
Pennsylvania Department of Education



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

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

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

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Lincoln CS

Date of Local Chartering School Board/PDE Approval: August 17, 2000 Renewed August 19, 2005 Renewed May 19, 2010

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

Grade Level: K - 5 **Hours of Operation:** 8:00 AM - 3:15 PM

Percentage of Certified Staff: 100 **Total Instructional Staff:** 51

Student/Teacher Ratio: 14:1 **Student Waiting List:** 176

Attendance Rate/Percentage: 95.38 %

Summary Data Part II

Enrollment: 731 Per Pupil Subsidy: \$7793.00

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	9
Black (Non-Hispanic):	324
Hispanic:	322
White (Non-Hispanic):	80
Multicultural:	5

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

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 78

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	195	195	0	0	390
Instructional Hours	0	0	1316.25	1316.25	0	0	2632.50

SECTION I. EXECUTIVE SUMMARY

Educational Community

We are unique as the first Conversion Charter School in the Commonwealth of Pennsylvania. This shows the concern that our parents have for education, the educational process and the educational opportunities that we deliver to their children. We are a diverse, urban school servicing approximately 730 students in Kindergarten through fifth grade. We offer a rigorous, research-based curriculum for the core content areas. We educate the whole child by providing the humanities as part of the regular curriculum. We were granted our charter in August of 2000 with a renewal granted in August of 2005 and again in May of 2010. We continue to educate primarily children from the City of York and some children from neighboring districts. We have had a waiting list for most of the grades for the past five school years. This is further evidence that we are directly affecting the lives of many families in the community.

Mission

To provide a world-class education to all students.

Vision

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

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

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

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

Shared Values

Students

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

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

Leadership

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

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

Personnel

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

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

Climate

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

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

Community

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

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

Academic Standards

Lincoln Charter School implements a researched based curriculum for all subject areas. Unlike many other elementary schools, we believe that the school needs to emphasize the basics but also stress the importance of music, visual arts, fitness, health, and Spanish instruction. Our school's design and philosophy is based upon our belief that a school should be organized for every student's success.

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

Lincoln Charter School trains teachers in teaching methods and curriculum during professional development around our design. To continue professional development opportunities and assist teachers with fulfilling Act 48 requirements, we have dedicated time each month to professional development. A professional environment for staff is created and teachers are provided with opportunities to work together in teams to ensure student success on a daily basis. Our leadership team assists the administration to make sure that all staff members are actively engaging students in our design.

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

Technology is highly supported and encouraged for students and staff. The school has a computer lab which consists of 33 desktop computers, 2 networked printers and 2 scanners. For

the 2010-2011 school year, all classrooms will have an interactive white board. All teachers will have extensive training throughout the year on how to use the interactive white boards to impact instruction. Each grade level will also have a mobile lab with 30 netbook computers. We have also purchased document cameras for each grade level for the 2010-2011 school year.

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

For the 2010-2011 school year, we purchased the StoryTown Balanced Literacy program to replace Success for All Reading. StoryTown is a research-based developmental reading and language arts program. The foundation of the program is high-quality children's literature, as well as informational texts. Students are exposed to a variety of genres. The program emphasizes explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. The program also provides practice and application of the skills using a variety of meaningful tools and activities suited to different types of learners. We continue to implement the Delta/Foss Science curriculum which is aligned to the PA State Academic Standards. We continue to use the Chicago Everyday Math curriculum. Our Health program is a comprehensive program for grades K-5. EdisonLearning has provided the school with companion guides which set the pacing for the reading and math curriculum. It also provides alignment to the state standards for math and reading along with teacher resources and assessments on each of the standards.

We also continued our instrumental program for students in grades 3, 4 and 5 offering woodwinds, brass, strings, and percussion lessons. We had a few students take guitar lessons. One student also learned how to play the piano. The students then performed in a recital to showcase their talents. The music department also started a Lincoln Charter School chorus this year.

This year, our students in 1st, 2nd, 3rd, 4th, and 5th grade took part in tutoring to focus on areas of need in reading. Kindergarten aides provided extra support to individual students and small groups in reading and math to prepare them for the 1st grade.

Our 4th grade students researched and presented a multidisciplinary project utilizing the Big 6 process. Our 5th grade students participated in a Science Fair project. We also provided summer homework and incentives for students to complete the homework and return it on the first day of school.

Observations from the Administration and leadership team help staff members focus on the Seven Elements of Effective Instruction. The administrative staff was also used the Power of Teaching Tool as a means to help teachers develop effective teaching practices. This is a coaching model not an evaluation helping teachers to identify effective teaching practices versus ineffective practices in the classroom. Meetings were held with teachers after these observations to discuss the observation and next steps for teachers.

Strengths and Challenges

Strengths:

- Longer school day
- Longer school year
- Students receive 2 humanities classes each day. All humanities classes are on a 2 day rotation schedule.
 - Humanities classes include: Art, Music, Health/Physical Education, and World Language
- Monthly Benchmark Testing aligned with Pennsylvania State Standards in Reading, Math, and Language Arts
 - Teacher analysis of student strengths and weaknesses monthly
 - Teacher analysis of next steps in curriculum
- Reading Program is a balanced literacy program with 130 minutes daily
- Math Program is 60 minutes daily uninterrupted
- Weekly Skill Focus days in both math and reading
- Monthly Achievement/Attendance Assemblies
- Daily co-planning time by grade levels
- Monthly Professional Development time for teachers
- ESL program - push in and pull out
- Special Education - responsible inclusion and resource room
- Family Fun nights to promote parent partnerships
- Induction Program/Mentor Program
- 4th Grade Multi-Disciplinary Project
- 5th Grade Science Fair project
- Student Learning Contracts (Report Cards) - 99% parent participation for conferences
- Daily informational broadcasts on lobby and office TVs
- Community Relations/Community Service
- Identifying "at risk" students
- weekly Family and Student Support Team meetings
- Technology upgrade for the 2010-2011 school year: netbooks, interactive white boards in each classroom, document cameras.
- Successfully implemented Truancy Elimination Plans which resulted in maintaining 95% student attendance.
- Staff attendance average over 95%
- More accountability in grades K, 1, and 2 to prepare students for 3rd, 4th, and 5th grade.

Challenges:

- Reading continues to be an area of weakness.
- Growing population of ELL students
- Student transiency
- Progress of students with IEP's in reading and math

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Lincoln Charter School's strategic planning process starts with an analysis of the data--high stakes testing, standardized testing, and local assessments. Achievement

goals are set from this data for the following year--focusing on meeting AYP goals set by NCLB. The school's operations are assessed and goals are set for areas such as: attendance, Student Learning Conference (SLC) participation, fiscal responsibility, resource management, parent involvement, technology, etc. Major findings are identified and goals are set based on areas of need.

