
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Tuesday, May 29, 2012)

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 2011 - 2012

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:** 53

Student/Teacher Ratio: 14:1 **Student Waiting List:** 157

Attendance Rate/Percentage: 95.22 %

Summary Data Part II

Enrollment: 735 Per Pupil Subsidy: \$8805.00

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	14
Black (Non-Hispanic):	304
Hispanic:	303
White (Non-Hispanic):	84
Multicultural:	30

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 95%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 76

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	194	194	0	0	388
Instructional Hours	0	0	1222.2	1222.2	0	0	2444.4

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

The Mission of Lincoln Charter School is to provide a world-class education to all students.

Vision

The Lincoln Charter School vision was created collaboratively with the students, staff, parents, and Charter Board. Our vision is as follows:

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, or houses, 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 ensure that all staff members are actively engaging students in our design. The Leadership Team meets weekly after school to problem-solve, discuss student achievement and to participate in site-based decision-making.

Students participate in our own portfolio based; performance based, and embedded assessment system as well as in state and local testing. 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 dedicates much time to developing and utilizing 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, 3 networked printers and 2 scanners. All classrooms now have an interactive white board and document camera. All teachers have had extensive training throughout the year on how to use the interactive white boards to impact instruction. We have a mobile lab with 30 netbook computers for each grade level. This year we also added 3 mobile labs, one on each floor, to allow students and staff to have further access to technology. We were also able to add a mobile iPad cart to meet the needs of our Developmental Kindergarten students as they struggled with fine motor control.

Families are encouraged to be our partner in the best interests of the 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. Progress reports are sent home twice a quarter. 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 devote weekly meetings to ensure success for all students. Our Family Fun nights promote parent partnerships and continue to get bigger and better each year. They included: our annual open house, Fall Festival, annual canned food drive, game night, multicultural night, Relay for Life/Block Party, movie and pajama night, and a 5th Grade breakfast on the last day of school. Parent participation with these events has 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. This year Lincoln Charter School has become a site for the GED program run by the York County School of Technology. Our PTO/PAC is up and running. They have worked to bring volunteers into the school to support various programs. The organization has also collaborated with teachers to develop opportunities for students to engage in after school activities through a variety of clubs.

This is our third year of utilizing the StoryTown Balanced Literacy curriculum. 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. This program promotes opportunities for differentiated small group instruction. We continue to use the Chicago Everyday Math curriculum. Edison Learning 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 continue to implement the Delta/Foss Science curriculum which is aligned to the PA State Academic Standards. Our Health program is a comprehensive program for grades K-5. This year we implemented a small portion of the *Reach* curriculum for ESL students who are pulled out for intensive instruction. This curriculum is thematic in nature and addresses all four modes of learning. This program readily aligns with classroom instruction and provides additional opportunities for students who participate in pull-out ESL instruction to engage in meaningful learning opportunities.

Students needing a higher level of support in reading were identified through RTII and our Student and Family Support Team. Our team of Reading Tutors and the RTII Coordinators provided a high level of individual and small group support for these students throughout the year. The teams reconvened every six weeks to look at student data, discuss and implement next steps for students. Our team of Kindergarten Aides provided additional pull-out support for our kindergarten students. Staff portfolios demonstrated how closely student data was analyzed and utilized to determine next steps for students.

Our 4th grade students researched and presented a multidisciplinary project utilizing the Big 6 process. Students researched famous Pennsylvanians, as well as animals native to Pennsylvania. They used information gathered on their individual topics to develop a Power Point presentation. Students presented to teams of staff members on May 24th. Students were scored on a rubric. Each student was responsible for answering follow-up questions relating to his/her research. Each year, more and more parents elect to view their child's presentation. The culminating activity was a field trip to Hershey Museum and Zoo America. Our 5th grade students worked in the spring to develop their Science Fair

projects. Students were responsible for developing a hypothesis for their projects. The final essay and display board was representative of each student's hypothesis, research, and conclusion. Students were once again scored on a rubric by teams of teachers. The students then presented their final projects to the students, staff and families in May. Several blue ribbon winners were invited to present their displays at the Charter Board Meeting.

We continue to develop 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. The music staff has worked diligently to develop a program that highlights recorders, xylophones, drums and chorus. After school clubs allows more opportunities for students to engage in exploration and practice. Small groups of students have performed at several events this year. For instance, the Xylophone Club has performed for the Charter Board of Trustees and an all-school assembly. The Recorder Club also worked to prepare a song to open our annual Relay for Life campaign. The drummers and chorus performed to kick off the fund-raising event for our school's new playground. These musical groups worked diligently throughout the year to prepare for the spring music recital as well.

We closed out this school year by offering summer school opportunities for students entering first through fifth grade. Students took a pre-test at the beginning of the program, and will take a post-test at the end of the program as well, so that there is data to analyze student progress, and the success of the program overall. Instruction was delivered by Lincoln Charter School teachers, as well as a large number of volunteers from local churches and agencies. Students are not only engaged in academic learning, but also in service learning and art activities. Local volunteers are working with students throughout the summer program to build urban flower boxes in beds located in front of the school. A local artist is also working with students to complete projects in stained glass, paint, etc.

Martin Library is once again sponsoring their Summer Reading Club at Lincoln Charter School. Students have the opportunity to participate in reading activities throughout the summer. This program is run county-wide and not only encourages students to read throughout the summer, but also encourages families to participate in physical activities in parks throughout York County.

Throughout the school year, the Administrative Team utilized a new observation tool designed by our Edison Learning, our management company, designed around five strands of effective instruction:

- **Learning Environment** — Classroom Management
- **Pedagogy & Curriculum** — Planning and Preparation, Delivery of Instruction
- **Assessment for Learning** — Monitoring, Assessment and Follow-up
- **Leadership** — Professional Responsibilities
- **Student and Family Support Systems** — Family and Community Outreach

We began the 2011-2012 school year with professional development on this tool. Throughout the year staff members developed their portfolios based on these performance standards and the Administrative team conducted observations using a rubric based on these standards. Professional goals and observations were related back to student achievement discussions throughout the year.

