
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: School Lane CS

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: School Lane CS

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

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

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

Percentage of Certified Staff: 99 **Total Instructional Staff:** 48

Student/Teacher Ratio: 13:1 **Student Waiting List:** 408

Attendance Rate/Percentage: 95%

Summary Data Part II

Enrollment: 596 **Per Pupil Subsidy:** Bensalem NonSpec \$10,320; Bensalem Spec \$26,83; Bristol NonSpec \$11,695; Bristol Spec \$29,187; Bristol Borough NonSpec \$8028 Bristol Borough Spec \$18,933; Centennial Non Spec \$10,513; Centennial Spec \$23,042; Neshaminy NonSpec \$10,514; Neshaminy Spec \$ 26,662; Pennsbury NonSpec \$10,522; Pennsbury Spec \$25349; Philadelphia NonSpec \$8,773; Philadelphia Spec \$19,422

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	161
Black (Non-Hispanic):	77
Hispanic:	34
White (Non-Hispanic):	286
Multicultural:	39

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
38

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 64

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	190	190	190	0	190
Instructional Hours	0	0	6.5	6.5	6.5	0	6.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

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

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

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

Mission

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

Vision

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

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

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

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

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

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

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

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

Shared Values

School Lane Charter School's educational goal is to prepare students to be competent and compassionate. By competent, we mean the ability to use essential literacy skills within all academic disciplines as well as in lifelong learning. By compassionate, we mean the ability to be equitable, cooperative, non-violent, gender fair, multicultural, environmentally conscious, caring and creative. Our curricula prepare students to think critically and solve problems in many contexts both individually and collaboratively. Our curricula, in conjunction with computer technology, help students address all the global, local and personal challenges that they will face in this 21st century.

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

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

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

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

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

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

We also incorporate principles and concepts of The Responsive Classroom. Every staff member is responsible for reading Ruth Charney's *Teaching Children to Care*. This book supports us individually and as a community to create Sanctuary. "Rather than simply reacting to problems, we need to establish an ongoing curriculum in self-control, social participation and human

development. Safe and effective communities are built through our commitment and conscious design; they grow from our best energies, time and attention.” Through our work on responsive classrooms, we focus on:

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

Academic Standards

School Lane Charter School set the following academic achievement standards for students and staff for the 2011-2012 school year.

Annual Measurable Goal	Strategies/Interventions	Performance Indicators	Results/Progress
SLCS will make Adequate Yearly Progress (AYP) as defined by the state of Pennsylvania	Co-teachers in grades 1 through 6; 5 unit planning days for teachers; professional development on self-selected topics; PSSA tutoring time as a special in middle school	PSSA scores	Students overall: Reading- (3-5) 67.8% (6-8) 77.1% Math — (3-5) 79.2% (6-8) 73.2%

			Goal Met
5% point increase in students earning proficiency or higher on the school wide PSSA for reading	Co-teachers in grades 2 through 5; 5 unit planning days for teachers; PSSA tutoring time as a special in middle school; DORA grades 5-8; Let's Go Learn program for gr 6	PSSA scores	2012 new calculations which look at grade groups Unable to calculate overall % increase
5% point increase in students earning proficiency or higher on the school wide PSSA for mathematics	Continuous review computation program; 5 days unit planning for teachers; PSSA tutoring time as a special in middle school	PSSA scores	2012 new calculations which look at grade groups Unable to calculate overall % increase
95% or higher participation rate in the PSSA assessment	PSSA testing dates on yearly calendar; parent reminder letter in February	PSSA data	Goal met
Maintain a 90% attendance rate for the school year	Parent contact for excessive absences; follow through on truancy laws with sending districts	Child Accounting Data	Goal met
5% Decrease in reported discipline incidents	Dedicated admin team member to deal with discipline; re-focus on classroom management; use of positive language with students; Olweus Bullying Program	Incident reports Peer mediation requests	2009-2010 - 126 2010-2011 - 132 2011-2012 - 148 Increase of 11.5% from previous year.

Strengths and Challenges

School Lane Charter School began its fourteenth year with a renewed sense of purpose and dedication to its mission and vision. As part of our mission of life long learning, we continue to push our teaching staff to become more reflective about their practice and develop professional goal for learning that are based on their individual interests. SLCS spent the year dedicating most of the professional development days supporting time for group discussions, research and reflection on particular topics of interest generated by each teacher's individual learning goal. SLCS's teacher book club continues to have a strong commitment to life long learning by our staff. Thirty staff members participated in the club. The impact of this group was felt far and wide. Students saw teachers reading similar materials and raised questions about why the teachers would read the same books. Teachers brought ideas from the text to grade group and unit planning meetings. Conversation outside of the club meeting days was rich with references

to the text we were reading together. The everyday modeling from the group members was invaluable to the growth of our students.

