humanities. Children look at families, beginning with their classroom and school “families.” We help children understand the world around them with a variety of field trips. They travel to a farm to pick apples, peanuts and corn. A study of holidays and customs provides students with a growing sense of similarities and differences among children around the world. As students advance through the primary grades they focus on the older cultures of Africa, Australia and the Americas. Art projects give students opportunities to create Native American Kachina dolls and patterned Aboriginal art work. Student-created living communities showcase what classes learn about changing cultures, world trade and exploration.

Children experience science in the primary grades as a way of exploring the natural world, reflecting on their observations, and constructing and reconstructing their ideas. On one of their first field trips, students explore the natural world by taking a walk around the school grounds and observing the changes that take place in autumn. Children practice speaking and listening in guided discussions about how animals get ready for winter by gathering food, growing winter coats or flying south. Classes create living museums to showcase the wonders of animals, from insects to reptiles, fish, birds, and mammals. An understanding of the importance of caring for our world is gained by examining pollution, endangered species, fresh water ecosystems, and changing environmental conditions. When the portable planetarium, *Stardome*, travels to School Lane, primary students hear legends of the constellations while actually sitting under the simulated night sky. Children explore physical science in their own world — forces of pushing and pulling, gravity and springs — by taking a look at science in a toy box. Students use knowledge gained in a study of the properties of air, airplanes and rockets to explain how aircraft are affected by various weather conditions.

Children learn number sense and problem-solving skills using mathematics in daily classroom routines such as the daily calendar. One of the highlights of kindergarten is a celebration of the 100th day of school. Children work together to create and display a chart of what “100” looks like to them. A hands-on approach continues in first grade with a bake sale at which students display their skills in measurement, coin values, fractions, and simple addition and subtraction. Children who may need extra practice in learning coin values and how to make change can do so at the classroom “store.” By the third grade students are refining their skills in simple operations, telling time, mental math and basic geometry. Multiplication is introduced and “fact power” is increased through cooperative classroom games. Students get to design their own games that reflect mathematical concepts.

Research has shown that the study of a second language at an early age enhances student acquisition of the foreign language and helps students gain a better understanding of their native language. Children are able to absorb the information quickly, which helps them develop a love of learning. We believe that by introducing students to another culture we help them become more open-minded, well-rounded individuals. Instruction in Spanish begins in kindergarten, where children have Spanish once each week. Pennsylvania World Language Standards are used to guide content taught and the rate at which students progress through the curriculum. The focus in the early years is on listening to and speaking the language. Vocabulary study is built around themes. Words based on thematic units help young learners with general categorizing skills. For instance, children learn the Spanish words for colors, numbers, days of the week, months of the year, classroom objects, farm animals, pets, clothing and food. Students help each other during group activities using flash cards, songs and games. Children sing traditional songs, view photographs, touch clothing and artifacts and sample foods from Spanish-speaking countries to complement their study of the language.

In the intermediate grades children learn how to be more independent, yet function as part of a team. We build on a strong foundation of self-worth and acceptance fostered in the primary grades. Differences are celebrated with the yearly concept of Diversity in fourth grade. In fifth grade, the yearly concept Conflict and Cooperation helps children explore the complexities of getting along with others while remaining true to self.

At the intermediate level, the language arts program is literature-based. Literature circles provide students with active democratic discussion. Preparation for discussion includes active reading, analyzing texts according to relevant roles and responsibilities, preparing discussion questions, choosing vocabulary to study, making connections to other creative works and focusing on stylistic elements. In keeping with grade-specific yearly concepts, students have the opportunity to read literature that represents diversity and conflict resolution. A student may listen to a selected story on tape, or participate in a small-group discussion to reinforce comprehension. Support professionals work within the classroom to give students extra help in specific skill development centered on selected literature. Examination and discussion of text is balanced with activities that encourage students to apply artistic and performing arts skills that enhance learning. During the time set aside for writing, students learn the five-step approach and apply the process to develop narrative, expository, and persuasive pieces. In addition, they explore expressive, descriptive and creative writing. The *I-Search* paper is introduced in the intermediate grades to help students learn the steps involved in academic research. The *I-Search* begins when students, tapping into their natural inquisitiveness about the world, choose a topic on which to focus. They consider what they already know about the subject, and use books from the library and sites on the internet to find out something new. Finally, they reflect upon and write about what they learned and how they learned it.

Humanities in the intermediate grades begin with an overview of people and regions of present-day United States. The yearly concept of Diversity is celebrated when students prepare family food favorites and share them with classmates. Students learn through visual discovery by examining maps, paintings, photographs, and primary sources. They create interactive

notebooks and participate in role-plays of historical, political and social events. The yearly concepts of diversity, cooperation and conflict resolution resonate with an exploration of cultures that have contributed and continue to contribute to American history and culture. A study of our nation's history includes a look at the issues surrounding colonial unrest, the Declaration of Independence and the Revolutionary War. Field trips to historic sites allow students to examine artifacts. Students learn about the establishment of our government and how our nation expanded west. They also examine the issues that gave rise to the Civil War, and the war itself.

In the intermediate grades science processes and critical thinking are taught and reinforced through hands-on activities, readings and integrated assessment strategies. Each unit guides students through a learning cycle that begins with wondering, then moves on to planning, investigating, reflecting, sharing, and applying what they have learned to the world outside the classroom. The world we live in is examined in a unit on the plants we eat and drink fibers, medicines and dyes. Children learn the practical application of scientific principles of matter when looking at science in the kitchen. Knowledge of food preparation, cooking and storage gives students a greater understanding of all that goes into the refreshments they enjoy. To culminate their learning, students select their favorite topics of study, apply research and writing skills, and showcase their creativity by exhibiting their projects for fellow students and visiting parents.

