
Pennsylvania Department of Education



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

Charter Annual Report
Wednesday, October 17, 2012
(Last Accepted: Wednesday, October 17, 2012)

Entity: Lincoln Park Performing Arts CS
Address: One Lincoln Park
Midland, PA 15059

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Lincoln Park Performing Arts CS

Date of Local Chartering School Board/PDE Approval: June 2010

Length of Charter: 5 years **Opening Date:** September 5, 2006

Grade Level: 8-12, K4, K5 **Hours of Operation:** 8AM-4PM

Percentage of Certified Staff: 85.4 **Total Instructional Staff:** 43

Student/Teacher Ratio: 12.86 **Student Waiting List:** As of 6/5/2012, there are 82 on the waiting list.

Attendance Rate/Percentage: 91% based on the 2010-2011 SY

Summary Data Part II

Enrollment: 551 Per Pupil Subsidy: 9007.23 regular ed, 18581.73 special ed

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	3
Black (Non-Hispanic):	56
Hispanic:	3
White (Non-Hispanic):	471
Multicultural:	16

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
17.2% free lunch, 5.8% reduced lunch

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 52

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	181	0	0	188	366
Instructional Hours	0	0	995.5	0	0	1081	2076.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Lincoln Park Performing Arts Charter School is a student-centered, public charter school offering world-class training in music, theater, dance, creative writing, and media arts. A tuition-free course of study to Pennsylvania students with accredited academics, career exploration, pre-professional opportunities and an early college program is provided. The Lincoln Park Performing Arts Charter School currently serves students in high school (grades 8-12) and also offers a K4 and K5 Kindergarten program.

Mission

Through rich instruction and meaningful encounters with the arts, the mission of the Lincoln Park Performing Arts Charter School is to provide students with a free and appropriate public education in a nurturing environment and interdisciplinary atmosphere.

Vision

The Lincoln Park Performing Arts Charter School will be dedicated to providing student-centered service in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Lincoln Park will continue to develop best practices and will be a model of academic and artistic excellence.

Shared Values

The curriculum for the Lincoln Park Performing Arts Charter School was developed in accordance with a set of principles and guidelines that reflect the philosophy underlying both the mission and vision of the School. That philosophy stresses a nurturing environment and a view of the arts as an incomparable way of knowing the world. The guiding principles that follow were designed to implement the mission of the school based on that philosophy and create a distinctive prominence that reflects the true character of the School:

- Commitment to creating an academic enterprise that stands unique among arts specialty schools, grounded in a firm core curriculum that is required for all students.
- Commitment to an emphasis on an education in the arts as an interdisciplinary experience.
- Commitment to an emphasis on individual works of art used as “texts” for study.
- Commitment to an emphasis on “process over product,” wherein the primary challenge and purpose of acquiring artistic skills and expressing them is for the purpose of self-discovery and self-knowledge.
- Commitment to an emphasis on the integration of the arts in all the areas of study within the program.
- Commitment to individualized, student-centered curriculum plans as guided by artistic mentors attuned to individual student artistic goals and needs; and scholastic advisors who utilize the flexibility provided by a blend of both traditional instruction and technology-based instruction.

Academic Standards

The Lincoln Park Performing Arts Charter School is dedicated to providing a comprehensive and integrated curriculum that is strictly aligned to the Pennsylvania academic standards. Lincoln Park provides its academics in two different formats: direct instruction and online. Lincoln Park uses the Lincoln Interactive online curriculum that was developed by the National Network of Digital Schools and has been approved by the Tri-State School Study Council of the University of Pittsburgh. Lincoln Park uses the Lincoln Interactive curriculum for online instruction and as a guide for the direct instruction classes.

For online courses, the Lincoln Interactive curriculum has aligned the content of the courses to the PSSA content in order to assure that all academic standards are covered in preparation for the PSSA exams. This alignment is categorized by how the standard is addressed in the lesson; the eligible content is classified as Introduction, Reinforcement, Enrichment, or Application in the course. This process allows for a clear picture of not only the standards covered in a course, but also how they are used in instruction of students. Each course provides the students with a textbook, lesson manual and online access to the lesson manual and assignments. The academic standards are listed in each lesson in the manual and online. Lincoln Park's direct instruction curriculum is modeled after the Lincoln Interactive online curriculum.

The majority of the Lincoln Park's instruction is delivered via direct instruction. Last year, our school centered the professional development on differentiated instruction and required our teachers to incorporate this model into their lessons. The focus of professional development

centered on Smart Technology with the incorporation of Smart Boards in all classrooms and training for all staff.

The Lincoln Park arts curriculum was developed, in part, through a grant by the Grable Foundation. A team of artists and educators were assembled to develop this curriculum over a period of one year. This curriculum was developed and aligned with the Pennsylvania academic standards. Each lesson plan identifies the standards being covered. Teachers that identify students struggling with a standard will provide on-on-one instruction.

Strengths and Challenges

Strengths:

. The key source of strength of the Lincoln Park Performing Arts Charter School is its people: students, parents, board members, faculty, and staff. These are people who have a shared commitment to, and love for, the arts and education, and to developing a public school model that emphasizes a student-centered approach to service. The success of the school thus far is directly attributable to the creativity, dedication, and perseverance of all those who have a vested interest in making the school thrive. Lincoln Park has attracted truly world-class teachers and teaching artists, students who have a strong desire to learn in an arts-rich atmosphere, and a board and administration dedicated to serving the needs of both students and faculty.

. This year, Lincoln Park was able to install Smart Boards into all of our academic classrooms. We were also used a bulk of our in-service time to train our staff on infusing technology and Smart Board use into their delivery of the curriculum. As a result, the teachers were able to provide more efficient and creative instruction and expand on the differentiated instruction opportunities to the students.

. Since the opening of Lincoln Park Performing Arts Charter School in 2006, we have offered college courses to our students through a partnership with the Community College of Beaver County. Each year, we have been able to increase the number of courses that are offered as our teachers receive approval from CCBC to teach these classes. Currently, we are able to offer college algebra, calculus, general biology, English composition I and II, and Spanish II and III. In 2010, we piloted an associate degree in dance, and to date have graduated 5 dance students in this program. In the fall of 2012, CCBC and LPPACS will be offering an associate degree in theater and technical theater. We are also in collaborative discussions with Kent State University and CCBC to align our curriculum in dance, theater, and technical theater with KSU's so that our students may be able to transfer the CCBC associate degree into KSU's programs.

. We were also very proud to announce at graduation this year that our graduating class earned an amazing \$1.9 million in scholarship money. Several of our students received full scholarships to such prestigious institutions as Berkley School of Music and a variety of other colleges and universities.

. We are very proud of the fact that we have made AYP each year. This accomplishment has been made possible by the hard work of the staff, students and administration. At the beginning of each school year, we benchmark our students. Any student that is found to not be at grade level in math and reading are

placed into our Title 1 program. This intensive program meets 2 days per week to provide remediation in the area of math and reading. In addition, several weeks prior to the PSSA's, we hold "crunch session" that provide the students with content review, test taking strategies, and sample test questions. One key area that we have focused on in the last 2 years is motivating the students to do well. With this in mind, we have a PSSA kick off breakfast for the students and during this time address things like getting plenty of rest, and eating a good breakfast. We also have a motivational speaker and debut a "PSSA Rap" starring three of our teachers. This rap is the highlight of our students' motivational preparation and has been posted on YouTube. We have heard that several school districts have also used these raps during their test preparations also.