SLCS inquiry group continued to grow by adding several new members this year. Six teachers participated in doing research within their own practice with their classroom of students. SLCS's CEO, Karen Schade continues to examine the conversations that occur during these inquiry groups as teachers reflect on their practice and learning. Mrs. Schade's dissertation work at the University of Pennsylvania is expected to be completed by June 2013. Her further study to socio-cultural theories of learning assist her in making decisions that promote research-based instructional practices that reflect the SLCS mission and vision.

SLCS continues to see positive growth in student achievement through our everyday use of co-teaching for language arts and mathematics in all grades kindergarten through fifth grade. We continue to refine co-teaching practices with our teaching staff by providing professional development on this topic.

SLCS students continue to display academic growth as indicated by the results of the 2012 PSSA data. SLCS, once again, has met all targets required by the state of Pennsylvania for grade span 3-5. For the grade span 6-8 SLCS made 11 of 12 targets. Our economically disadvantaged students missed the target by 0.2% in mathematics. Our overall attendance rate remained the same. SLCS mathematics scores still tend to be stronger than our reading scores. Overall SLCS surpasses the state requirement for proficiency in mathematics. In reading, SLCS students tend to score below the state requirement for proficiency for grades 4, 5, and 6. Our sixth grade students made great gains this year going from 45% proficiency to 65% proficiency. The introduction of data driven decision making based on Fontas & Pinnell reading level assessment and Diagnostic Online Mathematics Assessment (DOMA) and Diagnostic Online Reading Assessment (DORA) has proven to assist teachers in targeting skill development based on student weaknesses. These assessments have been implemented into SLCS curriculum as a means to plan more direct instruction and therefore more differentiated learning. In addition, SLCS also implemented an online individually skill driven program for reading for our sixth grade students. The Let's Go Learn program has shown great promise to build reading skills. This program will on be rolled out for grades 5 and 6 next year.

Our challenge for next year is to continue to build on the gains we have made this past school year. We will continue to focus our work in staff development that is differentiated for each teacher. Through our teacher book clubs, teachers will read and discuss a variety of text that will also support their professional growth. Studies show that student achievement is directly linked to teacher content and pedagogical knowledge of instruction. Good teaching equals students achievement. SLCS's focus on teacher development that is driven by the individual teacher and supported all year long as an ongoing process, will support our efforts towards continued academic growth for students. We look forward to continues success in creating a culture of learning for all who are in our community, students, teachers, and parents. In additon, SLCS continues to refine the language arts curriculum for grades four and five. These grades have consistently been the weakest student scores on the reading PSSA. Utilizing the DORA as a formative assessment to design more specific instruction in particular student deficiencies will provide a boost to our reading scores as well.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

School Lane Charter School recognized the need to develop a strategic plan in the spring of 2006. By the fall of 2006 SLCS Board of Trustees made a commitment to the process by hiring a facilitator to help School Lane achieve its goal of creating a strategic plan. The staff and school

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

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

Since the original strategic planning process in 2007, School Lane Charter School has continued its commitment to planning for the future. In 2009 SLCS distributed a parent survey to gauge the community's interest in future happenings at the school. The number one parent request was to open a high school that would continue the traditions of School Lane through to twelfth grade. In 2010, SLCS administrative team researched various high school curriculum and chose the International Baccalaureate Program for its high school.

From 2010-June 2012, SLCS has continued the process of bringing the International Baccalaureate Middle Years (gr 6-10) and Diploma Program (gr 11-12). SLCS has been accepted as an IB Candidate School. Our goal of opening a high school is also in process. The Bensalem School District granted SLCS an amendment to its original charter to add grades 9-12. Securing a location is now top priority. In addition, SLCS wait list continues to grow. In order to provide school choice to those families that seek this alternative in public education, SLCS is expanding its current location to include an additional 25,000 sq. ft. building that will hold 300 middle school students. SLCS expects to open the renovated building August 2013.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Crystal McCain	SLCS	Middle School Teacher	Karen Schade
David Zucker	SLCS	Administrator	Karen Schade
Diane Krause	SLCS	Elementary School Teacher	Karen Schade
Hannan, Jeff	Stratapartners Inc.	Business Representative	Karen Schade
Joe Cummins	SLCS	Business Representative	Peter Hyams
Karen Schade	SLCS	Administrator	Peter Hyams
Lee Ann Gordon	SLCS	Special Education Representative	Karen Schade
Miriam Matz	SLCS	Ed Specialist - School Psychologist	Karen Schade
Peter Hyams	SLCS	Board Member	Peter Hyams