Students in the intermediate grades use hands-on activities and explorations to continue developing their mathematics skills. The spiraling curriculum allows students to link past experiences to new concepts. Classroom lessons and activities are designed so that all students learn new concepts together, and receive ongoing practice in basic skills as they individually require. Games such as Multiplication Bingo are used to provide extra practice in basic skills to those students who may need the reinforcement, and enjoyed by all students. During a study of geometric figures in math class, students apply what they have learned to create line drawings of symbols of America in visual arts class. Geometric design is combined with American arts and crafts in a quilt-making project. A scavenger hunt around the classroom invites students to find and measure different types of angles. The concepts of multiplication and division are presented in ways that get all students actively involved. Multiplication is reviewed using the traditional method, and students also learn to display the concept in a variety of other ways. Colorful manipulatives provide hands-on experiences to help students discover mathematical concepts. Skills in organizing and displaying data are used to organize information in science and humanities projects. Students work extensively with fractions; they learn to compare, add and subtract, and convert fractions to decimals and percents.

Spanish in the intermediate grades continues to build on the themes of vocabulary studied in the primary grades. Pennsylvania World Language Standards are used to guide content taught and the rate at which students progress through the curriculum. In weekly Spanish classes, children learn verbs, adjectives, sentence structure, prepositions and articles around themes similar to those studied in the primary grades. Teachers help students examine similarities between certain words in English and Spanish to help them see the correlation between the languages. Students spend time focusing on the cultures of a number of Spanish-speaking countries. They research famous Hispanic politicians, scientists and doctors and develop creative ways in which to display what they have learned. Student-drawn travel brochures line hallways when students take an in-depth look at Puerto Rico and the Caribbean. During Hispanic Heritage Month students research the Aztecs, Incas and Mayans in order to discuss their contributions to present-day Hispanic culture.

We believe that the middle school years are a time when children search for personal identity and peer acceptance. The sixth grade yearly concept of Culture (*e pluribus unum*) allows students to explore their own backgrounds in the context of our nation's development. Life's Journey (Hero's Journey), the yearly concept in seventh grade, parallels students' personal journeys through adolescence to adulthood. Seventh grade teachers are guided by the unique

and creative activities in the Journeys Program to teach students about effective problem solving and about the means to develop a self-discipline that results in self-responsibility and autonomy. The concept of life as a journey is reinforced in the literature read, the guiding questions considered and the projects and activities engaged in across the curriculum. The eighth grade yearly concept of Global Awareness allows students to understand and appreciate the world from an historic and contemporary perspective. Teachers help students to help them develop skills in decision-making, communication, and goal setting. In the safe, caring, consistent environment of the morning circle, students have the opportunity to examine values such as self-discipline, honesty, and kindness. The concepts of tolerance and diversity are presented and reinforced in the content areas throughout the day. In addition, students are encouraged to connect the concepts to their own attitudes and decisions. Students are given opportunities to make meaningful contributions to the community by developing and participating in community service projects.

Language Arts in the middle school expands upon the model used in intermediate grades, and is literature-based. Students respond to literature with increasing sophistication in the literature conversation circles. They become more independent in their abilities to analyze and discuss text. Students are encouraged to find and discuss connections between selected works and their own lives. A variety of literature is presented, including realistic and historical fiction, mystery, drama, poetry, nonfiction, mythology, science fiction and short stories. A student may listen to a selected story on tape, or participate in a small-group discussion to reinforce comprehension. Support professionals work within the classroom to give students extra help in specific skill development centered on selected literature. Weekly writing assignments challenge students to incorporate knowledge and concepts learned across the curriculum into paragraphs or essays. Students are involved in *I-Search* projects during the middle school grades. The *process* becomes the focus as students question what they are learning and how they are learning it throughout the course of their particular projects. Their final paper becomes the story of their research process and an analysis and discussion of what they would do differently the next time. In addition, eighth grade students produce a position paper, with sources cited, around a driving question in science or humanities.

Humanities themes and assignments in the middle school grades are integrated with the literature, writing and science programs. For example, while sixth graders are studying America's racial and ethnic roots, they are reading biographies and works of fiction about individuals and families coming to America. They are writing family memoirs and learning about genetics in science class. Hands-on, student- led exhibits educate the school community about the language, literature, well-known individuals, games and traditions of a variety of cultures. When seventh graders are studying Ancient Greece, they are reading *The Adventures of Ulysses* and studying astronomy in science class. An in-depth analysis of ancient as well as contemporary governments leads to a study of our own Constitution. The impact and influence of the Constitution is experienced first-hand during a trip to the National Constitution Center in Philadelphia, Pennsylvania. While in eighth grade humanities, students are analyzing the effects that climate and geography have had on the evolution of a particular culture. At the same time, they are reading literature related to the culture and studying environmentalism in their science class. During a study of media and propaganda, students examine the ways in which political cartoons have been used to comment on and satirize political events and leaders. Students try their hand at creating their own cartoons to make statements about contemporary issues. The use of primary sources, authentic experiences, traditional and contemporary music, films, documentaries, and collaborative activities provide the background knowledge that inspires our students to engage in critical analysis and provocative discussion, and become informed, pro-active citizens of their world.

The interdisciplinary approach in the middle school grades invites students to see science as an integral part of their lives. The middle school science program is based on multiple sources of information, the scientific method of discovery and learning through hands-on activities and

experiments. Sixth grade students extend their study of cell structure and genetics to using the internet to research the latest developments in cancer detection, treatment and prevention. A visit from the traveling planetarium, *Stardome*, allows seventh grade students to hear legends about the constellations they see. Learning is enhanced in language arts class, where students write their own legends about how a particular constellation came to be. Our own solar system, stars, galaxies, and the universe are studied. Computer simulations enhance the study of constellations, planets and the history of space exploration. Learning is assessed when students present models of a solar or lunar eclipse, the solar system, or a cutaway model of the sun. An eighth grade study of environmental science includes learning about land and soil, air and water resources, biodiversity, conservation, energy resources and pollution. Students work together to create a field service project by determining community environmental needs or concerns, formulate an inquiry and action plan, and put that plan into action. Eighth grade students participate in a wilderness experience designed to provide them with an understanding of and appreciation for the natural world. They have the opportunity to develop personal growth through survival skills, animal tracking, and nature awareness. They come to understand the reasons for saving the earth by seeing its immense beauty and our interconnection to it.