Strengths and Challenges

Lincoln Charter School continues to grow and develop its' programs. We are able to maintain our enrollment numbers every year, as well as a waiting list in all grades. A list of our strengths follows.

Strengths:

- Longer school day
- Longer school year
- Students receive two humanities a day. All humanities are on a 2 day rotation schedule. There are two certified teachers on staff for each of the humanities.
 - Art
 - Music
 - Health/Physical Education
 - World Language
- Monthly benchmark testing aligned with the Pennsylvania State Standards in Reading, Math and Language Arts
 - Teacher analysis of students' strengths and needs on a monthly basis
 - Teacher analysis of next steps in curriculum
 - Small group instruction based on data
- Balanced Literacy Program — 120 minutes of reading instruction daily, with an additional re-teaching time
- Chicago Everyday Math — 60 minutes of instruction daily
- Weekly skill focus in both math and reading
- Grade level and all school assemblies to celebrate student achievement
- Daily co-planning for every house team
- Monthly professional development for all staff members
- Course reimbursement for teaching staff for graduate course work, as well as undergraduate course work for paras, aides and tutors.
- State-approved Induction/Mentor Program
- ESL program — push in and pull out support
- Special Education — practice responsible inclusion and provide resource room support as determined by IEP's
- Family Fun Nights promote parent partnerships
- Quarterly Student Learning Contracts (report cards) — 99% parent participation for conferences
- 4th grade multi-disciplinary project
- 5th grade science fair
- Daily informational broadcasts on lobby and office TV's
- Morning announcements are broadcast live to all classrooms and viewed on the Promethean boards. Broadcasts are run by the junior tech team.
- Every classroom has an interactive whiteboard and document camera
- Every teacher is given a laptop during his/her employ for planning, communication, and teaching resource
- Continuous upgrades of technology RTII model for tiered support
- Student and Family Support team meets weekly
- Truancy Elimination Plans
- Average staff attendance is 95%
- High accountability in all grades, just not the tested grades
- Community relations/community service
- Lincoln Charter School has become a true community school, in that the building and grounds are used for community functions
- PTO/PAC continues to grow and reach out to the community

- Security cameras both in and outside of the building
- Secure system for entering the building

Lincoln Charter School continues to have challenges in several areas:

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
- Growing violence in the community

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.

We have worked closely with the local IU to revise and develop our School Level Plan. The Principal, Academy Director and Curriculum Coordinator participated in the series of School Level Planning workshops offered in January, February and March of 2012. The team then worked with the full team to continue to develop the plan. The plan will be submitted as per the designated date determined by the Phase of Comprehensive Planning.

The School Operations Manager continues to maintain the schedule for all state plans so that deadlines can be met in a timely manner.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Borders, Joann	Salem Square Neighborhood	Community Representative	Charter School Board
Bostic, Lee	School Operations Manager	Administrator	Principal
Clutter, Steven	School Technology Manager	Other	Lee Bostic School operations Manager/Plan Admin

Dugan, Jennifer	Student Support Manager/School Counselor	Ed Specialist - School Counselor	Peter Rowell/Instructional Technology
Fitch, George	Principal	Administrator	Lee Bostic/School Operations Manager
Gerenstein,Sue	VPES/Edisonlearning	Business Representative	Charter Board
Hollenbaugh, Gary	Hollenbaugh CPA	Business Representative	Charter Board
Horn, Karen	ESL Coordinator	Other	Principal
Hossler, Heather	SPED Coordinator	Special Education Teacher	Karen Horn/ESL Coordinator
Leisenring,Jennifer	3rd Grade lead teacher	Elementary School Teacher	Adam Dively/3rd grade teacher
Sipe, Kristin	5th grade lead teacher	Elementary School Teacher	Sharon Smith/ 5th Grade teacher
Stiffler Smith, Beverly	Academy Director	Administrator	George Fitch/Principal
Thummel, Margaret	Curriculum Specialist	Other	Principal
Yaden, Jessica	Boy Scouts	Community Representative	Charter School 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

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

Status: Complete

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

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

Status: In Progress — Upcoming

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

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

Status: In Progress — Upcoming

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

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

Status: In Progress — Upcoming

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 Promethean boards, document cameras, and mobile labs.

Person Responsible Timeline for Implementation Resources

Clutter, Steven	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Decrease in office referrals

Description: Decrease office referrals by 5% each 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: In Progress — Upcoming

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. A RTII program has now been implemented at Lincoln Charter School. The RTII Coordinator provides interventions for any students needing Tier 3 interventions.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

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: In Progress — Upcoming

Activity: Course Reimbursement

Description: Course Reimbursement is offered for staff members completing undergraduate and graduate courses. Course reimbursement aligns with the fiscal calendar.

Person Responsible	Timeline for Implementation	Resources
Bostic, Lee	Start: 7/1/2010 Finish: 6/30/2014	\$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
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<p>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.</p>	<p>Courses are relevant to teaching in the elementary setting.</p>	<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
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work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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: In Progress — Upcoming

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
Thummel, Margaret	Start: 8/2/2010 Finish: 6/11/2013	-

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	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New teachers will participate in an induction program. They will learn strategies for classroom management, building parent partnerships, lesson planning, curriculum training, school wide behavior support, student learning conferences, etc.	Based on state mandated induction program and the book: <i>The First Days of School</i> by Harry and Rosemary Wong	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and</u>

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: In Progress — Upcoming

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: In Progress — Upcoming

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. PTO and PAC were initiated at the end of the 2010-2011 school year. These programs continue to grow within the school community and extended community as well.

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: In Progress — Upcoming

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

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

Status: In Progress — Upcoming

Goal: Parent Participation in SLC conferences

Description: More than 90% of parents will attend scheduled Student learning Conferences held 3 times a school year. This attendance is tracked through sign-in sheets that teachers are required to submit to the Academy Director.