Peterson, Jessie	School Lane CS	Ed Specialist - Instructional Technology	Karen Schade
Sinclair, Debbie	Parent	Parent	Peter Hyams
Tom Buchanan	SLCS Parent	Parent	Peter Hyams
Victoria Fairburn	SLCS	Middle School Teacher	Karen Schade
Vince D'Andrea	SLCS	Elementary School Teacher	Karen Schade
Vogel, Heather	Home & School Association	Community Representative	Karen Schade

Goals, Strategies and Activities

Goal: Increased Proficiency in Mathematics

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

Strategy: PSSA practice

Description:

Activity: Word Problem Solutions

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

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 1/1/2008 Finish: Ongoing	\$2,500.00
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Status: Not Started — Overdue

Strategy: Skill Development

Description:

Activity: Tutoring

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue**Activity: Tutoring Elementary****Description:** An afternoon club will be used to assist students with mathematical skill development.**Person Responsible Timeline for Implementation Resources**

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

Status: Not Started — Overdue**Strategy: Vocabulary Development****Description:** Grade level teachers will begin to collect mathematical vocabulary for each trimester.**Activity: Vocabulary Instruction****Description:** Teachers will learn best practice to instruct students in vocabulary

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

Professional Development Activity Information

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teacher will acquire teaching strategies to assist students in	Marzano states that vocabulary instruction and attainment	<i>For classroom teachers, school counselors and education</i>

learning vocabulary that supports curriculum and PA standards and anchors.

assists in building background knowledge which helps to further student academic achievement.

specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Student PSSA data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Vocabulary List

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Goal: Increased Proficiency in Reading

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

Strategy: Improve Reading Instruction

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

Activity: Guided Reading Workshop

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Literature Circle Workshop

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

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

Professional Development Activity Information

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

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teacher will learn how to better use literature circles as a means to build reading skills. Through scaffolding of circle roles and higher order questioniong teachers will assist students in developing conversational skills that assist in reading comprehension skills.	Vygotsky socio-cultural theory of learning Harvey Daniel work with literature circles	<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.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis

on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Journaling and reflecting	<ul style="list-style-type: none">• Student PSSA data• Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Skill development

Description:

Activity: Learning Lab

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Skill Workbooks

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Tutoring

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Goal: Parent Participation

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

Strategy: Volunteer Co-ordinator

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

Activity: Tracking volunteer hours

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Strategy: Volunteer Survey Form

Description:

Activity: Data Analysis of Volunteer Survey

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: New Survey Form

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Goal: Reflective Practitioners

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

Strategy: Inquiry Group

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

Activity: Teacher Practioner Research

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	15	6

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8)

Follow-up Activities	Evaluation Methods
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- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions
- Journaling and reflecting
- Inquiry Study Journal (Reflective journal from the process)

Status: Not Started — Overdue

Goal: Responsive Classroom

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

Strategy: Staff will develop/maintain meaningful classroom climate

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

Activity: Cooperative work to plan/implement programs

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

Person Responsible Timeline for Implementation Resources

Karen Schade	Start: 9/15/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Summer and year-long staff development

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

Person Responsible	Timeline for Implementation	Resources
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Karen Schade

Start: 8/13/2007
Finish: 12/31/9999

\$5,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

- School Entity
- Not approved

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

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

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities**Evaluation Methods**

- Journaling and reflecting

Status: Not Started — Overdue

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

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

Strategy: Truancy

Description:

Activity: Attendance Administrator

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Truancy Reporting

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Goal: Student Conduct

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

Strategy: Peer Mediation

Description:

Activity: Mediation Sessions

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Peer Mediation Training

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Goal: Sub-group academic achievement

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

Strategy: Learning lab

Description:

Activity: Mathematics Curriculum

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Skill Workbooks

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Word Problem Development

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

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The vision of School Lane Charter School is that of sanctuary, where every child feels physically, psychologically, socially and morally safe. Within this context we guide learning by providing a curriculum that is rich in resources and hands-on activities. Our model is that of an inclusive school. We believe that the social learning inherent in an inclusive setting is the most effective way to teach diversity and equity, which are vital components in educating the whole child. In every classroom, essential information is presented to all students. Teachers and paraprofessionals deliver differentiated lessons that address individual learning styles and needs, and insure total student involvement. Students participate in activities and assignments that provide practice, enrichment and assessment at their appropriate instructional level. State Standards for writing are addressed across all content areas. Yearly concepts at each grade level provide a focus for learning developmentally appropriate skills and concepts.