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

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

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beverly Stiffler Smith	Academy Director	Administrator	Principal
Brenda Garcia	Bilingual Parent	Parent	Charter School Board
Cathi Hicks	Learning Environment Coordinator		Principal
Dana Lauer	Kindergarten Teacher	Regular Education Teacher	Principal
Erin Holman	Principal	Administrator	Charter School Board
Gary Hollenbaugh	Hollenbaugh CPA	Business Representative	Charter School Board
George Fitch	Principal	Administrator	Charter Board
Gloria Bostic	Special Education Coordinator	Special Education Representative	Principal
Heather Hossler	SPED Coordinator	Special Education Representative	Charter Board
Jennifer Dugan	Student Support Manager	Ed Specialist - School Counselor	Principal
Joann Borders	Salem Square Neighborhood	Community Representative	Charter School Board
Karen Horn	ESL Coordinator	Other	Principal
Kristin Sipe	3rd grade teacher	Regular Education Teacher	Principal
Lee Bostic	School Operations Manager	Administrator	Principal
Margaret Thummel	Curriculum Specialist		Principal
Maribel Barajas	Parent	Parent	Charter School Board

Nathan Helminiak	Boy Scouts	Community Representative	Charter School Board
Rosalind Brooks	EdisonLearning	Business Representative	Charter School Board
Steven Clutter	School Technology Manager	Other	Lee Bostic School operations Manager/Plan Admin
Sue Gerenstein	EdisonLearning VPES	Other	Charter Board

Goals, Strategies and Activities

Goal: 100% Participation for PSSA Assessments with the exception of students taking the alternate assessment if necessary.

Description: 100% of the students in Grades 3, 4, 5 will participate in the PSSA assessments with the exception of students taking the alternate assessment if necessary

Strategy: Parent Involvement

Description: Lincoln Charter School will use a variety of methods to ensure that students in grades 3, 4, and 5 participate in the PSSA testing to get an accurate look at our school's achievement.

Activity: Autodialer

Description: Autodialer is set to call all families prior to testing to not only remind them of the upcoming tests but also to provide tips on what families can do to help students prepare for the tests.

Person Responsible Timeline for Implementation Resources

Steve Clutter	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Color coded school calendar

Description: The school calendar is color coded to show all testing dates for all PSSA tests given

Person Responsible Timeline for Implementation Resources

Lee Bostic	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Parent Teacher Conferences

Description: A table is set up during Parent-Teacher conferences for parents to visit to receive an overview of what is expected of their child during the PSSA. Testing dates are also given to each parent to take home with them.

Person Responsible Timeline for Implementation Resources

George Fitch	Start: 11/4/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Reminders

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

Person Responsible Timeline for Implementation Resources

George Fitch	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Classroom Computer Use

Description: To ensure classroom computers are used effectively and efficiently.

Strategy: In-class computer Use

Description: Classroom computers, stationary and mobile labs, will be utilized for skill practice, publishing, research, and benchmarks.

Activity: Curriculum Integration

Description: Integrate teaching of school curriculum through the use of classroom computers and use of smart boards, document cameras, and mobile labs.

Person Responsible Timeline for Implementation Resources

Steven Clutter	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Decrease in office referrals

Description: Decrease office referrals by 5% as compared to the 2009-2010 school year.

Strategy: Establish Partnerships

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

Activity: Parent/Student Partnerships

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

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Monthly Analysis

Description: The Core FASST team analyzes discipline data on a monthly basis. Reports are run from the student management system on office referrals by teacher, by incident, and by

student. An action plan is developed for each area as needed and reevaluated on a monthly basis. House teams also review this analysis, looking for trends in behaviors and areas of concern. Plans are developed as a team to support students and staff as needed so that the learning environment is positive and productive. The leadership team also reviews and discusses the discipline data.

Activity: Team meetings

Description: At risk students are identified through FASST and Core FASST meetings. Staff training will be offered as necessary to assist in creating a positive learning environment. Some students are assigned case workers to develop a specific plan for that student.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Highly Qualified Staff

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

Strategy: Incentives/Programs

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

Activity: Act 48

Description: Act 48 Credit Hours approved by the state for on-sight professional development.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/16/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Course Reimbursement

Description: Course Reimbursement is offered for staff members completing undergraduate and graduate courses.

Person Responsible	Timeline for Implementation	Resources
Lee Bostic	Start: 7/1/2010 Finish: 7/1/2010	\$120,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Colleges and universities	• College	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
This is based on the mandated requirements to gain Level II certification and meet Act 48 requirements. Time and courses vary depending on time of year and staff needs. Staff members gain knowledge toward their continuing education credits based on a variety of topics and majors such as: administration, special education, reading specialist, etc.	Courses are relevant to teaching in the elementary setting.	<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. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff

professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • transcript 	<ul style="list-style-type: none"> • Level II certificate • Master's Degree

Status: Not Started — Overdue

Activity: Induction Program

Description: The state has approved our school on-sight induction program for new teachers. Support is given to them through their first year of teaching through assigning a mentor and having monthly induction meetings. The new teachers also meet with their mentors on a regular basis to problem solve. This program was approved by PDE.

Person Responsible	Timeline for Implementation	Resources
Margaret Thummel	Start: 8/2/2010 Finish: 6/7/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	19	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lincoln Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>New teachers will participate in an induction program. They will learn strategies for classroom management, building parent partnerships, lesson planning, curriculum training, school wide behavior support, student learning conferences, etc.</p>	<p>Based on state mandated induction program and the book: <i>The First Days of School</i> by Harry and Rosemary Wong</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p>
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- 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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of

teaching and learning, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • mentor log (Each inductee is assigned a mentor. Monthly meetings occur between mentors and mentees.)

Status: Not Started — Overdue

Activity: Professional Educational Plan

Description: Professional Educational Plan approved through the state from 2008-2011.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Increase Parent Participation

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

Strategy: Increase Parent Participation

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

Activity: Family Nights

Description: About each month, the school will have family nights to promote family involvement in the school. Topics vary from reading night, fall festival, block party, etc. We see more and more families become involved each and every year--approximately 300 people attending each event. We also include SLC's 3 times/year where teachers meet with parents and students to discuss the child's progress through the year and set goals for the upcoming quarter.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Parent Workshops

Description: Throughout the year, parent workshops are offered on various topics of interest to our school population.

Person Responsible Timeline for Implementation Resources

Jen Dugan	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Parent Participation in SLC conferences

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

Strategy: Home Visits

Description: Home visits are used if a parent is unable to attend the quarterly conferences.

Activity: Home visits

Description: Home visits will be made by the teacher on an as needed basis to get parents involved and reach their 100% participation rate.