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

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

Status: In Progress — Upcoming

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: In Progress — Upcoming

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

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

Status: In Progress — Upcoming

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

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

Status: In Progress — Upcoming

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

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

Status: In Progress — Upcoming

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

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

Status: In Progress — Upcoming

Activity: Attendance Law

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

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

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

Status: In Progress — Upcoming

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: In Progress — Upcoming

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: In Progress — Upcoming

Goal: To meet AYP in reading and math for the 2011-2012 school year

Description: Increase proficiency in Reading scores to achieve 81% to meet AYP goals. Increase proficiency in Math scores to achieve 76% to meet AYP goals.

Strategy: Achievement Tracker

Description: The Achievement Tracker is in a spreadsheet format. It is updated yearly with PSSA/Terra Nova information, AIMSWEB and SRI data in order to provide an efficient tool for staff members to use for data discussions and for planning and instruction. The Achievement Tracker can be sorted in a variety of ways, including subgroups that align with state testing.

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

Thummel, Margaret	Start: 8/18/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Data analysis

Description: A variety of assessments are used to collect student performance data. Data is regularly utilized to inform classroom instruction.

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

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

Status: In Progress — Upcoming

Activity: Review of previous PSSA/Terra Nova

Description: Data from the previous school year will be reviewed at the beginning of each school year by teachers, coordinators, and administration to develop individualized strategies for addressing skills with individual students as well as the class.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

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	

Status: In Progress — Upcoming

Strategy: Reading Focus

Description: We have selected Story Town as our new reading curriculum. This curriculum was implemented in the 2009-2010 school year.

Activity: Achieve 3000

Description: A site license for Achieve 3000 was purchase to provide students with computerized specific skill practice in non-fiction reading and writing

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

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

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

Status: In Progress — Upcoming

Activity: Staff training

Description: All staff will receive ongoing on-site training during the school year through Achieve 3000 representatives, as well as on-site support through the Technology Integration Teacher.

Person Responsible Timeline for Implementation Resources

Clutter, Steven	Start: 8/16/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Reading tutoring

Description: Daily tutoring is provided to students who are struggling readers. Small group and individual pull-outs occur on a daily basis and are specific to students' needs.

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

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

Status: In Progress — Upcoming

Strategy: Skill Focus

Description: Story Town provides a weekly skill focus for reading. Skills are also embedded throughout the curriculum as identified through the benchmarks and local assessments.

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. This process is currently in transition to better align with the StoryTown reading curriculum. The skill focus is identified through the curriculum. Needed skills are embedded into daily instruction wherever appropriate.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

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

- 2010-2011 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. Standards, which are aligned with monthly Benchmarks, are noted in daily lesson plans. Within the EdisonLearning 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

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. We continue to use the structure and frame work of the *Step Up to Writing* program in conjunction with *StoryTown* to help students develop their writing skills.

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.

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 Story Town reading program.

Monthly benchmarks for second through fifth grade 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. 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. We have purchased a new program for the 2011-2012 school year: National Geographic, *REACH*, Hampton Brown. The *REACH* program strives to move ESL students toward English Language Proficiency; language, vocabulary, reading and writing. This program is taught to small groups of ELLs in forty minute pull-out sessions. Those same students are serviced within the classroom, also. The ESL teachers push-in to their classrooms to supplement and help those identified ELLs with Math and/or Writing.

A resource room is also offered to those Special Ed students whose IEP's warrant the small group instruction. We use a variety of methods and materials designed to support specific learning disabilities. Appropriate grade level materials are also utilized so that students are exposed to grade level standards. We also continue to utilize responsible inclusion to support students with IEP's. Responsible inclusion allows teachers to co-plan and work diligently to differentiate the learning for students.

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 5 Strand Design was used this year as a framework for planning, instruction and professional growth. Teaching staff identified goals and created a comprehensive portfolio around these five strands.

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. Our goal is consistently to meet with 100% of our parents for each of the quarterly conferences. These dates are posted on the school calendar and website. Parents are active participants in setting the time for their child's conference. The staff works collaboratively to schedule parents who have more than one child so that conferences run simultaneously. Our parents are most appreciative of this. We are generally within two or three parents of meeting our 100% goal each quarter. Conference attendance is tracked through parent signatures each quarter.

Rigorous Instructional Program - Attachments

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

English Language Learners

Based on information from the Home Language Surveys, all students who speak a primary language other than English, have someone living in their household that speaks a language other than English, or were included in an ESL program elsewhere are tested using the W-APT. After this initial testing, if students are identified as needing English Language services, parents are notified and asked to sign a confirmation entry form. Once this confirmation is signed, we start pull-out/push-in services.

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 during the month 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 placement of students for the next school year. Our new REACH curriculum monitors the student's 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.

Our program has built-in opportunities for individualized learning and ensures that students receive personal attention, as needed. In our school, we value language and we encourage and support all second language learners. Small classes, ample time, and extensive tutoring ensure a firm foundation for everyone. Great literature, drawing on authors from many different languages and cultures is a major instructional resource for much of our curriculum. All of our ELLs are grouped within homeogeneous 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. 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.

English as a Second Language is taught at LCS by using our new curriculum, National Geographic, REACH, Hampton Brown. The REACH program strives to move ESL students toward English Language Proficiency; language, vocabulary, reading and writing. This program is taught to small groups of ELLs in forty minute pull-out sessions. Those same students are serviced within the classroom, also. The ESL teachers push-in to their classrooms to supplement and help those identified ELLs with Math and/or Writing. All levels of English Language Proficiency. With all levels being served, differentiation is a necessity. The remainder of the day, students spend in their homeroom class; unless being tutored or Special Education services are rendered.

REACH integrates the content areas into their ESL curriculum. Building Background knowledge leads the students toward a better understanding of Reading skills, language, grammar, Academic vocabulary, Science vocabulary, writing. Each level of proficiency has differentiated activities to serve all students and their needs. These areas are enhanced with use of real world experience, visual aids, literature, big books, audiocassettes, videos, manipulatives, realia, technology, and trade books.