. Year after year, we are astounded by the accomplishments of our students and school. This year was no different:

- *46 students inducted into the National Honor Society
- *Music Department working with MIT on a research study.
- *2 graduates were contestants on American Idol
- *1 student is a contestant on So You Think You Can Dance
- *1 student named National Teen Entrepreneur of the Year
- *1 National Merit Scholar finalist
- *Multiple sell out shows
- *240 students attended the prom
- *Basketball team won the WPIAL championship and took 2nd place in the state championship
- *1 student was listed in Sports Illustrated as a Person in the Crowd
- *a team of Lincoln Park students worked with doctors and researchers from the Cleveland Clinic and the Massachusetts Institute of Technology in a program seeking to halt the onset of Alzheimer's disease through the use of music
- *Lincoln Park's student literary journal "Pulp" was awarded the Columbia Scholastic Press Association's "Gold Crown Award", which is the most prestigious national honor given to student publications
- *BatCat Press, the only high school run press in the nation continued to publish new books by nationally known authors

*two Lincoln Park students were selected on a number of occasions to sing the National Anthem before nationally televised events such as Pittsburgh Penguins hockey games

*numerous community service performances by our students such as singing and entertaining patients in a residential care facility and assisting adults with special needs

*monthly fund raisers that collect thousands of dollars for a variety of local and national charity organizations such as "pennies for patients", the American Heart Association, and the National Cancer Association

*two of our students elected to serve our country by enlisting in the armed forces

. In the last 2 years, we have seen a huge increase in the size of our photography program. This program offers the students to work with several professional photographers in a real working studio located in Midland. We went from transporting the students to this location twice during the day to transporting them each block. The students are able to learn all aspects of the photography process. We have had several students graduate from Lincoln Park and be accepted into college photography programs. Two of our past graduates have told us that the information that they are learning in college are things that they learned early on in their education at Lincoln Park.

. Another factor benefiting the Lincoln Park Performing Arts Charter School is that it exists in an atmosphere of innovation and educational excellence. The School maintains excellent professional relations with its chartering district, the Midland Borough School District. Midland is recognized as offering one of the best elementary and middle school programs in the Commonwealth of Pennsylvania, and was named a Blue Ribbon school from the United States Department of Education in November 2007. The oversight provided to Lincoln Park by the Midland Borough School District, as well as the fact that the two schools are working together to find ways to share services and resources is creating a dynamic atmosphere that benefits both schools. Similarly, the fact that Lincoln Park grew out of the success of The Pennsylvania Cyber Charter School, and shares many of the values with PA Cyber in regard to serving students, inspiring innovation, and thinking "outside the box." This collaboration provides Lincoln Park with a solid foundation for building a successful, high-performance learning environment.

. An additional strength benefiting the Lincoln Park Performing Arts Charter School is the fact that it is housed at the Lincoln Park Performing Arts Center, a world-class performing arts and arts education facility. The Lincoln Park Performing Arts Center serves as an arts and education resource for Pennsylvania, and the idea of locating a school in such a facility, and using resident artists at the facility to provide instruction and mentoring to students, is one which provides young people with unprecedented opportunities for learning and personal growth. By sharing a common set of goals, the School and the Center also partner on projects and initiatives which benefits the individual missions of each organization in a cost-effective manner.

. Innovative, dynamic, and creative thinking and problem-solving are essential components in the success of the Lincoln Park Performing Arts Charter School. Charter schools are to be laboratories of experimentation and originality, and one

would expect that a performing arts charter school would be particularly focused on creativity. Lincoln Park has sought to not only think outside the box, but to “think outside the clock” in delivering ongoing, consistent, and high-quality educational opportunities for each and every student according to his or her individual needs. Whether it is by extending the school day or year, using online curriculum to give students the opportunity to pace ahead or receive more individualized instruction or providing additional and enhanced course offerings, Lincoln Park is constantly striving to provide students with enriching opportunities to excel. By partnering with the Center to provide workshops, master classes, and performance opportunities of high caliber and professional quality the Lincoln Park Performing Arts Charter School embraces opportunities and is constantly brainstorming new ways of serving students in an effort to continuously improve the quality of the school and inspire student success.

Challenges

· The Lincoln Park Performing Arts Charter School, as a new school, clearly faces certain logistical and organizational challenges. As with any human organization, schools that are well-established and mature have certain policies and procedures that are so firmly established, they make day-to-day management easier. As a new organization, Lincoln Park is continually developing its “best practices” and codifying its management procedures to facilitate smoother and more consistent management of operations. This challenge of constantly striving for creative excellence also provides our organization with an opportunity to embrace new ideas and approaches which, in a more traditional and established system, would be met with organizational resistance and would be difficult to implement or fully utilize.

· One of the biggest issues facing Lincoln Park this year was the funding cut regarding the K4 program. As a strong believer in early education, Lincoln Park has provided a strong K4 program for the last 4 years. This program has been strong in both academics and arts and has laid a strong foundation for educational success of our students. With this funding cut, we not only have to eliminate it from our educational offerings for next year, but we have had to look at how we can cover the costs for this year since the ruling came well into the school year.

· While the Lincoln Park Performing Arts Charter School has made AYP each of its years in existence, the administration and staff identified math as one of our challenges. In response to this, we increased instruction time, provided PSSA prep to the 8th and 11th grade students, and also provided Title I comprehensive remedial programs to those student scoring below grade level on the Terra Nova Achievement Tests. For the upcoming school year, we will be in year four of our Title 1 math and reading program.

· Like all schools, the Lincoln Park Performing Arts Charter School is faced with the fact that there are only so many hours in a day. Even when using technology to move beyond the traditional confines of time and space, scheduling provides an enormous challenge, and is further impacted by the realities of a budget and space requirements.

· Another challenge that is particular to charter schools is the fact that many of the students attending Lincoln Park are not residents of the Midland community (though they have been welcomed as valued members of the community). There is clearly a benefit to a school being located in the community of the students it serves, especially in regard to after school activities. Some of our students travel substantial distances to attend school here, a fact which sometimes complicates the planning and scheduling of after school events. Thus we have some challenges with attendance due to the fact that some of our students live so far away. Some of the issues that affect attendance are weather and missing the bus. Some of our students live 1 hour away and do not have the means to get to school without the bus. With these issues in mind, we are constantly meeting with students and speaking with parents about attendance.

.Athletically, we have struggled with the WPIAL and the concept of "school choice." While many parents, students, and educators embrace the freedom of educational choice concept, the WPIAL seems to have difficulty adapting to charter schools and the ever changing educational choices available to families. Many of the policies and guidelines established by the WPIAL years ago are outdated and not congruent with the evolving changes in education occurring today. The challenge is to enable our students to fully participate in the three sports that we offer at Lincoln Park, which are golf, girls volleyball and boys basketball. We must constantly appeal the WPIAL rulings of ineligibility of our students to the PIAA. Fortunately in almost every case the PIAA has over turned the WPIAL rulings and have declared our students eligible to participate in athletics. However these hearings and appeals are expensive and extremely time consuming. This time and money would be better used on other educational endeavors. Our students come to Lincoln Park for the arts and the high quality of our academic programs. They do not come for "athletic intent". Our students still want the "normal" high school experiences like prom, student council, clubs, and athletics. As a school that strives to meet the needs of all of students, we are only happy to provide these experiences. It is unfortunate that the WPIAL cannot understand this and continues to claim "athletic intent."

· Charter schools are still a very recent development within Pennsylvania's public education system, and it is clear that all parties involved and/or impacted by the creation of charter schools are still finding their way in terms of the various issues, laws, policies, and procedures governing charter schools. Lincoln Park is striving to provide a high-quality education option to students in an innovative and dynamic manner, while at the same time attempting to comply with all regulatory requirements for school operations and accountability. Because both our school and the charter system are new, staying on top of this requires a tremendous amount of time and energy. Of course, complying with all regulatory requirements is something all schools must do, so the situation is not entirely unique to Lincoln Park or other charter schools.

· The controversies surrounding charter schools and the broader concepts of choice and competition within the public school system provide another challenge for the board and administration of Lincoln Park. While the School has been very successful in keeping this from impacting the day-to-day operation of the school and the quality of services students receive, it does create tension between Lincoln Park and other public schools. Such tensions can divert energy attention away from the primary mission of serving students — a mission which all schools — charter or traditional — obviously share. The board and administration of Lincoln Park embraces a philosophy

of sharing and cooperation among all schools, and will continue to find ways to work with other school districts in the service of doing what is best for students. Slowly but surely, we believe progress is being made, though fully embracing the opportunities such cooperation creates may require positive changes within the public education system as a whole.