Person Responsible Timeline for Implementation Resources

Beverly Stiffler Smith	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Parent Letters and Reminders

Description:

Activity: Parent Letters

Description: Families choose their top 3 times for their conference. Reminders will be sent out twice prior to the conference date. All correspondence is translated into Spanish.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Sign In Forms

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

Activity: Parent Sign In Forms

Description: Parent Sign In Forms are made available at Student Learning Conferences to track each homeroom's participation rate. 100% participation is the goal for every homeroom.

Person Responsible Timeline for Implementation Resources

Beverly Stiffler Smith Start: 8/18/2010 -
Finish: Ongoing

Status: Not Started — Overdue

***Strategy:* Thank you Notes**

Description: Send thank you to families for attending SLC conferences

***Activity:* Parent Appreciation**

Description: Thank you letters sent home from teachers thanking parents for their attendance to the conference and their support in their child's education.

Person Responsible Timeline for Implementation Resources

Beverly Stiffler Smith Start: 8/18/2010 -
Finish: Ongoing

Status: Not Started — Overdue

***Goal:* Student Attendance**

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

***Strategy:* Autodialer**

Description:

***Activity:* Parent Contact**

Description: Autodialer will be used on a daily basis to alert parents of their child's absences.

Person Responsible Timeline for Implementation Resources

Jen Dugan Start: 8/18/2010 -
Finish: Ongoing

Status: Not Started — Overdue

***Strategy:* Compulsory School Attendance Law**

Description:

Activity: Attendance

Description: Parents are invited to Truancy Intervention Sessions once their children have received a first legal notice. These sessions are officially planned 3 times/year. The Student Support Manager also sets up individual appointments with parents as well. The school works collaboratively with the magistrate, Children and Youth Services, and Family/Child Resources to develop Truancy Elimination Plans.

Person Responsible Timeline for Implementation Resources

Jen Dugan	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Attendance Law

Description: Follow the Compulsory School Attendance Laws as set by Pennsylvania state.

Person Responsible Timeline for Implementation Resources

Jen Dugan	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Monthly Celebrations

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

Activity: Celebrations

Description: Acknowledge students with perfect attendance at monthly achievement assemblies. Provide incentives for students with perfect attendance.

Person Responsible Timeline for Implementation Resources

Jen Dugan	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Compulsory School Attendance Laws

Description: Follow the Compulsory School Attendance Laws as set by the state of PA.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Rewards for Perfect Attendance

Description: Monthly stickers are given to students with perfect attendance. Students are recognized in an assembly with their peers.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: To meet AYP in reading and math for the 2010-2011 school year

Description: Increase proficiency in Reading scores to achieve 70% to meet AYP goals. Increase proficiency in Math scores to achieve 70% to meet AYP goals.

Strategy: Achievement Tracker

Description:

Activity: Tracking of monthly benchmark tests in reading and math for grades 2-5

Description: Individual student information is tracked on the achievement tracker and used as a predictor for the PSSA. This is used to have grade level discussions about student progress.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Data analysis

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

Activity: Monthly benchmarks in reading and math

Description: Monthly benchmark tests are used in both reading and math. Assessments have been aligned to the PA Academic Standards. Results are analyzed by grade level, classroom, and student.

Person Responsible Timeline for Implementation Resources

Lee Bostic	Start: 8/18/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Review of previous PSSA/Terra Nova

Description: Data from 2009-2010 will be reviewed by teachers to develop individualized strategies for addressing skills with individual students as well as the class.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/16/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: SRI

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

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/18/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: New Reading Curriculum for the 2009-2010 school year

Description: We have selected Story Town as our new reading curriculum for the 2009-2010 school year.

Activity: AIMSweb

Description: The AIMSweb program was purchased for use in the 2009-2010 school year replacing the DIBELS assessment. This assessment/monitoring tool will be used in all grade levels in both reading and math. The AIMSweb system will also be used to monitor student progress.

Person Responsible Timeline for Implementation Resources

Margaret Thummel	Start: 8/16/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Staff training

Description: All staff will receive ongoing on-site training before the school year through Harcourt School Publishing and Edisonlearning VPES.

Person Responsible Timeline for Implementation Resources

Sue Gerenstein	Start: 8/16/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Study Island

Description: A site license for study island was purchase to provide students with computerized specific skill practice in all tested areas and grade levels.

Person Responsible Timeline for Implementation Resources

Margaret Thummel	Start: 8/16/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Reading tutoring

Description:

Activity: Tutoring for specific reading skills for students in grades K-5

Description: Students will be tutored by paraprofessionals throughout the day on all levels focusing on specific skill weaknesses as shown in data analysis and assessments.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/16/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Skill Focus

Description:

Activity: Weekly Skill Focus

Description: Based on benchmark data, SRI, and 8 week inventory, teachers will provide a weekly skill focus on the needed skill areas to meet their students needs.

Person Responsible Timeline for Implementation Resources

Margaret Thummel	Start: 8/16/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

Lincoln Intermediate Unit 12 - Lori Stollar

Statement of Quality Assurance - Attachments

- 2009-2010 School Improvement Plan
- 2009-2010 School Improvement Plan - IU worksheet

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Lincoln Charter School utilizes a research-based curriculum that is built around five domains: humanities and arts, mathematics and science, character and ethics, practical arts and skills. In these areas, all standards and curriculum materials are consistent and aligned with the requirements of Pennsylvania. Each week, grade levels work collaboratively to develop lesson plans that meet state standards. Grade level lead teachers are responsible to monitor grade level progress and report to administration students areas of strengths and needs. Standards, which are aligned with monthly Benchmarks, are noted in daily lesson plans. Within the Edison Learning design, performance assessments are routinely utilized to measure the progress toward more ambitious standards of the curriculum. Intense trainings are held for staff so that they can best utilize the entire curriculum to better prepare students for standardized tests. Assessments thereby provide accountability for learning that really matters.

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

Reading—StoryTown--StoryTown is a research-based developmental reading and language arts program. The foundation of the program is high-quality children's literature as well as informational texts. Students are exposed to a variety of genres. The program emphasizes explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. The program also provides practice and application of the skills using a variety of meaningful tools and activities suited to different types of learners--Wilson Reading—4th and 5th grade students who need an alternate to the core program, are screened to see if the Wilson Reading Program would be a more appropriate program to better meet their needs. This program is offered simultaneously during the reading block. This program teaches specific phonics rules and strategies for the struggling reader.

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

Writing and Language Arts—Since StoryTown offers a balanced literacy approach, StoryTown is used for writer's workshop.

Science—Delta/FOSS—Students receive Science instruction for 40 minutes each day. Active hands-on explorations help students build their understanding of the key scientific concepts and big ideas that explain our world. Students regularly work through topics in the areas of physical science, earth and space science, life science, and science and technology.