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

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

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

Children experience science in the primary grades as a way of exploring the natural world, reflecting on their observations, and constructing and reconstructing their ideas. On one of their

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

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

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

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

At the intermediate level, the language arts program is literature-based. Literature circles provide students with active democratic discussion. Preparation for discussion includes active reading, analyzing texts according to relevant roles and responsibilities, preparing discussion questions, choosing vocabulary to study, making connections to other creative works and focusing on stylistic elements. In keeping with grade-specific yearly concepts, students have the opportunity to read literature that represents diversity and conflict resolution. A student may listen to a selected story on tape, or participate in a small-group discussion to reinforce comprehension. Support professionals work within the classroom to give students extra help in specific skill development centered on selected literature. Examination and discussion of text is balanced with activities that encourage students to apply artistic and performing arts skills that

enhance learning. During the time set aside for writing, students learn the five-step approach and apply the process to develop narrative, expository, and persuasive pieces. In addition, they explore expressive, descriptive and creative writing. The *I-Search* paper is introduced in the intermediate grades to help students learn the steps involved in academic research. The *I-Search* begins when students, tapping into their natural inquisitiveness about the world, choose a topic on which to focus. They consider what they already know about the subject, and use books from the library and sites on the internet to find out something new. Finally, they reflect upon and write about what they learned and how they learned it.

Humanities in the intermediate grades begin with an overview of people and regions of present-day United States. The yearly concept of Diversity is celebrated when students prepare family food favorites and share them with classmates. Students learn through visual discovery by examining maps, paintings, photographs, and primary sources. They create interactive notebooks and participate in role-plays of historical, political and social events. The yearly concepts of diversity, cooperation and conflict resolution resonate with an exploration of cultures that have contributed and continue to contribute to American history and culture. A study of our nation's history includes a look at the issues surrounding colonial unrest, the Declaration of Independence and the Revolutionary War. Field trips to historic sites allow students to examine artifacts. Students learn about the establishment of our government and how our nation expanded west. They also examine the issues that gave rise to the Civil War, and the war itself.

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

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

Spanish in the intermediate grades continues to build on the themes of vocabulary studied in the primary grades. Pennsylvania World Language Standards are used to guide content taught and the rate at which students progress through the curriculum. In weekly Spanish classes, children learn verbs, adjectives, sentence structure, prepositions and articles around themes similar to those studied in the primary grades. Teachers help students examine similarities between certain

words in English and Spanish to help them see the correlation between the languages. Students spend time focusing on the cultures of a number of Spanish-speaking countries. They research famous Hispanic politicians, scientists and doctors and develop creative ways in which to display what they have learned. Student-drawn travel brochures line hallways when students take an in-depth look at Puerto Rico and the Caribbean. During Hispanic Heritage Month students research the Aztecs, Incas and Mayans in order to discuss their contributions to present-day Hispanic culture.

We believe that the middle school years are a time when children search for personal identity and peer acceptance. The sixth grade yearly concept of Culture (e pluribus unum) allows students to explore their own backgrounds in the context of our nation's development. Life's Journey (Hero's Journey), the yearly concept in seventh grade, parallels students' personal journeys through adolescence to adulthood. Seventh grade teachers are guided by the unique and creative activities in the Journeys Program to teach students about effective problem solving and about the means to develop a self-discipline that results in self-responsibility and autonomy. The concept of life as a journey is reinforced in the literature read, the guiding questions considered and the projects and activities engaged in across the curriculum. The eighth grade yearly concept of Global Awareness allows students to understand and appreciate the world from an historic and contemporary perspective. Teachers help students to help them develop skills in decision-making, communication, and goal setting. In the safe, caring, consistent environment of the morning circle, students have the opportunity to examine values such as self-discipline, honesty, and kindness. The concepts of tolerance and diversity are presented and reinforced in the content areas throughout the day. In addition, students are encouraged to connect the concepts to their own attitudes and decisions. Students are given opportunities to make meaningful contributions to the community by developing and participating in community service projects.