- Performing arts schools are, simply put, expensive to run. Attracting and maintaining a high-quality staff of both academic and arts teachers, providing students with needs “tools of the trade” (instruments, supplies, specialized equipment, etc.), and producing performances (which provide students with projects-based learning opportunities) does not come cheaply. Like all performing arts organizations, Lincoln Park will need to rely on support from outside the funding provided by the taxpayers, by seeking out grants, private and corporate donations, etc.

- Finally, it must be pointed out that adequately serving the needs, requirements, dreams, and ambitions of each and every student is an ongoing challenge. All students are very unique and diverse in their individualize needs and learning styles. The Lincoln Park Performing Arts Charter School must constantly develop and implement strategies which promote exceptional service to each and every student. When all is said and done, we must be equipping our students with the knowledge, skills, and aptitudes they need to be successful after graduation as healthy and productive citizens. This is a challenge that exists every moment of every day in every school — and in every home. It is, in fact, the only challenge that truly matters, since it encompasses everything else we do or aspire to do. For this reason, the Lincoln Park Performing Arts Charter School will continuously seek out and utilize ideas, strategies, tools, and programs which assess the progress of our school and its students and which help us to address any and all deficiencies in the services we offer.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Lincoln Park Performing Arts Charter School is committed to providing a world class education that focuses on each student individually. It is the goal of the strategic planning committee to develop a plan that maintains this focus. Through the development of goals and strategies, the planning committee will provide a framework to guide the administrators, teachers, staff, parents and students to grow and continuously improve.

One of the tasks facing the planning committee is to identify the strengths and weaknesses of the organization. Once these are identified, the committee will prioritize these and develop a plan that will capitalize on the strengths and improve the weaknesses.

To undertake such a large task, we have selected individuals from different departments and from the community. These members will be charged with influencing the future of the Lincoln Park Performing Arts Charter school in areas such as instruction, finance, teacher induction and professional development.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bill Holly	Technology	Other	Board of Directors
Brett Geibel	Technology Administrator	Other	Board of Directors
Butterini, Lawrence	Educational Consultant	Other	Rebecca Manning
Charlene Freund	Nurse	Ed Specialist - School Nurse	Education Specialists
Dale Cottrill	consultant	Other	Board of Directors
Danielle McKenzie	Teacher	Secondary School Teacher	Teacher
Danny Zuppe	Board and community member	Board Member	Board of Directors
Dowd, Christina	Spanish Teacher	Secondary School Teacher	Rebecca Manning, CEO
Fucsko, Sarah	Math Teacher	Secondary School Teacher	Rebecca Manning, CEO
Holly Castelli	employee	Administrator	Administration
Jennifer Verba	Teacher	Elementary School Teacher	Teachers
Keeling, Courtney	Guidance Counselor	Ed Specialist - School Counselor	Mrs. Manning, CEO
Ken Deem	Teacher	Secondary School Teacher	Teachers
Ko, Caroline	Chemistry Teacher	Secondary School Teacher	Rebecca Manning, CEO
Marissa Smith	Teacher	Elementary School Teacher	Teachers
Patrick K. Poling	employee	Administrator	Administration
Phil Orend	Board Member	Board Member	Board of Directors
Price, Brena	Guidance Counselor	Secondary School Teacher	Rebecca Manning, CEO
Rankin, Gwen	Math Teacher	Secondary School Teacher	Rebecca Manning, CEO
Rebecca Manning	employee	Administrator	Administration
Rick Wolfe	Consultant		Board of Directors
Robin Ferrello	employee	Special Education Representative	Education Specialist
Rodgers, Lindsay	Title 1 Director	Secondary School Teacher	LPPACS Board of Directors
Ronald Young	Business Representative	Business Representative	Board of Directors
Schaller, Thomas	Theatre Teacher	Secondary School Teacher	Rebecca Manning, CEO
Schmidt, Jared	Physics Teacher	Secondary School Teacher	Rebecca Manning, CEO
Sean Tanner	parent	Parent	Board of Directors
Steven Catanzarite	community member	Community Representative	Board of Directors
Towne, Desirae	English Teacher	Secondary School Teacher	Rebecca Manning,

			CEO
Vanhartogh, Christina	Spanish & ESL Teacher	Secondary School Teacher	Rebecca Manning, CEO
Welling, Gwyneth	Parent	Parent	Board of Directors
Wesolowski, Edward	English Teacher	Secondary School Teacher	Rebecca Manning, CEO

Goals, Strategies and Activities

Goal: ESL/ELL

Description: The Lincoln Park Performing Arts Charter School will provide it's teachers with all of the training necessary to provide a limited English proficient student with an appropriate education.

Strategy: ESL/ELL

Description: The Lincoln Park Performing Arts Charter School has developed a plan to assist the ELL student to succeed both academically and socially. This plan includes providing the student with a certified ESL teacher, an individualized plan to meet the specific needs of the student based on his/her level of comprehension, accomodations and modifications to the curriculum, communication with the family in their primary language, assessments that will determine progress, and any other strategies to help aid in student success.

Activity: Provide ELL/ESL teacher with the opportunity to take part in professional development activities.

Description: LPPACS will provide the ELL/ESL teachers with reimbursement and coverage to attend professional development activities regarding ELL/ESL instruction.

Person Responsible Timeline for Implementation Resources

Rick Wolfe	Start: 8/26/2010	-
	Finish: Ongoing	

Status: Complete

Date Comment

9/26/2011	All teachers are provided with tuition reimbursement and coverage to attend professional development activities regarding ESL/ELL instruction
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Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Work with students, families and staff to graduate high school students in four years.

Description: Administration, staff, parents and students will work as a team to successfully guide the student to graduation in four year. An individual education path will be designed for all students to encourage success.

Activity: Provide the opportunity for credit recovery.

Description: Through asynchronous and direct instruction, the student will be provided with opportunities during the school year and summer months to complete additional classes.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

6/24/2009	Students have the option of taking online courses during the school year or in the summer to make up credits.
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Activity: Provide tutoring and additional instruction time for those students struggling in a class.

Description: Provide adequate individual and online tutoring opportunities for the students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

6/24/2009	Students are able to schedule tutoring with the teachers before and after school and during the teacher's planning period.
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6/18/2012	06/18/2012 This year, the mathematics department developed math labs. This left a math teacher available every block of the day specifically for tutoring. Students could drop in whenever needed for extra one-on-one help. The other teachers handled tutoring on an individual basis.
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Goal: MATHEMATICS

Description: At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Move 10% of the students that did not meet proficiency to the proficient level on the PSSA math test.

Description: At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Activity: Explore the possibility of increasing the math instructional time each week.

Description: Meet with the mathematics teachers and administration to discuss the possibility of increasing math instructional time each week. Create and foster math prep class for students not scoring proficient in math benchmark, and increase math sessions for the 8th grade students to provide additional instruction time.

Person Responsible Timeline for Implementation Resources

Rodgers, Lindsay	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

5/26/2009	For the 2008-2009 school year, we switched to block schedule which increased our instructional time drastically. For the 2009-2010 school year, we are starting a Title 1 program which will help those identified students to increase proficiency in math.
7/18/2011	Math instruction was increased with comprehensive math, graduation math, and PSSA math prep.
6/18/2012	06/18/2012 This year, math instruction was increased by the creation of math labs. These made a math teacher available each block of the day to provide one-on-one tutoring for those students needing additional instruction. The resource teacher also attended some of the math classes during the week to provide individual instruction for her students.

Activity: Hire an additional math teacher

Description: Lincoln Park will add another certified math teacher to reduce class size, provide additional tutoring, and to team teach in our math classes.