Teachers develop mathematical lessons that allow students to practice cooperation, listening and articulating skills. Difficult concepts are simplified using hands-on activities and games. Students drop tennis balls from various heights to collect data on rate, speed and distance. Seventh and eighth grade students learn mathematical problem-solving techniques, and apply those techniques to problems presented in science and humanities classes. Pre-algebra is introduced in sixth grade using the engaging Mystery Calendar Game, in which students apply the concept of variables within a formula. Seventh graders complete their study of pre-algebra. Algebra I is studied by all eighth grade students with adaptations made for individual needs. Support personnel work within the classroom to help those students who may need extra guided practice. Special needs students who are severely challenged by Algebra, have the opportunity to study math in another setting using a program designed for practical application of mathematic skills (percentages, measuring, etc.). Math plays a significant role in the eighth grade community service exhibition. Students design and implement a cost-effective service project for the school and the community.

Spanish instruction in the middle school increases in frequency to five times each week. Pennsylvania World Language Standards are used to guide content taught and the rate at which students progress through the curriculum. Students increase their knowledge of the language, geography and culture of Spanish-speaking countries. The language component of study builds on the skills learned in the intermediate grades by reviewing previously learned nouns, verbs and phrases while integrating reading, listening skills and sentence building. We help students strengthen their grammar and vocabulary skills in English by focusing on those skills in Spanish, and making comparisons and connections between the two languages. Students gain insight into the historical, social and political aspects of the Spanish speaking world through videos, lectures, research and individual and group projects. At the end of eighth grade students will have completed the equivalent of a high school Spanish I course.

Rigorous Instructional Program - Attachments

- Rigorous Instruction Program
- Rigorous Instruction Program

English Language Learners

Upon enrolling at School Lane Charter School, parents of all students are required to fill out a Home Language Survey. If any question is answered with a language other than

English, then that student's name is submitted to our ESL instructors and the student will be automatically tested by the ESL instructors.

The ESL instructors administer the WAPT for assessing the level of English language proficiency. Skills in reading, writing, and oral English language are assessed by the WAPT. Students will be placed in the ESL program as non-English, beginning, intermediate and advanced English language learners according to the scores achieved in the assessment. Students will be tested again at the end of the year using the World-Class Design and Assessment (WIDA), to show growth in English language proficiency. If a student's performance indicates a need for interim testing the ESL instructor will use the IDEA Proficiency Test (IPT) to assess student's current needs.

Students who tested into the ESL program were given instruction and assistance within the inclusion model. The ESL instructor primarily works with students during the language arts period to provide support in reading, writing and speaking skills. When students needed additional time, according to tested proficiency levels, they were provided additional instruction and support during humanities and science.

In order to exit from the ESL program, students in Kindergarten need to have a composite score of 2.7 and an oral score of 3.8 and in grades 1-8 must have a composite score of 5.0 on the WIDA assessment, score Basic (or equivalent) or above on the PSSA or yearly standardized assessment have a "C" average in the major subject areas. Once the students exit the program they will be monitored for two years to assure continued English language proficiency.

ESL instructors and classroom teachers collaborated on instructional and social goals for all ESL students. Common planning time was provided so that this collaboration could take place on a weekly basis.

English Language Learners - Attachment

- ELL

Graduation Requirements

School Lane Charter School is a kindergarten through eighth grade school. We do not have a twelfth grade and therefore do not have a graduation requirement.

Special Education

Pennsylvania Charter Schools

Pennsylvania Charter Schools

Annual report

School Lane Charter School

2008-2009

Special Education

Describe the charter school's identification procedures and instructional strategies for educating special education students and gifted students.

Identification procedures at School Lane Charter School include publication of an annual notice in the local newspaper collectively with other Bucks County schools. In addition, the document, Annual Public Notice of Special Education Services and Programs and Notification of Rights Under the Family Educational Rights and Privacy Act, School Lane Charter School, is available to parents and community members in the school's main office and Special Education office. . The Annual Notice is available to parents during a number of gatherings throughout the school year, such as Back-to-School Night, report card conferences, public meetings of the School Lane Board of Trustees, scheduled enrollment sign-up dates, and upon student enrollment.

Speech and language screening and English as a Second Language screenings are administered to kindergarten students at the start of the academic year.

All newly enrolled students parents are expected to fill out a Language in the Home Survey upon enrollment. Responses to this survey serve to inform the school of a need for further assessment in the area of English as a Second Language (ESL) as well as language preference for home-school communication. Special education and Title I teachers work closely with ESL teachers to ensure that language acquisition issues are considered when determining learning needs for particular students.

Students are given medical, dental, growth, vision, hearing, and other health screenings throughout the grades levels according to a specified schedule.

All students at School Lane Charter School receive Benchmark screenings in Reading, Math and writing at established time periods during each school year. This information coupled with classroom performance and standardized test scores allow teacher to identify students who may be at risk. Students identified as "at risk" are placed on the appropriate level of the Response to Intervention (RtI) plan. Instruction, interventions and progress monitoring allow for frequent analysis of data. Students who continue to display difficulties may be referred for Special Education testing. Parents are notified during each phase of the process and their participation in educational decisions is encouraged. Students who are evaluated and meet state established criteria are then eligible to receive special education services.

Student needs are discussed at ongoing weekly meetings of regular and special education teachers. Staff development activities, conferences and workshops assist regular education teachers in adding to their knowledge of classroom accommodations that can be offered to all students on an individual or class-wide basis.

Parents may request their child be evaluated by contacting the Vice Principal for Learning Support Services. The Vice Principal will discuss the testing process, identify parental concerns and communicate student needs with the case manager.

Gifted programs are not required in the charter school system, parents who request gifted evaluations are directed to the home district for testing.

When a screening or other student behavior or performance indicates that a student may be eligible for special education, the school then implements the Procedural Guidelines for Special Education Referrals as described below.