Sheltered Instruction at LCS is also used within each classroom. Each classroom teacher has been given the levels of proficiency for each ELL in their class. The teacher is trained to make any adaptations/accommodations to help the ELLs to succeed. Through the REACH program, and our pull-out/push-in practices, LCS closely tracks and monitors the progress of our ELLs, individually and by grade level.

English Language Learners - Attachment

- 11-12 LEP 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 and a service project as mandatory projects 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

- 2011-2012 SPED Report

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Rachel Reachard	1.00	learning support	Lincoln Charter School	13	N/A
Kristine Paules	1.00	learning support	Lincoln Charter School	15	N/A
Heather Hossler	1.00	learning support	Lincoln Charter School	3	N/A
Diane Fitzpatrick	1.00	learning support	Lincoln Charter School	11	N/A
Beverly Mondloch	1.00	Speech/Language Impaired	Lincoln Charter School	36	N/A
Melissa Rumbaugh	1.00	occupational Therapist	Lincoln Charter School	23	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	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	Yes	Yes	Yes
Reading Benchmark - Evaluate	No	No	Yes	Yes	Yes	Yes
Math Benchmark - Evaluate	No	No	Yes	Yes	Yes	Yes
Language Arts Benchmark - Evaluate	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 (AIMWEB, Scholastic Reading Inventory) as part of the Edison learning design. Yearly, we analyze the PSSA and Terra Nova data to help develop achievement 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
2011-2012	Scores not yet available
2010-2011	50.3%
2009-2010	49%
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
2011-2012	Scores not yet available

2010-2011	60.4%
2009-2010	65.4%
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 - National Percentile Rank

Grade/Subject	2005-2006 2 nd edition	2006-2007 2 nd edition	2007-2008 2 nd edition	2008-2009 2 nd edition	2009-2010 2010 3 rd edition	2010-2011 2011 3 rd edition	2011-2012 2012 3 rd edition
Kinder. Rdg.					50%	39%	43.5%
Kinder. Math					53%	50%	57.2%
1st Grade Rdg.	51%	38%	49%	43%	38%	52%	45%
1st Grade Math	52%	37%	44%	40%	34%	48%	43%
2nd Grade Rdg.	39%	47%	39%	41%	37%	40%	49%
2nd Grade Math	41%	53%	47%	51%	38%	39%	56.5%

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 weekly house meeting has been devoted to setting and reviewing 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 Special's teachers (World Language, Health & Fitness, Art and Music) work closely with monthly reading benchmark data. They use this information to embed reading skills into their specialty areas. This year, tested grades also completed weekly test practice using the Princeton Review materials based on identified areas of need. Weekly data discussions were held with the Administrative team to discuss results and next steps. 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 based on benchmark scores. We keep track of how many students are scoring advanced, proficient, basic, and below basic. AIMSWEB data is also tracked through this tool. Notations are made for students receiving ESL and SES services, as well as students receiving interventions through the RTII model. This comprehensive tool is utilized at monthly achievement meetings to promote academic discussions, identify trends, and assist in planning and instruction.

The Scholastic Reading Inventory is administered each quarter and analyzed by the 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 tool, 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. This year, the kindergarten aides were also trained to administer progress monitoring using the on-line tool. The information was utilized to identify students needing a higher level of support in reading.

We have also added Achieve 3000 as a support tool to engage students through technology and non-fiction reading and writing. This program is designed for one-on-one leveled instruction. This web-based literacy program, KidBiz3000 is designed to help increase fluency, vocabulary and writing proficiency. Since the program is web-based, students and staff are able to access it both in and out of the school setting. The program also provides teachers with real-time data that can be used to drive planning and instruction. We continue to receive training and support on this tool so that staff and students can utilize it to its fullest potential.

In the past, the Lincoln Charter School created a yearly Student Achievement Plan. This tool was 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 monitored the implementation of the Student Achievement Plan throughout the school year. The plan included needed strategies; people responsible for each of the strategies, a timeline of when the implementation needed to be monitored and evidence that was collected to determine the validity of the strategy. We no longer use this tool, but instead use the School Improvement Plan in its place.

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. The plan was submitted and approved by the State of Pennsylvania. Because the school made AYP for the 2009-2010 school year, Lincoln Charter School was considered to be "Making Progress". The plan was revised and submitted to the state for their approval to implement for the 2011-2012 school year in the event that AYP goals were not met for the 2010-2011 school year. We did not make AYP for the 2010-2011 school year. As a result, we continue to refine the School Improvement Plan, now referred to as the School Level Plan. During the 2011-2012 school year, training was provided by the local IU to identify root causes of our achievement deficit and amend the current 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/March. The results determine a student's language growth in speaking, listening, reading and writing. We also implemented a new curriculum this year for those students receiving pull out services. 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 *Reach* Program to move English language learners through the stages of language acquisition. *Reach* 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.

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 that are not already in the RTII process, are referred to the Student and Family Support System (SAFSS). This 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 six data points, 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.

In the 2010-2011 school year, we implemented the RTII process to identify students struggling academically. This year, 2011-2012, we were able to add a second RTII staff member, so that we could focus on both primary and elementary needs. We used AIMSWEB, SRI, Benchmarks, and PSSA scores (if appropriate) to determine which students would be eligible for Tier II or III interventions. We grouped interventions students according to assessment needs and implemented one of the following interventions: Wilson Reading, Foundations, Great Leaps, StoryTown's Strategic Intervention, StoryTown ESL Strategic Intervention, Reading A — Z, or Fast Track Phonics. We monitored student's progress bi-weekly using AIMSWEB and used these results to determine flexible grouping schedules. Every six weeks the data was analyzed to determine if students could exit intervention or needed more intensive supports.