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

Humanities themes and assignments in the middle school grades are integrated with the literature, writing and science programs. For example, while sixth graders are studying America's racial and ethnic roots, they are reading biographies and works of fiction about individuals and families coming to America. They are writing family memoirs and learning about genetics in science class. Hands-on, student-led exhibits educate the school community about the language, literature, well-known individuals, games and traditions of a variety of cultures. When seventh graders are studying Ancient Greece, they are reading *The Adventures of Ulysses* and studying astronomy in science class. An in-depth analysis of ancient as well as contemporary governments leads to a study of our own Constitution. The impact and influence of the Constitution is experienced first-hand during a trip to the National Constitution Center in Philadelphia, Pennsylvania. While in eighth grade humanities, students are analyzing the effects

that climate and geography have had on the evolution of a particular culture. At the same time, they are reading literature related to the culture and studying environmentalism in their science class. During a study of media and propaganda, students examine the ways in which political cartoons have been used to comment on and satirize political events and leaders. Students try their hand at creating their own cartoons to make statements about contemporary issues. The use of primary sources, authentic experiences, traditional and contemporary music, films, documentaries, and collaborative activities provide the background knowledge that inspires our students to engage in critical analysis and provocative discussion, and become informed, proactive citizens of their world.

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

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

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

research and individual and group projects. At the end of eighth grade students will have completed the equivalent of a high school Spanish I course.

Rigorous Instructional Program - Attachments

- Rigorous Instruction Program
- Prof Development Plan 2010-13

English Language Learners

The use of the Home Language Survey will be the first step in identifying students as English language learners. A Home Language Survey will be completed for each student currently enrolled in School Lane Charter School. As part of the admissions packet, parents will fill out, sign and date the survey. Student Services will copy the survey and give the copy to the ESL team. The original survey will be filed in the student's permanent record file. The following will then occur:

- If the student's first language is not English but speaks English and English is spoken at home then an informal assessment will be conducted by the ESL team. A survey with a narrative from the homeroom teacher and ESL teacher and a writing sample from the student will be used to assess English language proficiency. A formal assessment will be conducted if the informal assessment does not indicate English language proficiency.
- Any other combination of non-English responses to the survey questions will have the ESL team conducting a formal assessment of the student for a level of English language proficiency.

The ESL team will use the WIDA Access Placement Test (W-APT) for assessing the level of English language proficiency of the students identified by the Home Language Survey. Students will be placed in the ESL program based upon the entrance criterion mandated by the Pennsylvania Department of Education. Skills in reading, writing and speaking the English language are assessed by the W-APT. Students identified as requiring ESL support will participate in state mandated standardized testing including but not limited to the W-APT and ACCESS assessments. Students who will be entering Kindergarten will be administered the Listening and Speaking sections of the W-APT to determine need for ESL services. Kindergarten students who have been determined to qualify to receive ESL services will be tested with the full battery of skill test included in the W-APT assessment at the beginning of the second trimester to determine continued service level. All other newly enrolled students will be assessed within 14 days of enrollment; parents will be notified of student's eligibility status within 30 days of enrollment.

Upon identification of a student to the ESL program, parents will be notified by letter of the need for support and instruction in English language learning and name of the ESL teacher assigned to their child. The letter will allow for parents to refuse services for religious reasons as allowed by state regulations as well as indicate a language preference

for communication. This information will be noted in student's file for future reference. Additional information regarding the ESL program, goals and objectives, exit criteria, content area classes for ESL students, participation in extra-curricular activities, homework, attendance and behavioral policies will be explained to parents at an ESL orientation meeting.

Upon enrolling at School Lane Charter School, parents of all students are required to fill out a Home Language Survey. If any question is answered with a language other than English, then that student's name is submitted to our ESL instructors and the student will be automatically tested by the ESL instructors.

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

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

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

English Language Learners - Attachment

- 2012 ELL ACCESS data

Graduation Requirements

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

Special Education

Identification procedures at School Lane Charter School include publication of an annual notice in the local newspaper collectively with other Bucks County schools. In addition, the document, Annual Public Notice of Special Education Services and Programs and Notification of Rights

under the Family Educational Rights and Privacy Act, School Lane Charter School, is available to parents and community members in the school's main office and Special Education office. The Annual Notice is available to parents during a number of gatherings throughout the school year, such as Back-to-School Night, report card conferences, public meetings of the School Lane Board of Trustees, scheduled enrollment sign-up dates, and upon student enrollment.