- 1. Objective: The Response to Intervention Plan (RtI) is designed to determine if additional teaching strategies beyond the scope of "Best Teaching" will enable a student to improve their performance and achieve success prior to referring the student for an educational evaluation to determine eligibility to receive formal special education services. A formal intervention program is developed, implemented and monitored to identify areas of growth and continued need.**
- 2. Referral: A student may be referred by the his/her parents or by the School Lane Charter School teaching staff due to concerns regarding difficulties with academic achievement.**
- 3. Communication: When concerns about a child's academic performance are reported either verbally or in writing by the parent or the teaching staff directly to the special education teacher or Vice Principal for Learning Support, the student is placed on the appropriate level in the RtI level. The teaching staff meets to discuss additional teaching strategies that will enable the child to become more successful in the classroom. Parents receive both verbal and written information regarding the student's referral and the**

referral process. In addition, parents receive updates at a pre-determined interval to discuss progress and areas of needs based on data collected as part of the RtI plan.

4. **Data Collection:** The Vice principal of Learning Support , Special Education, Title I, regular education teachers meet at regular intervals to determine intervention strategies. The strategies are implemented. Data is collected by the classroom and special education teachers via observations, student work and parent input then recorded on a weekly basis.

The data is reviewed weekly by the special education, Title I, and regular education teachers to determine effectiveness of planned intervention and/or make adjustments to teaching strategies. Weekly progress is reported to the Vice Principal for Learning Support. Strategies are adjusted as needed to establish the best outcome. At a pre-determined date as stated in the RtI plan, the teaching staff meets to determine if interventions were successful. If successful the student is placed on the appropriate level, strategies continue and are placed in the students Individual Learning Plan (ILP). If the strategies have resulted in some progress and more time is needed to verify that progress, the teaching staff will continue to monitor the student for an established period of time and monitored for continued growth. If the strategies implemented have not been successful, the student is placed on a higher level of the RtI plan or referred for an educational evaluation.

5. Evaluation Process:

- a. A Permission to Evaluate, Social/Developmental History, and BASC forms are given to the parent to obtain their input and consent for testing. Additional forms may be added as determined appropriate by the school psychologist
- b. Observations and data collected during RtI plan process are forwarded to the school psychologist for use in the evaluation process.
- c. The school psychologist and if warranted, the speech/language therapist, occupational therapist and physical therapist test the student to determine eligibility for special education. The findings are presented in a written report and shared with the parent within 60 calendar days from the date the school received the signed Permission to Evaluate.
- d. Parents are sent a copy of the Evaluation Report for their review. After having the document for at least 10 days parents are invited to school to meet with the school psychologist and speech, occupational and physical therapist (if involved) to discuss test findings.
- e. If testing determines that the student does not qualify for special education services a Notice of Recommended Placement (NOREP) is issued stating placement to be in the regular education classroom without support services. The teaching staff continues to provide support and implement educational suggestions suggested in the Evaluation Report to enable the student to be successful.

f. If the testing finds the student to be exceptional, the parents are invited to participate in a team meeting to develop an Individual Education Plan (IEP) addressing the areas of academic concerns identified during the testing procedure.

G. Notice of Educational Placement (NOREP) is issued stating the type(s) and frequency of services to be provided.

g. The student receives service outlined in his/her Individual Education Plan and progress is documented and report to the parents as expressed in the IEP.

6. Yearly Review of IEP: An IEP Team meeting may be called at any time by the teaching staff or parents to discuss concerns or to make changes that are

necessary to ensure success. However, it is required that an IEP Team meeting

be held at least once a year prior to the ending date of the existing IEP. The

purpose of the IEP meeting is to review the data to determine if adequate progress has been made, to discuss goals to be implemented for the upcoming year, and to address the type of accommodations needed for the student to be successful in the regular education environment.

The IEP Team consists of the parents, the student (if indicated), the student's regular education teacher, special education teacher and the LEA

representative (the special education coordinator or other member of the administrative team).

7. Re-evaluation Process: Student's identified as having Mental Retardation as are re-evaluated every two years. All other identified students have an Evaluation Report review every three years. Approximately 2 to 3 months prior to the three year date, a record review is conducted and a determination is made on the need for updated or new information. Based on the results of the record review the IEP Team has three options to consider:

1. Based on the student's progress, it is determined that no additional information is need, the parents are issued a Waive of Evaluation form and if in agreement the student is not re-evaluated and the existing Evaluation Report remains in effect.

2. The team determines that based on data and observations of the students performance he/she is not making expected progress or additional areas of concern have arisen, a Permission to Re-Evaluate is issued to the parents and the necessary testing is conducted

3. The IEP team feels that a student has met his goals and working at expected grade levels, a re-evaluation is conducted to determine if the student's academic levels to confirm that he/she is ready to be discharged from special education.

Upon completion of testing, the IEP team meets to review the current IEP, ensuring the student's placement is appropriate and that academic needs, based on the testing, are being addressed.

Special education students are placed in the least restrictive environment in which their needs can be met with special education and related service support. Instructional strategies are delivered according to a continuum of services, and in the classroom whenever possible. Special education and classroom teacher work collaboratively to design and implement lessons that offer differentiated instruction taking into consideration all students academic needs. Together, special education and regular education teachers identify individual learning styles, degree of readiness and interest when developing instruction addressing the continuum of academic needs within the classroom. Special education students are given the opportunity to demonstrate mastery

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Megan Andrews	1.0	Learning Support/Itinerant	School Lane Charter School	3	3rd/4th grade co-teacher
Michele Stride	1.0	Learning Support/Itinerant	School Lane Charter School	3	K/1st grade co-teacher
Rebecca Evanitsky	1.0	Learning Support/Itinerant	School Lane Charter School	3	2nd grade co-teacher
Nicole Gilson	1.0	Learning Support/Itinerant	School Lane Charter School	4	2nd, 3rd grade co-teacher
Darleen Reese	1.0	Learning Support/Itinerant	School Lane Charter School	3	5th grade co-teacher
Beatrice Kocsis	1.0	Learning Support/Itinerant	School Lane Charter School	5	K/1st grade co-teacher
Denise Gaudiosi	1.0	Learning support/Itinerant	School Lane Charter School	13	7 & 8th grade itinerant teacher
Kellie Conlan	1.0	Learning Spport/Itinerant	School Lane Charter School	5	3rd grade co-teacher
Lori Viggiano	1.0	Learning Suport/Itinerant	School Lane Charter School	5	5th/6th grade co-teacher
Tara Mangan	1.0	Learning Support/Itinerant	School Lane Charter School	6	4th grade co-teacher