Social Science—Our project-based proprietary program emphasizes the use of children's literature in Social Studies instruction. Projects and activities are often cross curricular and are guided by a multi-cultural perspective and respect for diversity. Character and ethics lessons occur several times each month through a literature based curriculum developed by the Heartwood Institute. Classrooms also incorporate Social Studies Alive/History Alive into their social science instruction. This curriculum incorporates lessons and activities on 5 theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative student interaction and Spiraling program. Students receive social science instruction 40 minutes each day.

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

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

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

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

We have a high number of ELL and Special Ed students who are supported by "pushing in" and "pulling out" to strengthen academic skills. A resource room is also offered to those Special Ed

students whose IEP's warrant the small group instruction.

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

Rigorous Instructional Program - Attachments

- Approved Professional Education Plan(08-09)
- Approved Teacher Induction Plan(08-09)

English Language Learners

English as a Second Language is taught by using the *Into English!* curriculum. The *Into English!* program strives to move ESL students through the stages of language acquisition. This program is taught to small groups of English Language Learners in forty minute pull-out sessions. The remainder of the day, students spend in their homeroom class; unless being tutored or Special Education services are being rendered. *Into English!* organizes literature and grade level content lessons into thematic units that match the classroom curriculum. *Into English!* addresses four modes of learning; listening, speaking, reading and writing. This is accomplished through use of real world experience, visual aids, literature, big books, audiocassettes, manipulatives, realia, technology, language log workbooks and trade books enhancing each unit of instruction. Sheltered Instruction at Lincoln Charter School is also used. Each classroom teacher is trained to make adaptations/accommodations to help their ESL students to succeed. Through the *Into English!* program and pull-out/push-in practices, Lincoln Charter School can closely track and monitor the progress of our ESL students individually and by grade level.

Lincoln Charter School services all students who speak a primary language other than English. Our program has built-in opportunities for individualized learning and ensures that students receive personal attention. In our school, we value language and we encourage and support second-language acquisition. Beginning with kindergarten, students develop proficient English-language skills through the use of Sheltered Instruction within their regular curricular classrooms. Small classes, ample time, and extensive tutoring ensure a firm foundation for everyone. Great literature drawing on authors from many languages and cultures is a major instructional resource for much of the curriculum. All students are grouped within heterogeneous grade levels with respect to language background, native language proficiency, and English proficiency. Students with varying language backgrounds are not segregated from one another: they learn with and from one another as often as possible. These

students receive the same academic content as those students who are native English speakers. All students receive a minimum of two and one half hours of reading and language arts instruction daily in English. *Storytown* is our core reading program in all grades. *Storytown* enables students whose first language is not English to learn English with high levels of competence. This occurs through *Storytown's* skills and taught with ESL supports. Students are assessed and regrouped quarterly for maximum individual progress. Students receive one-on-one tutoring as needed.

By pulling information from Home Language Surveys and teacher input, together with students previously included in an ESL program, groups of students are screened for each year's ESL program using the W-APT placement test for all grades Kindergarten through five. Following screening, a schedule is developed to pull out the ESL students during their homeroom's 40-minute World Language (Spanish instruction) period, which occurs every other day. Student's academic progress is tracked through use of standardized tests (PSSA and Terra Nova). The WIDA language Proficiency test is administered in the months of February/March to measure growth in language proficiency and to provide criterion for transition or exit from the ESL program. The results are also used for the use of placement for some students for the next school year. The *Into English!* component of our instruction monitors the progress toward fluency in oral English, usage of language functions, and usage of critical skills during each unit and during actual ESL lessons. The ESL program at Lincoln Charter School follows Edison Learning Standards, which have been paralleled to the PA State Standards.

English Language Learners - Attachment

- 09-10 LEA Report

Graduation Requirements

Lincoln Charter school is a K-5 school and is not required to have specific requirements for graduation. However, our 4th grade students are required to complete a multi-disciplinary project using powerpoint and present it to a team of staff members. 5th grade students must present a science fair project as a mandatory project for promotion to 6th grade.

Special Education

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

Special Education - Attachments

- LCS Special Education Policies
- 09-10 Special Education Report

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Julie Phillips	1.00	learning support	Lincoln Charter School	12	N/A
Kristen Gauger	1.00	learning support	Lincoln Charter School	12	N/A
Patty Leonard	1.00	learning support	Lincoln Charter School	11	N/A
Diane Fitzpatrick	1.00	learning support	Lincoln Charter School	12	N/A
Beverly Mondloch	1.00	Speech/Language Impaired	Lincoln Charter School	30	N/A

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	Lincoln Charter School	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Wellspan Behavioral Health	Certified School Psychologist	1 FTE
Therapy Source	Occupational Therapist	2 FTE
Therapy Source	Physical Therapist	1 FTE

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Terra Nova	Yes	Yes	Yes	No	No	No
PSSA - Reading and Math	No	No	No	Yes	Yes	Yes
PSSA - Writing	No	No	No	No	No	Yes
PSSA - Science	No	No	No	No	Yes	No
Scholastic Reading Inventory	No	No	Yes	Yes	Yes	Yes
PASA if needed	No	No	No	Yes	Yes	Yes
AIMSweb	Yes	Yes	Yes	No	No	No

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
N/A--only K-5	No						

Student Assessment

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

Reading - PSSA Students in Proficient and Advanced

Year	% Proficient and Advanced
2009-2010	47.4%
	(preliminary scores)
2008-2009	49.2%
2007-2008	55.56%
2006-2007	53.8%
2005-2006	40%
2004-2005	32%
2003-2004	37.5%
2002-2003	21.4%

Math - PSSA Students in Proficient and Advanced

Year	% Proficient and Advanced
2009-2010	65.6%
	(preliminary scores)
2008-2009	64.9%
2007-2008	66.35%
2006-2007	61%
2005-2006	57.9%
2004-2005	50%
2003-2004	31.7%

2002 -2003 20.3%

Terra Nova - 2nd Edition - National Percentile Rank

Grade/Subject	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010
Kindergarten Reading					50%
Kindergarten Math					53%
1st Grade Reading	51%	38%	49%	43%	38%
1st Grade Math	52%	37%	44%	40%	34%
2nd Grade Reading	39%	47%	39%	41%	37%
2nd Grade Math	41%	53%	47%	51%	38%

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

Attached is a sample of the Achievement Tracker. The Achievement Tracker is used to track student progress monthly on their benchmark scores. We keep track of how many students are scoring proficient, bubble, and below. This year we have also utilized data boards so that grade levels can physically track numbers of students toward yearly achievement goals. Students names are written on sticky notes and are coded according to subgroup categories on the state assessment. Each month, teachers come to their achievement meetings with their data boards and move students according to their monthly benchmark scores. This allows teachers to visually see how their students are tracking toward grade level goals.