Person Responsible Timeline for Implementation Resources

Patrick K. Poling	Start: 1/31/2011	-
	Finish: 1/31/2011	

Status: Complete

Date Comment

6/18/2012	6/18/2012	While an additional math teacher was hired in the 2010-2011 school year, we were able to maintain this position.
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Activity: Motivational Techniques for PSSA's

Description: Provide students with motivational techniques to increase their focus and efforts on the PSSA exams. This will be accomplished through the following:

*Motivational assemblies to explain the importance of the PSSA's.

*Breakfast and motivational speaker encouraging the students to always do their best.

*Fun activities: PSSA rap, written and performed by staff members.

*Daily pep talk before each section of the PSSA's.

*Unstoppable wrist bands given to each of the students taking the PSSA's to promote the PSSA theme of success.

Person Responsible Timeline for Implementation Resources

Butterini, Lawrence	Start: 3/15/2011	-
	Finish: Ongoing	

Status: Complete

Date Comment

6/18/2012	06/18/2012	This year, we provided the students with all of the above. We have noticed a difference in the students when the reason for the testing is provided for the students.
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Activity: Provide direct instruction in all areas of math.

Description: All ninth and tenth grade students will participate in direct instruction in all mathematics courses.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Date	Comment
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6/18/2012	06/18/2012 All students were required to take math in the classroom with the exception of senior students taking Business Math.
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Activity: Provide students with an atmosphere that is free of distractions during PSSA testing.

Description: Provide a classroom that is free of noise and at a comfortable temperature. Also provide the students with pencils, scratch paper and a calculator.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Date	Comment
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6/24/2009	School-wide "quiet" is enforced during state testing weeks.
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6/18/2012	6/18/2012 During PSSA testing times, 9th & 10th grade students are given the Terra Nova tests and seniors are working on senior project work. Noise and distractions are kept to a minimum during this time.
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Activity: Provide students with healthy snacks and juice during the testing.

Description: Since some students come to school without proper nourishment, students will be provided with healthy snacks and juice during testing.

Person Responsible Timeline for Implementation Resources

Holly Castelli	Start: 3/14/2011	-
	Finish: Ongoing	

Status: Complete

Date	Comment
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6/18/2012	6/18/2012 Each student taking the PSSA's were provided juice and a healthy snack during each testing day.
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Activity: Provide students with test taking strategies.

Description: Within the classroom, have teachers provide the students with test taking strategies.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: Complete

Date Comment

6/24/2009 Teacher's cover this during PSSA test preparations.

6/18/2012 6/18/2012 During the PSSA prep sessions, test taking strategies are covered.

Activity: Student Math Workbooks

Description: Lincoln Park will provide the math department with additional student math workbooks that are specifically aligned to the PSSA math content. These workbooks will be used in the comprehensive math classes and in the required math classes.

Person Responsible Timeline for Implementation Resources

Holly Castelli Start: 8/25/2010 -
Finish: Ongoing

Status: Complete

Date Comment

6/18/2012 6/18/2012 Student math workbooks continue to be used during class time and during PSSA prep sessions.

Activity: Title 1 math and reading

Description: In order to move all students to the proficient level in math and reading, students identified as being below the proficient level will be placed in Title 1 math and reading instruction.

Person Responsible Timeline for Implementation Resources

Rodgers, Lindsay Start: 4/23/2009 -
Finish: Ongoing

Status: Complete

Date Comment

7/13/2009 This is our first year receiving Title 1 funds. This will be an on-going process that will

benefit our students significantly.

7/18/2011 Students identified as not at the proficient level in math were placed in comprehensive math.

6/18/2012 6/18/2012 Students that were identified as not being a grade level and/or proficient in math or reading were placed in the Title 1 program.

Goal: Professional Development

Description: All teachers will participate in scheduled professional development. Teachers will also be permitted to attend approved Professional Development opportunities throughout the school year.

Strategy: Provide an increased number of opportunities for staff members to participate in professional development.

Description: The administrative staff will schedule professional development opportunities throughout the school year and encourage the participation in outside professional development opportunities.

Activity: Provide information and classroom coverage for professional development outside of the school.

Description: Information concerning professional development opportunities will be available to all teachers. Classroom coverage will be available to all teachers in order to attend professional development sessions.

Person Responsible Timeline for Implementation Resources

Patrick K. Poling	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

6/24/2009 Professional development opportunities are offered each year in-house. Other professional development opportunities are posted. Teachers are provided tuition reimbursement yearly.

9/26/2011 All information that is received in regards to professional development is forwarded on via email to the staff. Classroom coverage is provided for those that attend these opportunities.

6/18/2012 6/18/2012 "Smart Technology" was installed in all academic classrooms and professional development training was provided for all staff to ensure optimum usage integrated into classroom lessons.

Activity: Schedule a series of professional development days within the school calendar.

Description: The administrative staff will schedule a series of professional development opportunities throughout the school year.

Person Responsible Timeline for Implementation Resources

Patrick K. Poling	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

9/26/2011	For the 2011-2012 school year, the following professional development days have been scheduled: August 22 & 23, October 10, Jan. 16 & 20 (2012), March 23 (2012).
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Goal: READING

Description: At least 72% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Continue to meet minimum proficiency standards in Reading, as measured by the annual state-wide PSSA assessments.

Description: The Lincoln Park Performing Arts Charter School staff and administration will work to provide high quality instruction in order to meet AYP each year on the PSSA's.

Activity: Motivational Techniques for PSSA's

Description: Provide students with motivational techniques to increase their focus and efforts on the PSSA exams. This will be accomplished through the following:

*Motivational assemblies to explain the importance of the PSSA's.

*Breakfast and motivational speaker encouraging the students to always do their best.

*Fun activities: PSSA rap, written and performed by staff members.

*Daily pep talk before each section of the PSSA's.

*Unstoppable wrist bands given to each of the students taking the PSSA's to promote the PSSA theme of success.

Person Responsible Timeline for Implementation Resources

Butterini, Lawrence	Start: 3/15/2011	-
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Finish: Ongoing

Status: Complete

Date **Comment**

6/18/2012 06/18/2012 This year, we provided the students with all of the above. We have noticed a difference in the students when the reason for the testing is provided for the students.

Activity: Provide direct instruction in all areas of English.

Description: The ninth and tenth grade students will be required to take direct instruction English classes.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Date **Comment**

6/18/2012 06/18/2012 All students in 9th & 10th grade that were not at grade level and did not meet the benchmarks were required to take English in the classroom.

Activity: Provide students with an atmosphere that is free of distractions during PSSA testing and small test proctor to student ratios.

Description: Provide a small group setting (20 students) that is free of noise and at a comfortable temperature. The students will also be provided with pencils, scratch paper, and calculators.

Person Responsible Timeline for Implementation Resources

Butterini, Lawrence	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Activity: Provide students with healthy snacks and juice during the testing.

Description: Since some students come to school without proper nourishment, students will be provided with healthy snacks and juice during testing.

Person Responsible Timeline for Implementation Resources

Holly Castelli	Start: 3/14/2011	-
	Finish: Ongoing	

Status: Complete

Date	Comment
6/18/2012	6/18/2012 Each student taking the PSSA's were provided juice and a healthy snack during each testing day.

Activity: Provide students with test taking strategies.

Description: In the classroom, the teachers will provide the students with test taking strategies.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Activity: Title 1 math and reading

Description: In order to move all students to the proficient level in math and reading, students identified as being below the proficient level will be placed in Title 1 math and reading instruction.

Person Responsible Timeline for Implementation Resources

Rodgers, Lindsay	Start: 4/23/2009	-
	Finish: Ongoing	

Status: Complete

Date	Comment
7/13/2009	This is our first year receiving Title 1 funds. This will be an on-going process that will benefit our students significantly.
7/18/2011	Students identified as not at the proficient level in math were placed in comprehensive math.
6/18/2012	6/18/2012 Students that were identified as not being a grade level and/or proficient in math or reading were placed in the Title 1 program.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Continue to meet at least 95% of the eligible student in required state-wide PSSA assessments.