Special Education Program Profile - Chart II

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

None	0	None	None	0	None
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Special Education Program Profile - Chart III

Title	Location	FTE
Vice Principal- Learning Support	School Lane Charter School	1.0
Speech Therapist	School Lane Charter School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
I.U. #22	Hearing Support	.02
General Helath Care Services	Occupational Therapist	.40
I.U.#22	Physical Therapist	.04
Miriam Matz, Psy.,D.	School Psychologist	.60

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Cognitive Aptitude Test	Yes	Yes	Yes	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
PASA	No	No	No	No	No	No	No

Student Assessment

a)

Administrative review of the PSSA and CogAT data indicate an improvement in mathematics and reading scores for grades 1 through 8. The percentage of students proficient or above in mathematics is 20 percentage points above the state requirement of 56% proficient school wide. SLCS move to change math textbooks for students in grades k through 6 has paid off over the years with an 11% gain in student proficiency over the past two years. In addition, our decision to provide Algebra I instruction for all eighth grade students continues to show a trend of higher student achievement in eighth grade mathematics compared to the state average. The reading scores on the PSSA also saw a significant increase this year of 4.6 percentage points. SLCS is pleased that our year long focus on reading instruction and vocabulary development has assisted our students in greater reading achievement.

This year SLCS adopted a new assessment for our kindergarten through second grades. The Cognitive Aptitude Test gives a more detailed picture of student aptitude for learning as opposed to reporting how much a student has learned as assessed by an achievement test. As learning is very individual, SLCS expects the aptitude test to give a better picture of who each child is as a learner and therefore, will allow teachers to provide better differentiated instruction to meet the learning needs of all students.

In addition to the standardized test, we report student progress three times a year on a report card system. At that time we also meet one on one with our students' parents to discuss progress or concerns. Our curriculum is designed to support all learners and allow them to express their knowledge in a variety of ways. We use authentic assessments to determine our students' progress through the year.

b)

Students who are at risk are identified in several ways. Formal testing, the PSSA, CogAT, Diebels, and Fontas & Pinnell leveled reading system are utilized to provide indicators for students who are struggling in reading and/or mathematics. Each student's reading ability and comprehension is tested the beginning and end of each school year. A grade appropriate computation test is given to determine mathematics abilities as well. This data along with teacher recommendations places students on the list of at risk students. SLCS utilizes an RtI process places students on a tier where appropriate interventions for that student are discussed and

implemented over a period of weeks. Data is collected and charted to show progress or lack thereof. SLCS pilots the use of DOMA (Diagnostic Online Mathematics Assessment) and DORA (Diagnostic Online Reading Assessment) for grades 5 and 6. These tests provided specific reading and math benchmarks that students have achieved. Utilizing these assessments allows teachers to see which students have weaknesses and in what particular area of math or reading. This allows teachers to better pinpoint instruction to student needs.

There are several strategies in place for students who are not making progress or who are at risk of failure. School Lane currently employs 13 learning support teachers. These support teachers provide assistance to all students who are identified in both areas of mathematics or reading. They also assist students who are not formally identified but appear to be struggling with a topic or concept. Because these support teachers work in the classroom and collaborate with the classroom teacher more students are serviced and provided support. During the 2008-2009 school year, SLCS utilized a co-teaching approach for our classroom grades 1-5. Co-teachers were assigned to grade level support of two teachers. This lessened the planning burden on the co-teacher and provided more time for in-class support. The middle school utilizes a language arts and mathematics learning lab for students who are more than one grade level behind. Small group instruction occurs during the students' regular language arts and math times. When occasions deem necessary, the support teacher can pull out students for concentrated skill building. After school student support was also provided by a reading tutorial program.

Student Assessment - Attachments

- Local Assessments
- PSSA 2009 SLCS report

Teacher Evaluation

a) School Lane Charter School's main features of the teacher evaluation plan center around improvement of teacher instruction with student achievement as a goal. Teachers are formally observed a minimum of two times before an evaluation (PDE 426) is completed. The observation focuses on lesson objective, classroom appearance, classroom management, lesson preparation, lesson presentation and lesson development. Each observation is concluded with a meeting with the teacher and overall comments and recommendations are delivered. A plan of action is created to assist the teacher in refining his/her skills. Informal observations, Management by Walking Around, is also a technique used at SLCS. The MWA is a check five to ten minute check in at the classroom. The observer notes, via a check list, what they see. The focus of the MWA are: classroom organization, classroom environment, student engagement, teacher role & activity, levels of questioning, Multiple Intelligences, classroom management, dialogue, materials, learning support interaction. These two modalities of information are synthesized and reported in a formal observation (PDE 426) twice a year for all SLCS teaching staff.

b & c)

Karen Schade has a master's degree in Educational Leadership from the University of Pennsylvania and has the Pennsylvania Principal Certification. She attends numerous conferences at PaTTAN on issues regarding special education. In July of 2007 Ms. Schade began working on her doctorate from the University of Pennsylvania with a completion date of May 2010. The focus of her research is on socio-cultural learning theory as it applies to teacher learning in teacher inquiry groups. More specifically she will be examining the conversations that occur during teacher inquiry groups and how talking about teacher practice helps change perceptions of their practice.

Janet Braker holds a masters degree in Educational Leadership from the University of

Pennsylvania and has Pennsylvania Principal certification. As coordinator Ms. Braker has had instruction from the principal on the four domains for teacher professional performance.

Lee Ann Gordon holds master's degree in Educational Leadership from University of Scranton and has Pennsylvania Principal Certification. She attends various workshops held by PaTTAN and the Bucks County Intermediate Unit # 22. in the areas of special education, English as a Second Language and Title I. Mrs. Gordon is currently applying for her ESL certification through Drexel University.