Scholastic Reading Inventory and 8 Week Assessments are administered each quarter and analyzed by reading teacher, reading coordinators, grade level teams, and administrative team. Our Reading Coordinators set up a testing schedule each quarter to monitor student progress. Data is collected and presented to administrative staff. Implications for the next quarter are implemented at a leadership meeting and examined by grade level teachers. All data is forwarded to the EdisonLearning Achievement Team for further support.

AIMSweb is a validated tool for early identification of children with potential problems and an assessment of response to instruction. This tool is utilized for progress monitoring not only with the special education team, but with classroom teachers as well. With this, teachers are able to locate, monitor, and intervene with at-risk students. All data is collected and goals are set based on student and grade level needs. All data is forwarded to the EdisonLearning Achievement Team for further support.

The Lincoln Charter School creates a Student Achievement Plan each year. It is divided into eight sections which include: Program Implementation, Data Analysis, Meeting Individual Needs, Monitoring Progress, Professional Development, Test Administration, Culture of Achievement,

and Test Embedding Requirements. This provides the framework for the school year. The administrative team monitors the implementation of the Student Achievement Plan throughout the school year. The plan includes the strategies that need to take place; people responsible for the strategy, timeline of when the implementation needs to be monitored and evidence that will be collected to determine the validity of the strategy. Attached is the Student Achievement Plan used for the 2008-2009 school year. Because we did not make AYP for the 2008-2009 school year, we developed a School Improvement Plan, as mandated by the state of Pennsylvania. This was utilized in place of the Student Achievement Plan.

Lincoln Charter School implements various strategies and interventions to assist student success within the school. By using information from home language surveys, classroom teachers' input, and together with students previously included in an ELL program, groups of students are screened for each year's ELL program. Following screening, a schedule is developed that would pull out the ELL students during their homeroom's 40 minute World Language period, every other day or push in as needed.

The WIDA ACCESS test is another measure used to identify the English language proficiency. This test is given to all ESL students during the months of February and/or March. The results determine a student's language growth in speaking, listening, reading and writing. We also use the assessment component of *Into English!* These student progress forms are used to document student progress towards fluency in oral English, usage of language functions, and usage of critical skills during each unit and during actual ELL lessons. The ELL staff also uses the grade level curriculum to pre-teach ideas and vocabulary so the students are more successful in the classroom. Some students are pulled out for ELL instruction, while other students are supported in the classroom during the major subjects.

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

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

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

If the interventions of the FASST process do not successfully resolve the problems, the student is experiencing, and if the team suspects that the student may be eligible for services under IDEA, we discuss this with the parent or guardian and the Special Education Coordinator presents the Permission to Evaluate (stating the reason for the referral, the tests to be administered, and the time within which it is to be completed) along with the Procedural Safeguards Notice.

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

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

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

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

As stated, our school provides "Responsible Inclusion" which recognizes that not every student's needs can be met in the regular classroom alone. A small number of our low incidence students who require an alternate curriculum, go to the Resource Room for Support in either Reading, Math, Writing or any combination of those subjects. We also had 3 students placed in a full-time emotional support class with Lincoln Intermediate Unit 12 and one student placed through alternative education. However, because of the delivery system we have in place and the excellent teacher student ratio, we are able to meet the needs of most students in the regular classroom.

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

Student Assessment - Attachment

- 2009-2010 Achievement Tracker

Teacher Evaluation

A)

Informal observations are conducted in all curricular areas by the members of the Leadership Team. This would include Lead Teachers and Coordinators. These school leaders provide informal feedback and support that is specific to curriculum and design implementation. Building substitutes are utilized to allow for peer observations throughout the school year. These opportunities promote collegiality and the opportunity to share best practices. Edisonlearning, our management company, provides support for curriculum through National Curriculum Coordinators. These Coordinators conduct site visits regularly to observe curriculum implementation in action. The resulting informal feedback is shared with the Coordinators and Administration to ensure effective curriculum implementation. Within the Edisonlearning model, the Vice President of Educational Services works closely with the school Administration to provide opportunities for professional development and to observe the instructional model in action. The observations by the VPES are not formal in nature and are not considered a part of the formal evaluation process of professional staff members of Lincoln Charter School.

The Administrative Team is responsible for all formal evaluations. As a result, the Principal and Academy Director regularly visit classrooms to observe instruction, provide feedback and initiate discussions related to instructional methods, decision-making, and achievement data. Several tools are utilized to assist staff members in developing their instructional skills. *The Seven Elements of Effective Instruction* is a tool that provides a comprehensive look at planning and instruction. It promotes a professional dialogue that is geared toward student achievement.

The Seven Elements of Effective Instruction includes the following elements:

1. Engaging Students through activating students, maintaining participation, and positive interactions.
2. Designing Groupings for Learning through varied groupings, grouping procedures, responsive feedback, and monitoring learning.
3. Differentiation through planning for different learners, determining entering knowledge, monitoring and coaching, keeping track, adapting curriculum, adapting classrooms, communicating and collaborating.
4. Intentional Design through intentional planning, responsive planning, integrating across subjects, variety of instructional formats, intentional formats, participation in instructional formats, graphic organizers.
5. Language of Learning through listening, responsive feedback, modeling meta-cognition, promoting self-monitoring.
6. Maximizing Time through beginnings and endings, transitions, productive time, pace and momentum, cyclical review, prolonged projects.
7. Using Instructional Resources through core curriculum resources, supplementary resources, people resources, computers for teaching, computers for learning, classrooms that teach

The *Power of Teaching* is based on current brain research. This concept moves instruction from “what” is being taught to “how” it is being taught. The observation tool is comprised of six power sources that are broken down into two categories:

1. Focusing and Engaging Minds
 - a. Cognitive Connections for Learning and Teaching
 - b. Pacing and Productivity for Learning, Transitions
 - c. Processes and Endings for Learning
2. Managing Learners for Learning
 - a. On-task Learning
 - b. Differentiated Teaching to Accelerate Learning
 - c. Aligned Expectations to Macro-Organization

This tool is designed to enter observation data electronically. It provides all stakeholders with important data related to ineffective and effective instruction. This data is then used to stimulate professional discussion and promote professional development.

This year staff members were not required to complete a professional portfolio based on their goals. This decision was made because we started the school year with the *Success For All* reading curriculum in place, then changed over to the new *StoryTown* reading curriculum. The trainings took place several weeks into the school year. Materials arrived in batches and the new reading curriculum was not fully implemented until well into the first quarter. Instead of focusing on individual goals for staff, all staff worked toward becoming proficient with the new reading curriculum and utilizing its' vast resources to impact student achievement.