If the interventions of the RTII 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 review all relevant data collected through the SAFSS/RTII 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, the team proceeds 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 month to take their Benchmark Assessments, the support teacher is there to again provide support. An example of this would be for the teacher of a student with a reading disability to help

with any reading necessary to complete a math assessment. Any adaptations that are provided in the classroom are also implemented 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) has 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 our students have two special subjects each day (World Language, Health and Phys. Ed., Art, or Music), and are supported for ELL, RTII, and Special Education, 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 alternative curriculum, go to the Resource Room for Support inReading, Math, Writing or any combination of those subjects. We contract with the local intermediate unit to place students in a full-time emotional support class if there is a determination that this is the appropriate placement according to the student’s IEP. There is sometimes a need to place students in alternative education as well. We contract with local agencies as needed.. 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.

Student Assessment - Attachment

- 2010-2011 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. When building substitutes are available, they are utilized to cover for peer observations throughout the school year. These opportunities promote collegiality and the opportunity to share best practices. Edison Learning, our management company, provides support for curriculum through the Vice President of Educational Services. Site visits are conducted regularly to observe curriculum implementation in action, support the Administrative staff, and coordinate professional development opportunities as needed utilizing Edison Learning resources. Site reports are developed and feedback is shared with school leaders to ensure effective curriculum implementation.

The Administrative Team is responsible for all formal evaluations. The Administrative Team frequently visits 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.

This year Edison Learning introduced *The 5 Strand Design: Driving Student Achievement* as a tool for guiding personal growth plans for staff members, as well as a tool for informal observations. The five categories are: Leadership, Learning Environment, Pedagogy & Curriculum, Assessment for Learning and Student & Family Support.

The Professional Growth Plan for staff members was designed to have three phases:

Phase One:

- Participate in planned professional development activities to become familiar with the new tool
- Identify areas for personal professional growth for each of the five areas

Phase Two:

- Collect evidence monthly
- Conduct one house meeting each month to share evidence collected with team members
- Submit evidence to the Principal quarterly

Phase Three:

- Review contents of the portfolio
- Reflect on each category, noting areas of strength and need
- Submit reflection to the Principal by the designated date

Informal observations were conducted by the Administrative team throughout the year using the rubrics that were developed around the five strands. This provided immediate feedback to staff regarding performance in relation to student achievement.

- **Leadership** (Professional Responsibilities) — Reliability, Professionalism, Collaboration, Self-Improvement, Professional Relationships
- **Learning Environment** (Classroom Management) — Expectations, Responsibility, Efficiency, Prevention, Investigation
- **Pedagogy & Curriculum** (Planning and Preparation for Learning) — Questioning, Lessons, Engagement, Differentiation, Physical Environment
- **Pedagogy & Curriculum** (Delivery of Instruction) — Engagement, Clarity, Differentiation, Application, Goals
- **Assessment for Learning** (Monitoring, Assessment, and Follow-up) — Analysis, Tenacity, Benchmarks, Support, Reflection
- **Student & Family Support Systems** (Family and Community Outreach) — Communication, Responsiveness, Formal Reporting, Involving, Outreach

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 Edison Learning model and the mandates set forth by the state of Pennsylvania. The Principal and Academy Director complete the formal evaluations of staff. George E. Fitch, Principal and Beverly A. Stiffler Smith, Academy Director both hold the appropriate Pennsylvania state certifications in administration.

- Mr. Fitch has been certified by the state of Pennsylvania as able to evaluate professional staff. He received his administrative certificate from Point Park University. He has completed the required course work and praxis to enable him to earn these credentials. Mr. Fitch completed the requirement for PILS in March of 2011.
- 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. Mrs. Stiffler Smith is currently on the waiting list to begin course work for the Principal Induction Program. PILS credits must be completed by 2015 in order for certification to remain active.

The Principal is evaluated two times a year by the Vice President of Educational Services assigned to support the school. Edison Learning 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 Edison Learning 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 2010-2011 school year:

Date: July 6-9, 2011
Conference: Summer ELDA
Location: Phoenix, Arizona
Attending: Principal
Topic: Leading and Managing Change

Date: July 18-20, 2011
Conference: School Operations
Location: St. Louis, Missouri
Attending: School Operations Manager, Technology Manager, Technology Integration Teacher, User Support Technician, Office Manager
Topic: Operational Excellence

Date: November 17-19, 2011
Conference: Fall ELDA
Location: San Diego, CA
Attending: Principal
Topic: Impact Through Organizational Synergy

Date: July 11-14, 2012
Conference: Summer ELDA
Location: Denver, Colorado
Attending: Principal
Topic: The Five Strand Design

Opportunities for a variety of professional development sessions were provided by the local Intermediate Unit, PATTAN, and the Leadership and Learning Center. Topics were specific to PSSA/PVAAS, Special Education, English Language Learners, and RTII. Appropriate staff members were involved in this professional development and turn-around trainings were implemented as needed.

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

Date: Monthly
Conference: Curriculum Council
Location: IU #12, New Oxford, PA
Attending: Academy Director
Topic: Current Educational Issues and Initiatives in Pennsylvania

Date: October 14, 2011, January 19, 2012
Conference: RTII in Literacy — Core Instruction
Location: LIU #12, New Oxford, PA
Attending: RTII Coordinator, Curriculum Coordinators

Date: October 31, 2011
Conference: PVAAS
Location: LIU #12, New Oxford, PA
Attending: Academy Director, Curriculum Coordinators, ESL Coordinator, SES Coordinator

Date: November 8, 2011
Conference: PVASS/subgroups
Location: LIU #12, New Oxford, PA
Attending: Academy Director, ESL Coordinator, SES Coordinator

Dates: January 30, February 27, March 28, 2012
Conference: School Level Planning

Location: IU #12, New Oxford, PA
Attending: Principal, Academy Director, Curriculum Coordinator
Topic: Developing the School Level Plan

Date: February 9 and April 13, 2012
Location: IU #12, New Oxford, PA
Attending: RTII Coordinator
Topic: RTII

Date: February 13, 2012
Conference: Pennsylvania Educator Technology Conference
Location: Hershey, PA
Attending: Technology Manager, Tech Integration Teacher, User Support Technician
Topic: Current trends in technology