Description: All eligible students will be required to participate in the PSSA assessments.

Activity: Motivational Techniques for PSSA's

Description: Provide students with motivational techniques to increase their focus and efforts on the PSSA exams. This will be accomplished through the following:

*Motivational assemblies to explain the importance of the PSSA's.

*Breakfast and motivational speaker encouraging the students to always do their best.

*Fun activities: PSSA rap, written and performed by staff members.

*Daily pep talk before each section of the PSSA's.

*Unstoppable wrist bands given to each of the students taking the PSSA's to promote the PSSA theme of success.

Person Responsible Timeline for Implementation Resources

Butterini, Lawrence	Start: 3/15/2011	-
	Finish: Ongoing	

Status: Complete

Date Comment

6/18/2012	06/18/2012	This year, we provided the students with all of the above. We have noticed a difference in the students when the reason for the testing is provided for the students.
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Activity: Provide and schedule optional test dates for students that are absent.

Description: For those students that are absent from school, provide additional days for testing.

Person Responsible Timeline for Implementation Resources

Keeling, Courtney Start: 1/1/2009 -
Finish: Ongoing

Status: Complete

Date	Comment
6/24/2009	Students that are absent are able to take PSSA testing within the testing windows.
6/18/2012	6/18/2012 Students that are absent are able to take PSSA testing within the testing window.

Activity: Provide students and families with the dates of PSSA testing ahead of time.

Description: Provide the students with dates of the PSSA testings through school calendar and through the use of Blackboard.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/25/2010 -
Finish: Ongoing

Status: Complete

Date	Comment
6/24/2009	PSSA dates are posted in the yearly calendar which is mailed to the families during the summer.
6/18/2012	6/18/2012 Test dates are sent to the home several times throughout the year. It is also posted on our website, and put on the school announcements.

Goal: Writing

Description: Through rich instruction in all areas of arts and academics, students will improve their writing skills.

Strategy: Increase the number of students that are proficient in writing PSSA assessments.

Description: The Lincoln Park Performing Arts Charter School will continue to provide a high level of writing instruction in order to meet AYP in the PSSA's.

Activity: Encourage all teachers to incorporate writing assignments into the curriculum.

Description: Encourage teachers in all areas of instruction to incorporate writing assignments such as essays and research papers into their curriculum.

Person Responsible Timeline for Implementation Resources

Patrick K. Poling Start: 1/1/2009 -
Finish: Ongoing

Status: Complete

Date Comment

5/26/2009 We encourage all of our teachers to incorporate writing into the lessons. They have included research papers and essays as assessments. Many of our arts teachers have incorporated journals into the curriculum.

7/13/2009 The administrative team encourages our teachers to incorporate writing into the lessons. They have included research papers and essays as assessments. Many of the arts teachers have incorporated journals into the curriculum.

6/18/2012 6/18/2012 The administrative staff encourages the teachers to incorporate writing into the curriculum when applicable. The Lincoln Interactive curriculum recently placed "connections" into the lessons which require the students to complete essays.

Activity: Provide direct instruction in all areas of English.

Description: Students in the ninth and tenth grade will be required to take English 9 and English 10. These course will be offered through direct instruction and online instruction. Students will only be permitted to take online English 9 & 10 if it does not fit into their schedule.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: Complete

Activity: Provide students with test taking strategies

Description: Classroom teachers will provide students with test taking strategies.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: Complete

Date	Comment
6/24/2009	Teachers cover this during PSSA test preparations.
6/18/2012	6/18/2012 During the PSSA prep sessions, students were provided with test taking strategies.

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- 2011-2012 Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize:

The Lincoln Park Performing Arts Charter School uses both direct instruction and online courses for all of its academic course work. The online curriculum is purchased through the National Network of Digital Schools. The direct instruction classes are modeled after the Lincoln Interactive curriculum which are based on and aligned with PA state standards emphasizing content areas of focus and academic anchors. Curriculum is constantly modified and most recently examined to meet the common core standards. These classes are taught by highly qualified Pennsylvania certified teachers. Lincoln Park's proprietary arts curriculum was developed, in part, through a grant by the Grable Foundation. A team of artists and educators was assembled to develop this curriculum over a period of one year, facilitated by Dr. Micheal Cerveris, an alumnus of the Juilliard School, retired arts administrator at the university level, and a staff member of the Arts Education Collaborative in Pittsburgh. Lincoln Park also has a partnership with the Community College of Beaver County to offer juniors and seniors rigorous, college-level coursework in select subjects.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and academic needs of students?

The Lincoln Interactive curriculum is designed so that each lesson addresses the grade level standards of the specific content area; required content and skills are identified in each area of instruction, and the pertinent PA content standards are then listed for each individual lesson. These standards, areas of focus, and anchors are listed in the course lesson manuals that are provided to each student in the core subject areas. The direct instruction courses offered by Lincoln Park are modeled after the Lincoln Interactive curriculum and use the same content, skills and standards.

The arts curriculum was also developed according to state standards. The syllabi and/or lesson plans for all of Lincoln Park's arts courses address the grade level standards of the specific content area, and the PA content standards are then listed for each individual lesson plan.

How is the curriculum organized to meet the developmental and academic needs of students?

Curriculum for each student is chosen through the collaborative effort of the parents, student, and Lincoln Park professional staff, so as to meet the everchanging job market. A personalized education plan is developed to address the student's abilities, learning needs, learning style, future educational plans, and/or employment interests. Course selection, course content, and delivery of instruction are adaptable and can be chosen and modified based on individual needs. It is our goal to differentiate instruction in order to meet the needs of each student.

In partnership with parents, Lincoln Park staff strive to offer each student an educational opportunity that will inspire him/her to excel both academically and artistically, and to reach his/her full potential. The Lincoln Park Performing Arts Charter School strives to offer choice and flexibility and a student-centered service model. Educational strategies engage different learning modalities: visual, auditory, and kinesthetic. The academic core courses are offered as self-paced, direct instruction and in a traditional classroom setting and each student is assigned to a Pennsylvania certified teacher in that content area. These teachers provide instruction, tutoring, and remediation. Supplemental instructional programs are available to encourage the accelerated student, to support a student in need of remediation, or to inspire or enhance a student's new area of interest.

Lincoln Park's arts programs are also designed to be flexible and responsive to a student's individual abilities and goals. Each of the arts disciplines offers both an "arts exploration" track, for students who have a strong but generalized interest in the arts and may have not previously had access to formalized training or instruction, and an "arts immersion" track for students who have a serious interest in pursuing mastery of a specific discipline and have had the benefit of formal instruction prior to enrolling at Lincoln Park. Both tracks offer students quality instruction, interdisciplinary activities, and the opportunity to explore a range of post-secondary educational options and career options.

How does the charter school promote in-depth and inquiry based teaching and learning?

For every online academic course, students receive textbooks and materials designed by major educational publishers to support the carefully structured curriculum. Many assignments engage the learner in web-based or interactive experience featuring clear directions, guided instruction, and detailed examples, as well as web linked activities, PowerPoint, and video presentations. Frequent and cumulative assessments reinforce and measure student success. For each direct instruction class, the teachers provide opportunities for individual and group work utilizing creative instructional delivery models that differentiate instruction and allows for infusion of technology. The academic teachers also work with each other and the arts teachers to provide instruction across the curriculum.

Lincoln Park's arts curriculum was designed to engage the whole student and to promote interdisciplinary learning and discovery while encourage the arts faculty and resident/guests artists to work collaboratively. The arts curriculum emphasizes "process over product" wherein the primary challenge and purpose of acquiring artistic skills and expressing them is for the purpose of self-discovery and self-knowledge.