As a school located in south-central Pennsylvania, the Semi-Annual Evaluation Form for teachers holding Instructional I certificates (426) and Instructional II certificates (428) are used as tools to provide intentional feedback to staff members regarding their daily work with children. Both the Principal and Academy Director are certified to utilize these evaluative tools. Areas of focus are: planning and instruction, classroom environment, instructional delivery, and professionalism. Each category is rubric-based and provides the evaluator with clear guidelines for the evaluation. These evaluations are shared with staff, signed, and filed in their professional files.

B)

Teachers are observed and evaluated regularly as part of the Edisonlearning model. The Principal and Academy Director complete the formal evaluations of staff. Erin N. Holman, Principal and Beverly A. Stiffler Smith, Academy Director both hold the appropriate Pennsylvania state certifications in administration. Mrs. Holman has been certified by the state of Pennsylvania as able to evaluate professional staff. She received her administrative certificate from Western Maryland/McDaniel College. She has completed the required course work and praxis to enable her to earn these credentials. Mrs. Stiffler Smith received her administrative certificate from Wilkes University and has completed the required course work and praxis to enable her to earn these credentials.

The Principal is evaluated two times a year by the Vice President of Educational Services assigned to support the school. Edisonlearning provides the evaluative tool for this.

The Principal evaluates the Academy Director yearly, also utilizing tools from our management company.

C)

Professional development for school leaders is an integral part of the Edisonlearning design. Opportunities for professional development are provided by the management company throughout the year to ensure that the school leaders are supported in their work, with the ultimate goal being student achievement. The following is a list of professional development opportunities in which the Principal and/or Academy Director attended throughout the 2009-2010 school year:

Date: July 7-11, 2009

Conference: Edison Leadership Development Academy

Location: Las Vegas, Nevada

Attending: Principal and Academy Director

Topics: Leadership and Innovation: The Keys to our Success

Date: October 14-16, 2009

Conference: Instructional Leadership Conference

Location: Anaheim, California

Attending: Principal and members of the Leadership Team

Topics: Data Teams, Data Analysis

Date: November 18-21, 2009

Conference: Edison Leadership Development Academy

Location: Charleston, South Carolina
Attending: Principal
Topics: Panel discussions with proficient administrators centered on Response to Intervention, Benchmarks, and Data

Date: February 1-2, 2010
Conference: National Institute of School Leaders
Location: PATTAN
Attending: Principal and ESL coordinator
Topic: ELL — explored topics on learners, data, and professional development for staff

Date: March 19, 2010
Location: IU 15, Harrisburg, PA
Attending: Academy Directory, School Operations Manager, Learning Environment Coordinator
Topic: PIMS/PSSA

Date: Monthly
Conference: Special Education Advisory Council
Location: IU 12, New Oxford, PA
Attending: Special Education Coordinator and Principal
Topic: Special Education regulations and updates

Date: July 6-11, 2010
Conference: Edison Leadership Development Academy
Location: San Diego, California
Attending: Principal (new principal, George Fitch), Academy Director and members of the Leadership Team
Topic: Rigor, Relevance and Relationships

Teacher Evaluation - Attachment

- Teacher Evaluation Sample

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Four board members resigned during the 2009 - 2010 school year

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Mr. Oscar Rossum Sr.	President
Mr. Gregg Ford	Board Member
Mrs. Dorthy Sweeney	Vice President
Mr. Gary Hollenbaugh	Board Treasurer
Mrs. JoAnn Brown	Board Secretary
Dr. Julia Harris	Board Member

Robert Cooper	Board Member
Dawn Cataia	Board Member
Jeannie Shoff	Board Member
Joanne Borders	Board Member
Daniel Fennick	Board Attorney

Professional Development (Governance)

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

All training in the area of governance, including the Sunshine Law, has been provided by Daniel Fennick, Esq. and Edisonlearning. Members of the Charter Board of Trustees attended a training retreat this year at Edisonlearning headquarters in New York. This training was held May 21-23, 10. Sessions centered on services provided to Lincoln Charter School by Edisonlearning as the management company. One session was devoted to the roles and responsibilities of the Charter Board of Trustees, from a legal standpoint.

The board solicitor, Daniel Fennick shares with the board his interpretation of legal issues and their obligations and duties as board members as topics arise. He is always available to board members and welcomes their calls and inquiries.

Coordination of the Governance and Management of the School

The Administration of the Lincoln Charter School works with the Administration of the School District of the City of York. The Lincoln Charter School also works with the business office of the School District of the City of York for enrollment and billing issues, as well as issues related to buildings and grounds. Custodial and food services are contracted through the School District of the City of York. The minutes of the monthly meetings of Lincoln's Charter Board of Trustees are forwarded to the District. The relationship between the Lincoln Charter School and the School District of the City of York has improved greatly since its' opening in 2000. Lincoln's third 5-year charter renewal went through in May of 2010 with a unanimous vote from York City's School Board: nine in favor of the renewal and zero against the renewal. This was the first time in the history of Lincoln Charter School that the school's renewal process was positive and without controversy. The School District of the City of York has now publicly recognized that Lincoln Charter School is a partner in the education of the children of York City.

Coordination of the Governance and Management of the School - Attachment

- 10-11 Board Meeting Dates

Community and Parent Engagement

The Charter Board of Trustees continues to support the community and parents of the Lincoln Charter School in a variety of ways. The Charter Board of Trustees has supported the family events at the school through attendance at various events. The Charter Board holds open public meetings, which allows for public discussion and comments. The Charter Board of Trustees

serves as an active voice for our school and community by listening to concerns and sharing the mission of the school. The Charter Board of Trustees also supports the quarterly student learning conference nights in which parents review their child's progress and have an opportunity to dialogue with the teacher, set quarterly goals and learn more about the curriculum. They continue to support the school's efforts to reach out to the community. The Charter Board of Trustees successfully opened a sister school this year: Helen Thackston Middle School. The school opened with sixth and seventh grade and will seek to expand to eighth grade next year. The Charter Board of Trustees has put much time and effort into bridging the two schools so that parents and students have the opportunity for the same high level of service that they received at Lincoln Charter School to continue at the middle school level.

In September, the Charter Board of Trustees invited Lincoln Charter School to participate in York City's educational parade and rally. The students, staff, and parents, responded by designing a float for the parade, ordering t-shirts for participants, and inviting the school community to participate in a show of support for our school. The response was tremendous! Lincoln Charter School had the largest participation in all of the schools that were represented. The parade generated local television coverage.