David Zucker holds a master's degree in Elementary Education from Temple University and Educational Administration from Gwynedd Mercy College and has a Pennsylvania and New Jersey State Principal Certification. He attended the International Institute for Restorative Practices, Responsive Classroom conference and various PaTTan and Bucks County Intermediate Unit #22 training sessions.

Teacher Evaluation - Attachments

- Teacher Evaluation
- Teacher Evaluation Form
- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2009-2010 school year School Lane Charter School's Board President, Peter Hyams, was re-elected to the Presidents role. SLCS Board of Trustees had eight active members. Our June election brought one additional elected board member and the board appointed one other and re-appointed Joe Cummins to an additional 2 year term. During the past school year, SLCS had one opening on its board. The leadership of the SLCS, Chief Executive Officer & Principal, Karen Schade and Chief Operating Officer, George Richards remain in their respective roles.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Peter Hyams	President
Lori Bailey	Vice President
Joeseoph R. Cummons	Treasurer
Lauren Vasquez	Secretary
Debbie Sinclair	Member
Tom Buchanan	Member
Vishal Shah	Member
Susan Stefanavage	Member

Professional Development (Governance)

The board engaged the services of Latsha, Davis, Yohe & McKenna, attorneys, to provide inservice on information regarding the Sunshine Law and the Public Officials Act, ethics and board fiduciary responsibility.

Coordination of the Governance and Management of the School

Bensalem Township has a township school board member assigned as a liaison who attends most of not all School Lane Charter School Board of Trustee meetings.

School Lane Charter School Board of Trustees sends copies of board agenda, minutes and financial reports generated from Board of Trustee meetings to Bensalem Township school board.

School Lane Charter School hosts visits from the superintendent of Bensalem Township School district, at a minimum, annually to facilitate review of School Lane Charter School.

Coordination of the Governance and Management of the School - Attachments

- Governance & Management
- 2009-2010 Board Meeting Schedule
- Governance

Community and Parent Engagement

School Lane Charter School holds public board meetings once a month. Each board meeting has two opportunities for the public to speak. The SLCS Board of Trustees actively seeks members of the community to sit a board members. SLCS currently has eight board members. Five members are parent of a SLCS students. One memeber is a parent of a past student and the remaining two members are from the community at large.

SLCS provides the community the opportunity to elect four of the nine board members that serve on SLCS Board of Trustees. This year we elected one board members to serve for three year terms.

SLCS invites parents and community members to respond to our annual survey. The data collected from the surveys is then used to develop goals and actions plans for future use in SLCS.

During the 2009-2010 International SOS, Inc. approached SLCS to become partners in community service. Employees at International SOS will help SLCS in a variety of ways such as summer cleaning, sponsors for extra curriculuar activities and fund raising.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

2009-2010

School Lane Charter School's main venue of fundraising are activities sponsored by School Lane Charter School's Home and School Association. For the 2008-09 school year, School Lane Charter School's Home and School Association sponsored the following events:

Market Day: Each month the families of School Lane Charter School order food from Market Day and Market Day gives a percentage of sales back to School Lane Charter School.

Ice Skating Party: The Home and School Association paid a flat fee for the skating rink and charged School Lane Charter School's families to skate for the evening

Fall Family Social: The Home and School Association sold snacks at this family social.

Scholastic Book Fair: School Lane Charter School received a percentage of sales.

Flower Sale: The Home and School Association sold flowers to families and staff members prior to Mother's Day.

Automobile/Refrigerator Magnets: Sold magnets to families and staff.

Uniform Sale: Families donated used uniforms and these items were sold at reduced prices.

Box Tops for Education: Box tops were collected from families and submitted to program organizer.

Campbells Soup Label: Labels were collected from families and submitted to program organizer.

Cartridges for Kids: Families handed in old cartridges to be traded in to a vendor for recycling.

Acme Register Tapes: Received money for parents purchasing items at Acme Super Markets.

Target Program: Received money for parents purchasing items at Target Department Stores.

Company Grant Programs: Received cash donations from corporations for parents who volunteering time to the school.

Third Party Vendors Sales: The Home and School Association offered products for sale from KidStuff Coupon books and Home Light Candles. The Home and School Association received a percentage of each sale.

The Home and School Association plans to help SLCS with purchasing some of the furniture for the library renovations.

2010-11

The majority of the events mentioned above will again be held in 2009-2010 school year.

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Fiscal Solvency Policies

When preparing the annual budget, a surplus is budgeted to continue adding to the unreserved fund balance. The estimated surplus for the 2010/11 budget is \$192,128.00. It is approximately 2% of the operating budget. At the end of the 2009/2010, the unreserved fund balance is estimated to be approximately \$3,626,00.00. In the event of unbudgeted items occurs every attempt is made to reduce other budgeted expenditures not incurred yet.

School Lane Charter School utilizes a purchase order system for all purchases of materials and supplies. The Chief Operating Officer and Chief Academic Officer are the only staff members having authority to enter into purchase agreements for School Lane Charter. School Lane Charter follows the same guidelines set forth by PDE regarding purchases over \$10,000. School Lane Charter School utilizes an internal policy for purchases between \$4,000 to \$10,000. Any purchases between these dollar amounts required Board approval. When supplies or materials are received, packing slips are matched up to purchase orders and these documents are matched up to invoices once the invoices are received. The Chief Operating Officer approves all invoices prior to making any payments to vendors.

The Chief Operating Officer, Chief Academic Officer and Board of Trustees are bank account signers. All checks written on any school bank account requires two signatures. Any checks over \$250.00 requires Board of Trustee signatures on the check.

Accounting System

School Lane Charter School utilizes QuickBooks Pro for all financial operations. Quick Books Pro is used to record all financial transactions and generate internal financial reports. The Chart of Accounts in QuickBooks follows the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. In the event there is a need to setup new general ledger accounts, the Chief Operating officer consults with School Lane Charter School's outside auditors for advice.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- 2010 Revenue
- 2010 Expenditures

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

School Lane Charter School's auditing firm was Major and Mastro, LLC for the 2008/09 school year.