Lincoln Park encourages its instructors to use the problem-based learning approach. While working individually or in cooperative groups, students are challenged to solve real-world challenges. Students are encouraged by instructors to ask questions either during class or individually. Discussion boards are also available to all students and are monitored by subject-specific certified teachers.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students who enroll performing significantly below standards in literacy and mathematics skills?

Lincoln Park strives to place its students in courses that are appropriate for their individual skill level. When a teacher suspects that a student is not working at an appropriate grade level, a placement test is suggested to the parents. Upon parental approval, this test is administered and the results are evaluated. The teaching staff, parents and student work together to develop a plan of action that best suits the needs of the student. This could result in tutoring, further testing, and/or a change in the course or individualized differentiated instruction.

What types of teaching strategies are used to actively engage students in the learning process?

The students taking the Lincoln Interactive online courses are able to move at a pace needed to meet their individual needs. These courses are designed to offer challenging coursework guided by instructive dialogue. An anticipatory set is followed by explanation of new concepts and guided practice. Assignments engage the learner in web-based and interactive textbook experiences where knowledge is assessed automatically for on-the-spot feedback. Interactive activities added to engage the learner may include web-based inquiry, PowerPoint and video presentations, on-line puzzles, maps, timelines, tutorials or lab experience. Learning is measured and reinforced through frequent graded and non-graded assignments such as on-line quizzes, unit test, projects, and writing assignments. Optional enrichment activities are included for high achieving students, comprehensive examinations are included in the courses. Student may interact with the teacher facilitator and other student, via a discussion board.

The students that are enrolled in the direct instruction classes are assigned to a class with a highly qualified Pennsylvania certified teacher. These teachers use a wide variety of teaching strategies activities to engage the students including group activities, classroom discussions, hands-on activities, work sheets, and study guides, and interactive instruction utilizing Smart technology. The teachers also work collaboratively to provide creative engaging instruction. We utilize a block schedule in order to increase uninterrupted instructional time.

In terms of the arts, teaching artists use a variety of instructional strategies that are appropriate to the specific arts discipline. Such strategies range from one-on-one instruction (e.g. a creative writing instructor working closely with a student to refine a piece of poetry or prose, or an acting instructor assisting a student in the development of a character), to performance-based ensemble work (e.g. vocal or instrumental groups, works of drama, dance or musical theater that include substantial rehearsal as well as performance schedules, student reading series, a video production project). This teaching environment is meant to foster a nurturing environment and a view of the arts as a special way of knowing the world — and one's self.

Rigorous Instructional Program - Attachments

- Teacher Induction Plan 2008
- Professional Development Report 2011

English Language Learners

Lincoln Park Performing Arts Charter School now provides a carefully articulated planned educational program for each student with limited English proficiency. This starts at the initial interview of every student that enters our school. The child and parent(s) are asked questions from our Home Language Survey. Once these questions are asked, the parents sign and date the copy to be placed in their permanent folder. If the scheduler knows this in advance about the child of limited proficiency, then the ELL teacher takes the interview.

If a Home Language Survey has any questions filled out other than English, then the folder goes the ELL teacher. We currently staff one teacher that is a PA certified ESL teacher. She works with any student that qualifies for ESL services.

Lincoln Park Performing Arts Charter School has a unique situation with the ELL program. The students in our school live throughout the tri-state area. If the students do not have English as a primary language, then our school must contact the local intermediate unit for testing.

Once the student's paper work and folders are complete, the student is assigned to our ESL teacher. Based on testing and parent/student interviews, the ESL teacher will decide on the best curriculum for the individual student.

Our ELL coordinator/teacher attends continuance workshops concerning ELL changes and programs through the PATTAN office. The coordinator/teacher also participates in ELL meetings through the Beaver Valley Intermediate Unit (#27).

For the 2011-2012 school year, we did not have any student that qualified for ELL services.

English Language Learners - Attachments

- 2011-2012 ELL report
- 2011-2012 LEP Accuracy Statement

Graduation Requirements

The Lincoln Park Performing Arts Charter School graduation requirements are as follows:

*The successful completion of a minimum of 25 credits in the following areas:

*4 credits in Language Arts

*4 credits in Social Studies

*4 credits in Mathematics

*3 credits in Science (1 credit in Biology is required)

*1 credit in physical education

*1/2 credit in health

*the remaining credits will be fulfilled through the performing arts

curriculum and elective classes (2 credits must be in the fine arts)

*The successful completion of the Lincoln Park Graduation Project

In order to graduate, all student must demonstrate proficiency in reading, writing, and mathematics. If the student does not meet proficiency on the PSSA assessments, the student is required to take and pass comprehensive math to prove proficiency in mathematics and/or take the online course, Essential of English Usage to prove proficiency in reading. If a student does

not meet proficiency in writing, the student is required to submit a writing assignment that is evaluated by our English department using the rubric used for the writing portion of the PSSA.

Special Education

The Lincoln Park Performing Arts Charter School has established and implemented procedures to locate, identify and evaluate school age students suspected of being eligible for special education services. These procedures include, but are not limited to: review of records, various modes of screening (reading and math screenings are completed the first week of school), and/or recommendation of teacher and/or parent. There is currently in place a referral system for students who may be in need of assistance.

Instructional strategies are updated and revised as needed for individual student needs. Teachers attend trainings to ensure that strategies employed address the individual needs of the student in special education. Strategies used for the special education student are dependent upon the needs reflected in the IEP.

Special Education - Attachments

- Special Education Policies (1) 2008-2009
- Special Education Policies (2) 2008-2009
- Special Education Policies (3) 2008-2009
- Special Education Policies (4) 2008-2009

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Robin Ferrello	0.5	14 LD, 3 OHI, 1 Autism, 1 Hearing impaired, 1 speech	Lincoln Park Performing Arts Charter School	23	Teacher works with the students in the resource room
Peggy Cashdollar	1	16 LD, 6 OHI, 2 Emotional, 1 Intellectual, 2 Autism, 1 Visual	Lincoln Park Performing Arts Charter School	29	Teacher works with the students in the resource room

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Christine Cutty	30 minutes per week for 2 student each	Speech	Lincoln Park Performing Arts Charter School	1	This service is provided by our Chartering District

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Lincoln Park Performing Arts Charter School	0.25

Psychologist	Lincoln Park Performing Arts Charter School .25
Paraprofessional	Lincoln Park Performing Arts Charter School 0.5
Special Education Teacher	Lincoln Park Performing Arts Charter School 1.5
Speech Therapy	Lincoln Park Performing Arts Charter School .013

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Christine Cutty	Speech Pathologist	30 minutes per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification K	1	2	3	4	5
Terra Nova	Yes	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	Yes	No	No	Yes	No
SAT	No	No	No	No	Yes	Yes	Yes
ACT	No	No	No	No	No	Yes	Yes
PSAT	No	No	No	Yes	Yes	Yes	Yes
Tera Nova	No	No	No	Yes	Yes	No	No
Benchmark Testing	No	No	Yes	Yes	Yes	Yes	No
ASVAB	No	No	No	No	Yes	Yes	No

Student Assessment

The Lincoln Park Performing Arts Charter School has completed its sixth year for 2011-2012.

While we made AYP in the 2006-2007, 2007-2008, 2008-2009, 2010-2011, and 2011-2012 school year, it is important to our administration, staff, students and parents to always improve. With this in mind, our staff has continued to discuss strategies that will improve student performance, identify areas that may be a hindrance to student performance and develop goals and targets based on these discussions.

The local assessment provides Lincoln Park with a means to assess an individual student and devise an individualized academic plan for the student. Our focus is to place students in courses in which they will be successful and continue to improve. This local testing may also be used to show proficiency in math and reading, and identify students with possible learning disabilities.