In May, Lincoln Charter School was chosen by Jeb Bush and Tom Corbett, as a location to announce their educational platform. Our distinguished visitors invited students, staff, and parents to participate in a round table discussion on education. Coverage of this event extended way beyond local news media.

Monthly family nights welcome families into the school to participate in cultural events, family fun events, quarterly SLC nights, and musical performances — both vocal and instrumental. The following family nights were held this year:

September: Open House
October: Harvest Festival
November: SLC's
December: Winter Wonderland
January: SLC's
February: Multi-Cultural Night
March: Spring choral concert
April: SLC's
May: Block Party and instrumental recital
June: 5th grade promotion breakfast

Families were also encouraged to participate in our Bookworm reading challenge throughout the year. Families were invited to participate in the 5th grade science fair and the 4th grade presentations on famous Pennsylvanians, and family night at the local Hoss's restaurant.

The Charter Board of Trustees has encouraged the school to reach out to the community through service work. This year, students, staff and families helped to contribute funds to Dollars for Scholars and the mini-relay for life (cancer) through donations and dress down days.

This year the school has made concerted effort to establish a PTO. Monthly meetings were held to brainstorm ways that parents could become more involved in the school. A small number of parents participated in activities throughout the school this year, such as fund raisers, room volunteers, field trip chaperones, library, etc. A committee was formed in the spring of 2010 to help move this initiative forward so that a strong parent partnership and an active PTO can be developed for the upcoming school year.

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

- Salem Square Neighborhood Association/monthly meetings
- Boys Club of York (York Raiders Basketball)/a youth sports program
- Salem Square Committee work/Walking School Bus
- York County Softball/practice
- York-Adams Area Council (Boy Scouts of America)/weekly meetings
- Unity Church of God in Christ/use of gymnasium
- Maranatha Church of God/use of playground for parking
- Salem Square Community Association/City-wide Clean Sweep
- Head Start/transitioning from pre-school to kindergarten
- Philhaven/TSS services
- Meadows/TSS services
- Pressley Ridge/on-site counseling services
- Giant Food Stores/incentive program for schools
- York City Health Bureau/lead testing
- Dental Sealant Program
- York College/observation & participation hours for college students
- Penn State University/student tutors

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Lincoln Charter School had one major fund-raiser for the 2009-2010 school year. We held a Corby's pizza sale in the spring. These funds are used to support students and staff activities.

Lincoln Charter School had several opportunities to raise funds for charity organizations this year. Dress-down days were utilized as a means to raise money for cancer, through the Mini-Relay for Life and for scholarships through the Dollars for Scholars program. Students and staff also raised money through dress-down days for Lincoln Charter School families that were victims of fire. A canned food drive was also held to collect food for the local food bank.

Once again, a Corby's Pizza fundraiser is planned for the 2010-2011 school year.

Fiscal Solvency Policies

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

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

Accounting System

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 09-10 Preliminary Statement of Revenue and Expenditures

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

As of the filing deadline for this Annual Report, the 2009-2010 Audit has not been completed. The tentative date for completing the Audit is the week-ending of September 30th.

This will allow the charter board to review, approve, and submit the 2009-2010 audit in a timely manner. Below is the information concerning our 2008-2009 Audit.

Seligman, Friedman and Company, P.C. completed our audit for the 2008-2009 school year. They found that the financial statements presented fairly, in all material respects, the financial position of the school, and the results of its operations for the year ended in conformity with the generally accepted accounting principles.

It was also their opinion that Lincoln Charter School complied, in all material respects, with the requirements that are applicable to each of the major federal programs for the year ending June 30, 2009.

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

- FY09 Financial Audit

Citations and follow-up actions for any State Audit Report

Lincoln Charter School has no citations against them for any of their audits.

SECTION VII. FACILITY RESPONSIBILITIES

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

Lincoln Charter School did not acquire any facilities the last fiscal year.

The following is a list of furniture and equipment purchased during the last fiscal year.

IBM Netbooks	183
Wireless access points	18
Mobile lab Carts	6
Interactive Whiteboards	31
Document Cameras	11
Whiteboard Activevote	8
Short throw Projector	31
Laptops	84
Hp Printer	1
Digital Camera	4
Deskjet Printers	35
Hd video Camera	1

Lincoln Charter also purchased a complete new reading curriculum in the 09-10 school year. (Story Town)

Future Facility Plans and Other Capital Needs

The Lincoln Charter School has acquired no facilities. The facility is owned by the York City School District. The school pays for the lease of the building and some furniture.

Future purchase of Capital technology assets will take place in the FY11 school year. We will also be looking at the purchase of some new student desks and cafeteria furniture.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Lincoln Charter School follows all guidelines set forth by state with regards to fire drills, crisis intervention, severe weather conditions, and health records. We have had our health records examined by the Pennsylvania Department of Health on a regular basis. We also have members

of the Pennsylvania Department of Health present during our kindergarten registration each year to examine and administer immunizations. The local fire department monitors frequency and implementation of fire drills.

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

The Lincoln Charter School has developed a wellness plan that brings together the entire school community through a strong and consistent fitness/health curriculum, community outreach, promoting high nutritional standards, and positive reinforcement that moves away from food as the reward.

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

- Health and Safety Requirements - wellness plan
- 08-09 Health reimbursement

Current School Insurance Coverage Policies and Programs

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

In addition to the EdisonLearning coverage Lincoln Charter School now carries it's own policies with the same limits.

Current School Insurance Coverage Policies and Programs - Attachment

- 08-09 Insurance Coverage

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The instructional staff of Lincoln Charter School consists of 47 teachers:

- 6 kindergarten teachers
- 5 first grade teachers
- 5 second grade teachers
- 4 third grade teachers
- 4 fourth grade teachers

- 5 fifth grade teachers
- 8 special's teachers: 2 World Language, 2 Fitness/Health, 2 Music, 2 Art
- 4 special education teachers
- 1 special education coordinator
- 1 ESL teacher
- 1 ESL coordinator
- 3 building substitutes
- 1 library media specialist (48)

In addition, we also have:

- 2 administrators (1 principal, 1 academy director)
- 1 school operations manager
- 1 technology manager
- 1 user support technician
- 5 reading tutors
- 6 kindergarten aides
- 1 student support manager
- 1 learning environment coordinator
- 1 curriculum specialist
- 1 reading/writing coordinator
- 3 office staff
- 4 cafeteria aides
- 2 ESL para-professionals
- 1 SES para-professional
- 2 school nurses (1 LPN, 1 RN)

The percentage of instructional certified staff is 100%. All para-professionals are highly qualified.

From the 2008-2009 school year we had 7 staff members who did not return to start the 2009-2010 school year. Of those staff members who did not return:

- 4 staff transferred to our new middle school
 - 1 left to do missionary work in Columbia
 - 1 retired
 - 1 was not invited to return for the new school year
- 1 staff member did not complete the 2009-2010 school year.