The last audit was conducted as of June 30, 2009 covering the 2008/09 school year. Major and Mastro issued School Lane Charter School an unqualified opinion without any negative management comments for the 2007/08 school year.

One of the terms and conditions of School Lane Charter School's charter agreement with Bensalem School District is to utilize the same auditing firm the school district utilizes on a annual basis. Bensalem School District has switched to Major and Mastro, LLC Certified Public Accountants. Major and Mastro will be out during August 2010 to conduct the audit for fiscal year ending June 30, 2009.

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

- June 30, 2009 Audit Report

Citations and follow-up actions for any State Audit Report

April 8, 2010 the Pennsylvania Department of Education completed an administrative review of our lunch program. The following findings were noted:

1. The February 4 & 16, 2010 menus were not planned, prepared and served to offer all 5 required food items. The bread/grain component was not offered on these days.

Copy of S-7 provided to indicate what meal was claimed in error
Fiscal action may be taken by PDE to reflect meals claimed incorrectly

2. School Lane Charter School is approved for the offer vs. served meal option. Students may decline one or two of the five food items. The sponsor provides pre-plated meals as a unit and milk is served separate from that unit. Students are only afforded the opportunity to decline milk. Declining milk does not meet NSLP program requirements in that the choice of what food or foods the student wishes to decline is not made by the student.
3. For the review period, February 2010, according to the recipes and product data sheets, Oven Fried Chicken did not contain enough breading to meet the bread/grain requirement and the Tony's Pizzeria did not contain enough cheese to meet the 2 oz. Meat/Meat Alternate (M/MA) requirement. Technical Assistance was provided on using the Food Buying Guide and calculating the proper measurements on a recipe.

Copy of S-7 provided to indicate what meals were short quantity.

Corrective Action Taken

1. Going forward the following reference materials will be used when preparing our monthly lunch menu: A Tool Kit for Healthy School Meals and a Menu Planner for Healthy School Meals. The chef will sign off on the lunch calendar ensuring meals claimed for reimbursement will meet the Meal Pattern Requirements. As requested by Barb Feltenberger School Lane Charter School's May 2010 lunch menu was sent to her.
2. School Lane Charter School has amended the application to serve only. A meeting was held with the food service staff regarding the change and students have been informed during lunch. At the beginning of each year a letter will go home stating what components a complete lunch will consist of.
3. Going forward reference materials will be used when preparing our daily lunch/menu: Food Buying Guide. When the menu is prepared the chef will sign off that each component will have the correct serving size per component. Tony's Pizzeria will increase the cheese to ensure the correct amount of protein is served. The chef will go over the regulations with the kitchen staff and will ensure that the proper components/serving sizes are on the tray for each student. As per barb Feltenberger School Lane Charter School's May 2010 lunch menu and production reports were mailed to her

SECTION VII. FACILITY RESPONSIBILITIES

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

Expenditures of \$4,000 but less than \$10,000 are permitted with prior notice to the Board of Trustees. All such expenditures must be authorized by the board of Trustees. Written and telephonic price quotations from at least 3 qualified and responsible vendors are required for purchases of supplies costing \$4,000 but less than \$10,000. If fewer than three qualified vendors exist in the market area within which it is practicable to obtain quotations, a memo shall be kept on file containing such fact. Written quotations and records of any telephonic price quotations must be maintained on file for 3 years and must contain: the date of quotation, name of vendor, vendor representation name, list and description of supplies quoted, and price of same. All such expenditures must be authorized by the Board of Trustees. A summary of such expenditures, the name of the vendor, the amount of the purchase and the purpose of the purchase must be submitted to the Board of Trustees at each monthly meeting for ratification.

All major acquisitions of \$10,000 or more are the result of competitive sealed bids. Bids are reviewed by the Board and voted on in a public session. These capital projects are performed to reduce future operating expenses or add to the safety of the students and staff of School Lane Charter School.

Below is a summary of items purchased during the 2009-2010 school year.

Computers

Printers

Interactive Smartboards for the grades k-5
Document Cameras
Smartboard wireless pads
Leveled Guided Reading Library
New laptops for the teaching staff

The driving force behind all of these capital improvements is to continue offering outstanding educational and recreational programs at School Lane Charter School. School Lane Charter School will be reducing its already low student-teacher ratio with the additional classroom space.

Future Facility Plans and Other Capital Needs

Through sound fiscal management and excellent academic programs, Standard and Poor's has scored School Lane Charter School with BBB investment grade score allowing affordable long term capital access a reality. School Lane Charter School issued \$11,300,000 in tax exempt bonds through the Bucks County Industrial Development Authority. These funds were used to finance a 28,000 square feet addition as well as renovations to an existing school building.

One of the requirements the tax exempt bond was to establish a Repair and Replacement Fund. The initial deposit into this fund was \$100,000 and will increase to \$200,000 by 2010-2011 school year. Each year, School Lane Charter School must deposit \$25,000 until the fund reaches the required balance totaling \$200,000. This fund will be used for extraordinary capital needs

relating to the building. If funds are expended from this account, School Lane Charter has to replenish this account.

The majority of work associated with this addition and renovation project is completed. There are several aspects carrying over into the upcoming school year. These projects include renovating the school library, computer lab and staff lounge as well as increase parking capabilities. Discussions have occurred regarding offering additional educational programs to continue the delivery of quality education in addition to the acquisition of additional property for future expansion projects. Further strategic planning will be occurring on this topic and reported in future reports.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Our School provides comprehensive health records on each child attending School Lane Charter School. Each child has a School Health Record provided by the Pa. Department of Health (form H511.341N) that is charted on and kept up to date. Each child is requested to have a physical exam form and dental exam form on their chart. All children have updated immunization charts. School Lane Charter School currently employs a full time school nurse and a part time nurse's assistant. All records are kept in a locked file in the Health Office. School Lane also utilizes a computer program to track all these records.

A copy of the latest reimbursement payment is included as proof of submitting a request for reimbursement and report of school health services. School Lane Charter School received \$10,466.80.