The Lincoln Park Performing Arts Charter School prides itself on a team approach to the education of our students. We involve the student, parents, teachers, and administration in the education process. When one of those team members notices a student struggling, our actions are steered by what is best for the student. The team works at making modifications and accommodations for the student. These modifications include tutoring, a change in course, and additional or change in assignments. With parental permission, a grade placement test (Edvision) can be administered to those students who continue to struggle. If these results indicate that a student is not working at grade level, a referral is made to the IAT team.

This school year, we began the RTII program to help all student at Lincoln Park. This program combined with differentiated instruction in the classroom is designed to help students with different learning styles and needs.

We also began at Title I program this year for math and reading. All eleventh grade students were administered a benchmark test. Those that did not meet the proficiency level were placed in a comprehensive math program designed to target those areas of weakness.

Student Assessment - Attachments

- 2011 PSSA Test Results
- 2011-2012 ACT Test Results
- 2011-2012 SAT Test Results

Teacher Evaluation

Teacher Evaluation

The primary purpose of the Teacher Evaluation Plan is to assist employees to recognize and fulfill their role in accomplishing the school's vision for education and providing the highest quality of instruction.

1. Improve instructional practices
2. Increase in retention of promising teachers
3. Promote the personal and professional growth of new employees
4. Transmit the mission/vision of the charter school, community, and profession to new employees and,
5. Foster unity, teamwork and a commitment to excellence among the entire learning community.

Teacher Evaluation Objectives

1. All staff will attend the teacher in-service to sharpen their skills in instructional strategies. The Code of Professional Conduct and charter school culture and climate will be discussed.
2. All teachers will collaborate monthly with the Principal and Dean of Academics to discuss specific areas of instruction, classroom management and orientation to policies and procedures of Lincoln Park Performing Arts Charter School.
3. Professional development opportunities in teacher evaluation will be held throughout the year to provide instructional staff with resources, information, and strategies for their classrooms.
4. Teachers will be frequently observed, evaluated, and conferenced with feedback provided concerning their instructional strengths as well as areas in need of improvement.

Evaluation Team

The evaluation team is made up of instructional leaders representing multiple facets of the Lincoln Park Performing Arts Charter School. Each member was selected based on demonstrated leadership, scholarship and the capacity to help teachers be successful. The Evaluation Team will be responsible for maintaining accurate records of teacher evaluation (formal and informal), constructive feedback to teachers and completion of all evaluation forms required by the state.

Evaluation Team:

- a. Rebecca Manning, Chief Executive Officer
- b. Patrick Poling, Principal
- c. Holly Castelli, Dean of Academics
- d. Melissa Holman, Director of Music
- e. Dan LeRoy, Director of Creative Writing
- f. Gavan Pamer, Artistic Director
- g. Laura Humbert, Director of Media
- h. Mike Bariski, Director of Health Sciences
- i. Dr. Lawrence Butterini, Educational Consultant
- j. Richard Wolfe, Educational Consultant

Professional Development

Professional development as it pertains to teacher evaluation (special education and instructional techniques) will be provided to the Dean of Academics and the Principal by the Chief Executive Officer before the beginning of the school year. In addition, individually coordinated days will be established throughout the calendar year to update evaluators on current evaluation techniques. Finally, every evaluator is encouraged to seek out professional development programs that would supplement our current plan. The Lincoln Park Performing Arts Charter School will provide specified tuition reimbursement and classroom coverage to certified employees seeking approved professional development.

Teacher Evaluation - Attachment

- Teacher Induction Plan 2008-2009

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Discuss briefly any leadership changes during the past year on the Board of Trustees and in the school administration (President of the Board, Chief Executive Officer, Principal, etc.) explaining why or how those changes occurred.

At the June 25, 2012 school board meeting the following were elected:

Chris Shovlin: President

Phil Orend: Vice-president

Richard Grimes: Treasurer

Jean Grafton-Secretary

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Elizabeth Asche Douglas	None
Jerry Hodge	President
Fran Komara	None
Chris Shovlin	None
Phil Orend	Vice-president
Joy Tanner	Treasurer

Professional Development (Governance)

Lincoln Park's local legal counsel provides ongoing information, advice, and support to both individual board members and the Board of Directors as a whole in complying with all state and/or federal regulations and maintaining sound and ethical governance. In addition to this special counsel was hired by Lincoln Park to assist the board in drafting comprehensive policies and procedures, including a detailed code of ethics for directors and officers.

Further, board members were offered the opportunity to attend state and national conferences for school board members and charter school operators which featured panels, seminars and workshops on good governance, best practices, etc. The board was also supplied with resources (books, manuals, newsletters, etc.) on a wide range of topics related to the sound oversight of charter schools.

Coordination of the Governance and Management of the School

The Lincoln Park Board of Directors is comprised of seven directors who provide expertise in key areas of responsibility:

- Maintaining the Mission, Goals, By-Laws, and Polices of the Lincoln Park Performing Arts Charter School;
- Hiring and Evaluating Administrative Staff;
- Budget approval;
- Curricular/program evaluation.

The Board of Directors of the Lincoln Park Performing Arts Charter School works cooperatively and collaboratively with the Board of the Midland Borough School District to provide high-quality educational opportunities for students at both schools. Since Midland does not have a high school program of its own, Lincoln Park exists in part to provide a viable education option for Midland students to be educated in their own community. The Board of both schools seek to work together to share services related to facilities, instruction, transportation, food service, administration, etc. in order to create "economies of scale" and create greater efficiencies within the public education sector. The goal of both Boards is to make every dollar count in the classroom for the purpose of providing Pennsylvania students with exceptional educational programs and services.

As a recognized leader in public education, the Midland Borough School District (a Blue Ribbon school district) is in a position to provide Lincoln Park with expert advice, support, and oversight. Lincoln Park not only welcomes but actively seeks this input from Midland in its desire to be held accountable for the services provide to both Midland students and those that come from outside of the district.

The Lincoln Park Performing Arts Center was designed to be a vibrant thread in the tapestry that is the community of Midland. In addition to providing a high-quality educational option to students, Lincoln Park was created to promote the social, cultural, and economic vitality of Midland.

Lincoln Park actively encourages the participation of parents in student learning because it recognizes that such parental involvement increases the likelihood of student success. It is the policy of the Lincoln Park Performing Arts Charter School to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of their children's schools. Lincoln Park

strives to provide such information in an understandable and uniform format. The school holds at least two parent/teacher conferences each year. In the 2009-2010 school year, each of these were attended by at least 100 parents and families members, and including student performances and exhibitions and opportunities for group and one-on-one discussions with parents concerning student progress. The community is also encouraged to attend these events. Lincoln Park has also formed a parent group (Lincoln POPS — Parents of Performing Students) which serves as the main parent-teacher organization for the school.

Of course, as a performing arts school, Lincoln Park offers numerous performances in music, theater, and dance each year. These events have been very well-attended in 2009-2010, and Lincoln Park is garnering a reputation for excellence based on the quality of its student performances.

Of course, as a public school, Lincoln Park's monthly meetings are advertised publicly, and comply with the Pennsylvania Sunshine law. These meetings are held at the Lincoln Park Performing Arts Center in the third floor conference room.

Coordination of the Governance and Management of the School - Attachment

- 2011-2012 School Board Meetings

Community and Parent Engagement

The Lincoln Park Performing Arts Center was designed to be a vibrant thread in the tapestry that is the community of Midland. In addition to providing a high-quality educational option to students, Lincoln Park was created to promote the social, cultural, and economic vitality of Midland.

Lincoln Park actively encourages the participation of parents in student learning because it recognizes that such parental involvement increases the likelihood of student success. It is the policy of the Lincoln Park Performing Arts Charter School to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of their children's schools. Lincoln Park strives to provide such information in an understandable and uniform format. The school held two parent/teacher conferences this year and these were attended by at least 100 parents and families members, and included opportunities for group and one-on-one discussions with parents concerning student progress. Of course, as a performing arts school, Lincoln Park offers numerous performances in music, theater, and dance each year. These events have been very well-attended in 2011-2012, and Lincoln Park is garnering a reputation for excellence based on the quality of its student performances. Administration and staff attend these functions and are always available for feedback from parents.