Date: April 24, 2012
Conference: Language Learners in RTII
Location: PATTAN/Harrisburg
Attending: ESL Team (Coordinator, Teachers and Paras), RTII Coordinator
Topic: Research-Based Literacy Instruction and Assessment Practices for English

Date: May 8, 2012
Conference: Safe School Conference
Location: Mechanicsburg, PA
Attending: Learning Environment Coordinator
Topic: School Safety Issues: Bully Prevention, Conflict Management, Emergency Response and Crisis Management, Positive School Climate, Student Mental Health Issues

Date: February 16, 2012
Conference: PSSA Administration
Location: PATTAN/Harrisburg
Attending: Testing Coordinators: Academy Director, Curriculum Coordinators, School Operations Manager
Topic: Protocol for administering the 2011-2012 PSSA

Professional development for staff members is a high priority throughout the school year. Professional development is traditionally a mix of sessions delivered on site by Curriculum Coordinators, Lead Teachers and Edison Learning. Outside resources have been utilized as well. On site professional development is based on the specific needs of the staff and the school as a whole. A sampling of professional development sessions for the 2010-2011 school year follows:

- *Waiting for Superman* (Staff, charter board, parents attended a viewing of this film at the Strand in downtown York. A follow up discussion session was hosted at Lincoln Charter School.)
- The Professional Growth Portfolio
- CPI Training
- ESL Training

- Expository Writing
- Effective Instruction
- The Five Strand Design for Student Achievement
- Achieve 3000
- ADHD and ODD

Staff members also meet daily with their House Teams. Along with the required meeting foci (data discussions, FASST, planning, problem-solving), teams take this opportunity to design activities that promote collegiality and professional growth through team builders , book studies, and presentations of current trends and issues in education that relate specifically to their daily work with students.

Teacher Evaluation - Attachment

- Teacher Evaluation Sample

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No new administrative changes fro the 2011 - 2012 school year

Board of Trustees

Name of Trustee	Office (if any)
Mr. Gregg Ford	Board Member
Mrs. Dorthy Sweeney	Vice President
Mr. Gary Hollenbaugh	Board Treasurer
Mrs. JoAnn Brown	Board Secretary
Dr. Julia Harris	Honorary Board Member
Robert Cooper	Board Member
Paulette Hawkins	Board Member
Patricia Maher	Board Member
Joanne Borders	President

Daniel Fennick	Board Attorney
Stephani Brown	Board Member

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.

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

- 2011-2012 Board Meeting Schedule

Community and Parent Engagement

The Charter Board of Trustees of Lincoln Charter School continues to support the parents of the school and members of the Greater York City community in a variety of ways. By holding monthly public meetings, the Board of Trustees serves as an active voice for the school and bridges the gap between the school and the community. Community members are granted an opportunity for social activism, which positively impacts the lives of the students of Lincoln Charter School and the lives of other youth in the community. Such efforts lead to higher levels of parent participation during quarterly Student Learning Conferences. At these quarterly conferences, parents and teachers review student progress, set quarterly goals, and discuss individualizing curricula to

student needs. The Charter Board of Trustees continues to encourage and support the collaborative relationship between Lincoln Charter School and its “sister” school, Helen Thackston Middle School. The theme “Two Schools, One Team, One Vision” exemplifies this focus. The Board’s diligence provides school choice and the competitive alternative needed to advance educational performance. The Charter Board of Trustees actively seeks out opportunities to showcase the school through a variety of venues. For example:

In the fall, the Charter Board of Trustees, staff and families of Lincoln Charter School participated in York City’s Educational rally. This was held at William Penn High School. Staff and families participated in the event by volunteering to staff the school’s table and by participating in the games and activities set up throughout the school. In the spring, York City sponsored their annual educational rally and parade. Once again the school was represented by staff and families marching in the parade and taking part in the afternoon’s activities.

The Board of Trustees and the PAC worked collaboratively to sponsor an Anti-Bullying campaign. The PAC worked with parents over time to conduct surveys and research on bullying related issues. As a result, the current bullying program was enhanced to include a protocol for responding to bullying behaviors and to involve students as peer mediators. These students, the “Lincoln Lion Leaders” met weekly with the school’s Student Support Manager and several staff members to review issues related to bullying. These students were trained to use the “STOP” procedure and protocol for discussing concerns brought before them. The “Lincoln Lion Leaders” also developed and performed a rap that embodies the no bullying concepts. New posters were created through a local graphic artist and placed around the school. A professional development was planned and implemented jointly for the staff at Lincoln Charter School and our sister school Helen Thackston so that all staff members were using the same language relating to bullying issues. A portion of the day’s program included a presentation by a local community activist who spoke about how bullying is imbedded in our local culture through music, dress and mannerisms.

Governor Tom Corbett visited Lincoln Charter School in October. During his visit he unveiled his education agenda. He also toured the school and interacted with students throughout his visit.

Monthly family nights continue to 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:

August: Open House

October: Multi-Cultural Night

November: SLC’s

December: Reading & Bedtime Story Night

January: SLC’s

February: Game Night

April: SLC's

May: Block Party

June: Instrumental and vocal recital, 5th grade promotion breakfast

Families were once again invited to participate in the fifth grade science fair. Students were able to choose a topic and develop a research project based on the scientific method. ELL students developed their science fair projects on the local water shed. Their research included taking a field trip to the Codorus Creek to take water samples. This experience also provided opportunities for language development as well. All students then presented their completed projects to teams of teachers and were graded on a rubric. All projects were displayed in the gym. Each homeroom was able to tour the completed projects and hear first hand of the students' work from hypothesis to conclusion. Parents were also invited to visit the Science Fair. Ribbon winners were invited to present to the Charter Board of Trustees at the May meeting.