School Lane Charter School has implemented a crisis manual addressing how different crises are handled. School Lane Charter School conducts and records monthly fire drills. A representative from Bensalem Township Fire Marshal's Office was present for 3 drills which is a local township ordinance.

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

- Wellness Policy
- PDE Approval Wellness Policy
- 2007/08 PA Health Department Reimbursement

Current School Insurance Coverage Policies and Programs

Independence Blue Cross	Employee Medical and Prescription Coverage
Met Life	Employee Dental Coverage
Independence Blue Cross	Employee Vision Coverage
Met Life	Employee Disability Coverage

Met Life Employee Life Insurance Coverage

Highmark Casualty Insurance Co Workman's Comp. Coverage

The Hartford Liability/Business Coverage

Current School Insurance Coverage Policies and Programs - Attachments

- Commercial Insurance
- Insurance Coverage
- Keystone Health Renewal

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

School Lane Charter School employed 51 professional teachers/administrators during 2009/10 school year. Of the 51 professional teachers /administrators, 49 staff members were employed for the entire school year. School Lane created two new positions for the 2009-2010 school year. Of the 48 teachers who worked at SLCS in 2008-2009 45 returned for the 2009-2010 school year. The teacher turn over rate has dropped dramatically over the last two years.

Total professional staff 2009-2010	51
Returning staff from 2008-2009	43
Staff with school for entire year	49

Quality of Teaching and Other Staff - Attachments

- ACS Verification for Staff Profile
- PDE 414 - 2009-2010

Student Enrollment

School Lane Charter School's chosen capacity during the 2009-2010 school year was 588 students. School Lane maintained a student enrollment of 583 students throughout the 2009/10 school year.

Enrollment Procedures

Priority enrollment is given to students in the following manner.

Children of founding members and current members of the Board of Trustees of School Lane Charter School.

1. Sibling of currently enrolled students of School Lane Charter School
2. The children of residents of Bensalem Township School District.

3. The children of residents of Pennsylvania applicants.

Kindergarten students must be age 5 on or before August 31st.

All applications are both time and date stamped for purposes of admission of grades 1 — 8. When an opening occurs we follow the priority steps listed above calling the next name on the list which is ordered by date and time stamp.

Enrollment History

Grade	Initial Enrollment	Voluntarily Dropped	Students Added
K	69	0	4
1	70	1	1
2	84	2	0
3	76	2	0
4	76	0	0
5	60	0	9
6	52	2	2
7	50	2	3
8	50	1	1
Total	587	10	16

There are 510 students who completed the 2009-2010 school year who are returning for the 2010-2011 school year. There were two 8th grade classes that graduated in the 2009-2010 year who are not returning. These two grades classes had 49 students.

School Lane Charter School allotted 69 kindergarten slots for the 2010-2011 school year and all slots have been filled. As of July 31, 2009, School Lane Charter School's anticipated 2010-2011 enrollment s 596 students. As of July 17, 2009 our waiting list for the 2010/11 school year is 231 students.

There are three reasons why we see students leaving School Lane Charter School prior to graduating. Once our students reach middle school, occasionally parents will withdraw their children and enroll the students in a public school in-order to familiarize their children in a traditional public school atmosphere prior to entering high school. Currently School Lane Charter School does not have an all day gifted and talented programs. Parents have withdrawn their children to attend schools offering such programs. Last we see students leaving as a result of parents relocating. Lastly, students leave School Lane Charter School as a result of parents deciding to relocate.

Student Enrollment - Attachment

- Admissions Policy

Transportation

Bus service is provided by sending districts following the rules of that particular district. Bensalem, Bristol Township, Neshaminy, Pennsbury and Philadelphia all provide transportation

for all students attending our school. Bristol Borough provides no transportation as they do not provide transportation for their own district schools either. Our school provides each district with the student's information so that a bus stop and time can be set up for the student.

Food Service Program

School Lane Charter School has a fully operational kitchen with one full-time employee and two part-time employees. The staff work together creating a healthy menu. We issue monthly menus and children may purchase a cooked meal with a drink. We are a participating school in the National Free Lunch Program. Our participation rate is 40%. Children not on the free or reduced lunch program can purchase a meal for \$2.20. This past year we served 57664 meals which is a 12% increase in meals served. The menu is developed and implemented on site following federal/state regulations.

Student Conduct

a) School Lane Charter School is committed to respect for the rights of others and the individual. Rules governing discipline and conduct are written so that the parents, students, teachers and administrators know what is required of each other. By working together under clearly stated and consistently enforced regulations, we can provide a safe and inviting educational atmosphere.

To help in our goal of reducing discipline issues we utilize the MMS system to track all students and their behaviors. We also use the state weapons and violence reporting system. To comply with Chapters 12 and 13 of the Public School Code, we have a working relationship with the Bensalem Police Department. We have developed a Memorandum of Understanding with the Bensalem Police Department, as noted above, and we report any issues of weapons or violence to them. Due process procedures are clearly defined in our student code of conduct which is distributed to each child and parent at the beginning of each school year. Please see attached file.

Other programs we utilize with-in our discipline procedures are Restorative Justice, Peer Mediation, SAP and both group and individual counseling. As can be seen in the attached student code of conduct file the various consequences and procedures are laid out in more full detail.

b) School Lane Charter School had 28 suspensions involving 21 students. We expelled one student during the 2009-2010 school year.

Student Conduct - Attachments

- Student Conduct Policy
- 2009-2010 Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The School Lane CS within Bucks County IU 22 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
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The School Lane CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

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

Identify the charter school's Chief Executive Officer.

Name: Karen Schade **Title:** CEO/Principal
Phone: 215-245-6055 **Fax:** 215-245-6058
E-mail: kschade@schoollane.org

Signature of the Chief Executive Officer and Date

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

Name: Peter Hyams **Title:** Board President
Phone: 215-245-6055 **Fax:** 215-245-6058
E-mail: phyams@schoollane.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Lee Ann Gordon **Title:** Vice Principal Learning Support
Phone: 215-245-6055 **Fax:** 215-245-6058
E-mail: lgordon@schoollane.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page 2010