Our students and staff also participated in a community wide Martin Luther King celebration. This celebration was attended by all staff members and many of our students participated by providing entertainment, readings, artwork, and other visual presentations. Many of our arts staff also attend the county wide in-service held each year in October.

Some of our clubs have participated in community service activities. These clubs and activities were:

*Media Department: Scholarship fund

- *Student Council: Food drive
- *Environmental Club: Recycling campaign
- *National Honor Society: Helped with Special Olympics
- *Day in the Park: Raised money for American Heart Association
- *Humanitarian Club: Clothing Drive, raised money for various humanitarian causes

Again this year, Lincoln Park offered men's basketball. Before the closing of the Midland High School, basketball was a long-standing sporting tradition with the community. When Lincoln Park opened, the Midland community voiced the desire to continue that tradition. We are happy to report that the Lincoln Park basketball team had a winning season, won the WPIAL championship, and received second place in the state finals at Penn State University. This trip to the states brought the Midland community closer together. This year, Lincoln Park continued with a girls volleyball team and boys golf team.

Of course, as a public school, Lincoln Park's monthly meetings are advertised publicly, and comply with the Pennsylvania Sunshine law.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Does not apply.

Fiscal Solvency Policies

The Lincoln Park Performing Arts Charter School (LPPACS) has been financially solvent due to the receipt of payments from Pennsylvania LEA's and the PDE.

Accounting System

LPPACS utilizes CSIU-Central Susquehanna Intermediate Unit accounting software. This software is fully compliant with PA, GASB, and GAAP reporting requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary statement of revenues

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

All items from the 2010 audit have been corrected. No new findings were noted for the 6/30/11 audit.

There are currently no supporting documents selected for this section.

Citations and follow-up actions for any State Audit Report

Lincoln Park's first audit was during the 2010-2011 school year. While the the auditors provided us with a list of items to correct, no formal write up was ever received. All of these items have been corrected.

SECTION VII. FACILITY RESPONSIBILITIES

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

As the enrollment numbers increase LPPACS is adding additional instructional equipment as required. (Leased and purchased). Purchases are approved using State purchasing and bidding guidelines. (PEPPM or COSTAR pricing is also used). The following items were purchased for the 2009-2010 school year:

*equipment for media lab.

*Smart Boards for all the academic classrooms

*Desks and chairs for new classrooms

*School van

Future Facility Plans and Other Capital Needs

For the 2011-2012 school year, we will continue to rent classroom space in the gymnasium from the Midland School District. The Lincoln Park Performing Arts Center broke ground in April of 2011 for a new building located directly behind the main building. This new building will contain a dining hall, music classroom space and offices. This facility will be available for the 2012/2013 school year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

LPPACS adheres to all PA immunization requirements as stated in the school code. Specific information on student immunization may be obtained from the PA Dept of Health "School Immunization Law Report" which was submitted electronically to the SHARRS website by Charlene Freund, school nurse.

Lincoln Park Performing Arts Charter is dedicated to promoting safety and emergency preparedness. We worked closely with both local police and fire officials. We completed all required drills. A "traumatic events" flipchart was designed and distributed to all staff following inservice regarding all possible events. Each administrator and support staff member was certified in both NIMS 1 and NIMS 7. This year, all students and staff members participated in a tornado drill. Our building is a "locked down" facility and monitored by security officers. Surveillance cameras are able to view 32 different areas.

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

- 2010-2011 Wellness Policy
- 2011 Health Reimbursement
- Anti Bullying Policy

Current School Insurance Coverage Policies and Programs

Our health care is through Highmark which has an office in Pittsburgh, PA but we only have contact with The Reschini Group (who offers us the package of health care, dental, & vision). Their address is:

Crown Benefits Administration

922 Philadelphia Street
P. O. Box 1049
Indiana, PA 15701

Our life insurance is with Prudential Life Insurance Company and their address is:

Prudential Insurance Company
Ms. Devon Ashbridge
4349 Easton Way, Suite 150
Columbus, OH 43219

Our casualty insurance: (Worker's Comp.)

Ohio Casualty Insurance

1560 Omega Drive

Pittsburgh, PA 15205

Policy: # WC8885182

Current School Insurance Coverage Policies and Programs - Attachment

- 2011-2012 Declaration of Benefits

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The Lincoln Park Performing Arts Charter School has 48 professional staff members. We had 2 teachers that resigned. One resigned to stay home with her newborn child. Another teacher resigned to attend graduate school full time.

Quality of Teaching and Other Staff - Attachments

- 2011-2012 PDE 414
- 2011-2012 ESPP report

Student Enrollment

The Lincoln Park Performing Arts Charter School enrollment policy was established in accordance with PDE regulations. Students and parents were required to attend an information seminar that provided information about our school and answered questions that arose. This was provided so that families could make an informed decision concerning their child's education. The next step, required that a student be evaluated in the area of the arts and an academic review. As per PDE regulations, priority can be given to siblings and Midland residents. This year, our waiting list constantly grew. When a student withdrew, we replaced them according to their major. Once the Lincoln Park Performing Arts Charter School reached full capacity, enrollment was closed. Lincoln Park accepted all applicants to the K4 and K5 program.

We had 568 8-12th grade students at the beginning of the 2011-2012 school year. We had 22 K4 and 16 K5 students at the beginning of the 2011-2012 school year. At the end of the year, we finished with 551 8-12th grade students and 22 K4 and 16 K5 students. We had 72 students withdraw between June 2011-June 2012 for various reasons including return to local school district, moved, and enroll in a cyber charter school. We had 123 students that graduated.

Student Enrollment - Attachment

- 2010-2011 Enrollment Policy

Transportation

The charter school uses multiple forms of transportation to accomplish the task of bussing students to school. As charter school law requires school districts within a ten mile range to transport students who choose to attend a charter school, Lincoln Park has seven districts who participate. Those districts are: Beaver, Blackhawk, Central Valley, Hopewell, Southside, Midland and Western Beaver. For those students who do not reside in one of these districts, Lincoln Park contracts with a private company. (Rhodes Transit) Some students drive to school and must prove that they have a valid license and proper insurance coverage. Accommodations and modifications to transportation are provided for any student with that need. This obviously includes I.E.P. goals.

Food Service Program

The charter school has a daily breakfast and lunch program at the school and is a participant in the wellness program as mandated by Pennsylvania Department of Education for all schools

involved with The National School Lunch Program. To accomplish this goal we contract with an outside agency to facilitate the program. (Aramark). For the 2011-2012 school year, we had 95 get free lunches and 32 get reduced lunches.

Student Conduct

Lincoln Park exists to educate its students. The school will not tolerate any actions from students, parents, staff or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school family, or threaten the integrity and stability of the school itself. (see attached student code of conduct). The attached Student Code of Conduct describes how LPPACS aligns it's code of conduct with current statutory provisions and relevant case law. Again this year, we held an in-school suspension program to deal with minor offenses such as skipping class. This not only kept the students in school but helped keep the students current in thier classes and get tutoring if needed.

2011-2012:

24 out-of-school suspensions.

20 in-school suspensions.

Student Conduct - Attachment

- Student Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Lincoln Park Performing Arts CS within Beaver Valley IU 27 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 Park Performing Arts 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: Rebecca Manning **Title:** CEO
Phone: 724-643-9004 **Fax:** 724-643-2171
E-mail: rebecca.manning@lppacs.org

Signature of the Chief Executive Officer and Date

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

Name: Chris Shovlin **Title:** President
Phone: 724-643-9004 **Fax:** 724-643-2171
E-mail: jhodge@nam.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Robin Ferrello **Title:** Special Education
Phone: 724-643-9004 **Fax:** 724-643-2171
E-mail: robin.ferrello@lppacs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2011-2012 Signature page