Fourth grade students began work early in the year to develop their Big 6 projects on famous Pennsylvanians and animals native to Pennsylvania. The fourth grade team, librarian, and technology team worked closely with students to research their projects and develop power point presentations. The art team also worked with students to develop visuals to enhance their presentations. A scheduled Act 80 day in May provided an opportunity for students to present their projects to teams of staff members. Once again, projects were graded on a rubric. Many parents and several Charter Board members attended these presentations throughout the day. Parents and Board members were truly impressed with the comfort level of students in the use of technology (power point and promethean boards) and speaking skills throughout the presentations.

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 the Mini-Relay for Life and National Night Out through donations and dress down days. This year the Student Support Manager reached out to the York County School of Technology to utilize Lincoln Charter School as a site for their G.E.D. program. The programs success speaks to the need of finding opportunities such as this to support the adults living in York's west end.

Lincoln Charter School continues to grow its PTO and PAC. Monthly meetings are held to brainstorm, problem-solve and promote ways for parents to be involved in their child's education. Parent breakfasts were held as an opportunity to meet key people within the school and to hear about the daily work that takes place at Lincoln Charter School. A core group of parents participated in activities throughout the school this year, such as fund raisers, volunteering, field trip chaperones, library, etc. The PTO has worked diligently to establish after school clubs for students that range from Pep Club, Sports Club, Etiquette Club and Reading Club. Parents and staff member volunteered their time to develop and facilitate these clubs. Plans are in place to continue to expand the club offerings throughout the school year. The PAC has met throughout the year to problem-

solve and identify areas in which they can support the school. This group has worked diligently to address how they provide support to develop a stronger anti-bullying program at Lincoln Charter School. As a group they reviewed the school's Bullying curriculum and determined areas of need. They presented their concerns to the local board of trustees. As a result of their efforts, a new school initiative was developed that provided a higher level of support for bully prevention and a protocol that provided a voice for students who find themselves in a bullying situation and opportunities to grow student leaders. Other activities include:

- SPAC conference — July 19-21, 2011
- 3rd Annual Diversity Summit — October 2011
- PIRC conference — October 16-19, 2011
- Lemonade Day — May 13, 2012 (York Street Fair)
- Joe Corbi's Fundraiser

The PTO/PAC has come together to seek support from corporations and local businesses to build a playground at Lincoln Charter School. This has been a project that has been in the works for several years. This year, however, the PTO/PAC president successfully reached out to the AmeriHealthMercy Foundation to provide funding and resources to sponsor a playground build. A Lincoln Lions "Roar for Play" kick-off was held in May to introduce the students, staff and community to the process. The mayor of York, the Honorable Kim Bracey was in attendance, as was the Superintendent of the School District of the City of York, as well as representatives of the AmeriHealthMercy. The school continues to reach out to local businesses to support our efforts through donation boxes and in kind donations. The playground build is set for September 14, 2012. Not only will this playground provide opportunities for play and physical activity for our students, but will also be available to the community when school is not in session.

This year Lincoln Charter School sponsored a summer school program. The program was unique in that it combined academics and community outreach. Students in grades 1 through 5 were invited to participate. Students received 50 minutes reading and 30 minutes of math instruction. Twice a week students went to the library for 30 minutes of story time. The remaining hour of the program was project-oriented. Volunteers from local churches provided a variety of activities for students. One of the volunteers was an artist and worked with students on stained glass and painting activities. Another was a graffiti artist and provided opportunities for students to work in that art medium. Volunteers also worked with students to build raised flower beds in front of the school. A local church provided lunch for students every day. A variety of speakers were invited to join the students at lunch throughout the program. After the summer school session was over, students were invited to participate in the summer reading program being held at Lincoln Charter School and sponsored by Martin Library. This provided 5 hours of academic support and meaningful activities for students for a five week period.

We continue to see an increase in the use of our school building by resources within the community. An organization was formed this year to voice their concerns about violence in the local neighborhood. The *Stand Up* Organization now meets regularly in our school cafeteria to discuss concerns and problem-solve with city officials. The Lincoln Charter

School cheerleading squad performed at one of their rallies this summer. The York County School of Technology has designated Lincoln Charter School as a site for its GED program. Participants utilize the computer lab and library twice a week for their meetings. *M.A.S.K* (Mothers Against Senseless Killings) is another organization that now utilizes our facilities for their meetings. A *Town Hall Meeting* was held at Lincoln Charter School this year with the Honorable Mayor Kim Bracey facilitating. Memorial Hospital brought its *Strengthening Families* program to our families this year. This program met for a series of workshops designed for students and their families to provide tools and resources for improving parenting skills.

The following continue to utilize our facilities for their programs:

- Salem Square Neighborhood Association/monthly meetings
- Boys Club of York (York Raiders Basketball)/a youth sports program
- Salem Square Committee work
- 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
- Wrap Services/T.W. Ponessa, Pennsylvania - Behavior Health Youth Advocate
- Partial Program/Philhaven
- Pressley Ridge/on-site counseling services
- York City Health Bureau/lead testing
- Dental Sealant Program
- York College/observation & participation hours for college students
- Penn State University/student tutors
- York County Food Bank
- York City Police
- York City Fire Administration
- Family Child Resources — Kid's Group
- Susan Byrne's Health Center — Grow and Know Program

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Lincoln Charter School had one major fund-raiser for the 2011-2012 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. 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 2012-2013 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 in conjunction with the School Operations Manager 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

- 2012 Lincoln Preliminary Revenues 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 2011-2012 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 2010-2011 audit in a timely manner. Below is the information concerning our 2010-2011 Audit.

Seligman, Friedman and Company, P.C. completed our audit for the 2010-2011 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, 2011.

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

- 2010-2011 Audited Financial Statement

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	90
Mobile lab Carts	3
Document Cameras	6
Digital Camera	4
New Servers	2

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 FY13 school year.