Our annual staff turnover is 11.4%

Our average daily attendance for staff is 98%

Quality of Teaching and Other Staff - Attachments

- 09-10 staff profile acs
- 09-10 HQT and Course ACS

- 09-10 Lincoln Charter PDE-414

Student Enrollment

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

If the number of students requesting enrollment status for a particular grade exceeds the number of places available in that grade prior to the start of the school year, a wait list is established, numbered and dated. As an opening occurs, a telephone call to the parent or guardian is placed. Preference would be given to students who had siblings already enrolled in the school. If the year has begun and there is not available placement for the student, the student's name is added to the waiting list for callback when spots become available. During the 2009-2010 school year, we had a waiting list in every grade.

The enrollment history for the 2009-2010 school year is as follows:

Kindergarten:

- Initial - 146 students
- Drop - 35 students
- Add - 21 students
- Total - 132 students

1st Grade:

- Initial - 128 students
- Drop - 22 students
- Add - 18 students
- Total - 124 students

2nd Grade:

- Initial - 125 students
- Drop - 18 students
- Add - 17 students
- Total - 124 students

3rd Grade:

- Initial - 115 students
- Drop - 10 students
- Add - 2 students
- Total - 107 students

4th Grade:

- Initial - 110 students
- Drop - 12 students
- Add — 6 students
- Total - 104 students

5th Grade;

- Initial - 107 students
- Drop — 12 students
- Add - 12 students
- Total - 107 students

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

York City Schools	
Davis	4
Devers	5
Ferguson	10
Goode	12
Jackson	8
McKinley	27
AIA	1
Bible Baptist	1
Central	1
Coatesville	1
Connecticut	1
Downingtown	1
Gettysburg	1
Harrisburg	2
Illinois	1
Lancaster	4
Maine	1
Maryland	9
New Jersey	1
New oxford	1
New York	3
Northeastern	1
Pittsburg	1
Reading	2
Red Lion	4
South Carolina	1
Spring Grove	5
Tennessee	1
West shore	2
West York	5
York Adventist Jr Acd	1

We currently have 595 students who have completed this school year and are enrolled to return August 2010. We have 128 new Kindergarten registrations and 40 new registrations in grades 1 — 5

During the 2009-2010 school year, we have had 0 expulsions and 118 students who have left voluntarily.

There are currently no supporting documents selected for this section.

Transportation

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

Food Service Program

York City School District provides our food service program. Breakfast is offered on a daily basis for students. Lincoln Charter School does participate in the Free and Reduced Lunch Program. In 2009-2010, 93% of our students qualified for the FRL Program.

Student Conduct

Our discipline policy is progressive and attempts to bring about corrective change in the behaviors of the student, not just to impose consequences. Our major goal is to affect positive change in student behaviors and to eliminate or reduce inappropriate student behavior through understanding and through counseling of the student as to appropriate actions that could be taken by the student.

A conduct intensive is implemented at the beginning of the year and at mid-year to ensure that students understand expectations, routines and procedures, school-wide rules, etc. Students are provided the opportunity to role play and engage in activities that promote a deeper understanding of the school-wide behavior system. Students are taught to recognize feelings that lead to anger or loss of self-control and are also provided strategies that help them to cope with these feelings through the Second Step curriculum. Students also learn peer remediation techniques through the use of the Peace Path, in which students learn to use their words to solve problems rather than engage in physical altercations. Students and staff also utilize the Hazelden No Bullying at School curriculum in order to recognize and prevent bullying issues at school. This program is in compliance with our school's policy on bullying. Lincoln Charter School has a code of conduct that is implemented school wide. C.A.R.E. is based on four essential elements: cooperation, acting responsibly, respecting ones' self and others, and encouraging and supporting others. Students recite this pledge daily as part of morning procedures. All school-wide rules are tied directly to the code of conduct.

Students are recognized daily for their responsible choices through the use of a ticket system (C.A.R.E.). Students are recognized throughout the day for their positive behaviors. Teachers circle the appropriate letter of C.A.R.E. and verbally acknowledge which part of the code of conduct students have demonstrated. At the end of the week all homerooms and the cafeteria turn in their data to reflect how many tickets that have issued for each component of C.A.R.E. Data is tracked monthly and is analyzed along with the monthly discipline data in order to identify trends, areas of strength and areas of need. While students' names are drawn daily by the classroom teacher, a name is drawn from each homeroom and the cafeteria weekly for a prize from the office.

The first line of discipline is not the office, but rather the classroom itself. Students are to be given teacher redirection, reflection time, and the opportunity to work in a "buddy" classroom or visit the lead teacher prior to being sent to the office for any disciplinary action. Parent contacts are also made to build the parent-teacher relationship and help facilitate the student getting on

track and making positive decisions. A bullying policy has been approved by the Board of Trustees and has been implemented in conjunction with a bullying program.

We use the ladder of success for each student. The goal is to find students showing appropriate behaviors. Students begin each day at "home, sweet, home" on the ladder of success. They can move up or down the ladder depending on their behavior choices throughout the day. C.A.R.E. tickets are also incorporated into moves up the ladder. The ladder was modified this year to reflect more opportunities for positive behavior. Severe, dangerous, and major disruptive actions on the part of the student will immediately involve the office and the disciplinary process will begin at that time.

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

During the 2009-2010 school year, there were 122 suspensions: 92 boys, 30 girls/17 kindergarten, 37 first grade, 11 second grade, 24 third grade, 11 fourth grade, 22 fifth grade/10 white, 78 black, 34 hispanic. We had zero student expulsions for the 2009-2010 school year. Grade level teams met monthly to analyze discipline data and worked to establish plans to support those students who needed individualized plans, positive incentives and/or case managers. We have seen a tremendous drop in discipline referrals this year. We had a total of 1114 referrals this year compared to 1755 last year. The intentional work of the Learning Environment Coordinator, Student Support Manager and school staff has had a tremendous impact on the school climate.

Student Conduct - Attachment

- 08-09 Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

Board President

Date

Chief Executive Officer
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 Lincoln 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: George Fitch **Title:** Mr
Phone: 717 699-1573 **Fax:** 717 699-0964
E-mail: george.fitch@lincoln.edisonlearning.com

Signature of the Chief Executive Officer and Date

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

Name: Oscar Rossum **Title:** Mr
Phone: 717 699-1573 **Fax:** 717 699-0964
E-mail: oscar.rossum@lincoln.edisonlearning.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Heather Hossler **Title:** Ms
Phone: 717 699-1573 **Fax:** 717 699-0964
E-mail: heather.hossler@lincoln.edisonlearning.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 09-10 Signature Page