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

- 2012 Health Report
- Wellness Plan

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
- 4 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 (47)

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
- 1 Elementary RTII Coordinator
- 1 Primary RTII Coordinator
- 2 school nurses (1 LPN, 1 RN)
- Two new positions were added this year (36)
 - Behavior RTII
 - Tech Integration Teacher

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

From the 2010-2011 school year we had 4 staff members who did not return to start the 2011-2012 school year. Of those staff members who did not return:

- 2 teachers married and accepted teaching positions closer to their new homes
- 1 para moved out of state when her husband's job relocated him
- 1 teacher's contract was not renewed

In addition, throughout the 2011-2012 school year we had several other changes in staff:

- 1 para married and moved out of state
- 1 para resigned due to health reasons
- 1 staff member resigned to take a position with a local school district
- 1 staff member resigned to move closer to her family
- 1 staff member's contract was terminated

Our annual staff turnover is 11%

Our average daily attendance for staff is 96.5%

Quality of Teaching and Other Staff - Attachment

- 2011-2012 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 2011-2012 school year, we had a waiting list in every grade.

The enrollment history for the 2011-2012 school year is as follows:

Kindergarten:

- Initial - 153 students
- Drop - 24 students
- Add - 7 students
- Total - 136 students

1st Grade:

- Initial - 142 students
- Drop - 27 students
- Add - 7 students
- Total - 122 students

2nd Grade:

- Initial - 135 students
- Drop - 20 students
- Add - 13 students
- Total - 128 students

3rd Grade:

- Initial - 131 students
- Drop - 17 students
- Add - 0 students
- Total - 114 students

4th Grade:

- Initial - 116 students
- Drop - 30 students
- Add — 23 students
- Total - 109 students

5th Grade;

- Initial - 101 students

- Drop — 14 students
- Add - 13 students
- Total - 100 students

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

York City Schools:	
Davis	1
Devers	4
Ferguson	11
Goode	8
Jackson	3
McKinley	5
Hannah Penn	1
Smith	0
Other:	
Harrisburg	1
Hanover	2
Bethlehem	0
Central	6
Chambersburg	1
Coatesville	1
Cumberland	1
Dallastown	3
Donegal	0
Dover	0
Eastern	0
Florida	3
Lancaster	1
Logos	0
Maryland	2
New Hope	8
North Carolina	3
New York	2
Northeastern	3
Red Lion	0
Spring Grove	0
Georgia	1
Carlisle	3
Agora Cyber School	1
New Jersey	2
Eastern	1
California	9
Thackston	9
Virginia	2
West Shore	1
West York	8
York Suburban	3
Sewickley	1

Philadelphia	4
Puerto Rico	5
Reading	2
Santa Domingo	1
Missouri	1
York Academy	1
York New Salem	1

We currently have 595 students who have completed this school year and are enrolled to return August 2012. We have 154 new Kindergarten registrations.

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 2011-2012, 95% of our students qualified for the FRL Program.

Student Conduct

Lincoln Charter School follows a cooperative discipline model. 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 counseling of 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 dialogue to solve problems rather than engage in physical altercations.

Students and staff 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. The Student Support Manager worked with groups of students to provide interventions and opportunities to productively problem-solve and develop solutions related to bullying. This year we also added the "STOP" procedure to develop a common language among students and staff and to empower students to stop bullying through the peer mentoring and awareness. As a result, the *Lincoln Lion Leaders* meet with students to discuss bullying issues.

Lincoln Charter School has a code of conduct that is implemented school wide. C.A.R.E. is based on four essential elements: Cooperation, Act responsibly, Respect yourself and others, and Encourage and support others. Students recite this pledge daily as part of morning procedures. All school-wide rules are tied directly to the Code of Conduct. This spring the Student Support Manager initiated C.A.R.E. week, in which students and staff participated in activities and projects that promoted a bully-free environment at Lincoln Charter School. Banners were created and showcased at an all-school assembly. Flowers were planted as a symbol of growing responsible students, and awards were given to grade levels that met a challenge related to responsible actions throughout the school day.

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. This helps to promote a positive dialogue and helps students internalize the meaning of each component of C.A.R.E. At the end of the week all homerooms and the cafeteria turn in their data to reflect how many tickets have been issued for each component of C.A.R.E. Data is tracked monthly by the Learning Environment Coordinator for C.A.R.E. tickets and is analyzed along with the monthly discipline data in order to identify trends, areas of strength and areas of need. C.A.R.E tickets are drawn daily by the classroom teacher and small incentives are given to students in recognition of their positive choices. C.A.R.E. tickets are also drawn from each homeroom and the cafeteria for a weekly prize from the Administrative Team.

The first line of discipline is not the office, but rather the classroom itself. Students are to be given teacher redirection, reflection time at the "island", 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.

We use the "Ladder of Success" as the school-wide management plan. 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 correlate with moves up the ladder. The ladder has been modified to reflect more opportunities for positive behavior.

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. 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. 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 2011-2012 school year, there were 178 suspensions:

By gender:	
Boys	108
Girls	70

By grade level:	
Kindergarten	39
First	29
Second	22
Third	30
Fourth	28
Fifth	30

By subgroup:	
Black	96
Hispanic	57
White	12
Multi-racial	13
Asian	0

This year we hired a new Learning Environment Coordinator after the start of the school year. He worked with the Administrative Team and Student Support Manager to learn the systems in place for student conduct. He became familiar with and also managed discipline data throughout the year. He met with grade level teams monthly during SAFFS meetings to analyze discipline data and establish plans to support those students needing individualized plans, positive incentives, case managers, etc. He was also responsible for preparing the discipline data and reporting out to the local Charter Board of Trustees at monthly meetings. He worked collaboratively with the Student Support Manager and Behavior RTII staff member to develop FBA’s and PIP’s using the AIMSWEB behavior tracking system, dialogue with students, staff and families, as well

as discipline data. He then worked collaboratively with students and teaching staff to implement and monitor these plans as designed.

Student Conduct - Attachment

- 08-09 Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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
2011 - 2012 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: Joanne Borders **Title:** Ms
Phone: 717 699-1573 **Fax:** 717 699-0964
E-mail: jborpeace1@aol.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

- 2012 sign-off sheet