Several screenings are administered to kindergarten students upon arrival at SLCS. These include a speech and language screening, English as a Second Language assessment and reading and math readiness assessment including but not limited to DIBELS, AIMS web and publisher based assessments.

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

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

These screenings help to inform teachers of students' readiness for grade level curriculum in addition to the student's overall health and well-being and alert teachers to any needs that may require instructional interventions. Student needs are discussed at ongoing weekly meetings of regular and special education teachers. Staff development activities, conferences and workshops assist regular education teachers in adding to their knowledge of classroom accommodations that can be offered to all students on an individual or class-wide basis.

Special education students are placed in the least restrictive environment in which their needs can be met with special education and related service support. Instructional strategies are delivered according to a continuum of services, and in the classroom whenever possible. Special education and classroom teacher work collaboratively to design and implement lessons that offer differentiated instruction taking into consideration all students academic needs. Together, special education and regular education teachers identify individual learning styles, degree of readiness and interest when developing instruction addressing the continuum of academic needs within the classroom. Special education students are given the opportunity to demonstrate mastery of the general education curriculum through alternate forms of evaluation and varied levels of support as mandated by the students IEP. Alternate levels of support for instruction and evaluation may include; limiting the number of questions the student is required to answer, allowing extra time for task completion or testing, student answering orally, demonstration of knowledge through demonstration, teachers giving verbal and/or visual prompts, classroom buddies, or having the special education teacher assist with classroom instructional practice. Classroom instruction includes the use of visual aids, enlarged text, offering concrete examples, hands-on activities, cooperative learning groups and opportunities for extra practice. These strategies enable teachers to adapt the extent to which a student is involved in classroom activities in accordance with their abilities while ensuring inclusion. The collaboration between special education and regular education teachers to modify skill levels of assignments, deliver instruction that incorporates a variety of modalities and materials enable the students to meet IEP goals.

Records of all school age children entering the school at any level are requested and reviewed to determine level of academic and behavioral functioning. When an incoming student has a current IEP, the School Lane IEP Team members review the related special education documents and discuss learning issues with the child's parents. The IEP Team convenes to determine the level of service, appropriate goals and specially designed instruction necessary to enable the student to make academic progress. A new IEP is developed and implemented within 30 school days of the student enrolling at School Lane Charter School.

The ongoing collaboration in which teachers engage enables the teachers to identify those regular education students who may begin to exhibit the need for extra help, accommodations, and possibly an intervention by an evaluation team and a comprehensive evaluation to determine eligibility for special education services.

Special Education - Attachments

- Special education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Megan Andrews	1.0	Learning Support/Itinerant	School Lane Charter School	6	3rd/4th grade co-teacher
Michelle Stride	1.0	Learning Support/Itinerant	School Lane Charter School	4	1st grade co-teacher
Rebecca Evanitsky	1.0	Learning Support/Itinerant	School Lane Charter School	4	2nd grade co-teacher
Angela DiCrecchio	1.0	Learning Support/Itinerant	School Lane Charter School	6	1st/2nd grade co-teacher
Denise Gaudiosi	1.0	Learning support/Itinerant	School Lane Charter School	13	6 & 8th grade itinerant teacher
Lori Viggiano	1.0	Learning Suport/Itinerant	School Lane Charter School	4	5th grade co-teacher
Tara Mangan	1.0	Learning Support/Itinerant	School Lane Charter School	9	4th grade co-teacher
Allison Mullen	.5	Learning Support/Itinerant	School Lane Charter School	5	Kindergarten co-teacher
Bethany Gaspari	1.0	Learning Support/Itinerant	School Lane Charter School	7	3rd grade co-teacher
Christina Simons	1.0	Learning Support/Itinerant	School Lane Charter School	8	6, 7,8th grade itinerant teacher
Stephanie Dougherty	1.0	Learning Support/Itinerant	School Lane Charter School	7	5th,6th, 7th grade itinerant teacher

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Valley Day School	1.0	Emotional Support	300 Allendale Rd., Morrisville, PA	4	None

Special Education Program Profile - Chart III

Title	Location	FTE
Vice Principal- Learning Support	School Lane Charter School	1.0
Speech Therapist	School Lane Charter School	1.0
Special Education classroom assistant	School Lane Charter School	1.0
Special Education classroom assistant	School Lane Charter School	1.0
Special Education classroom Assistant	School Lane Charter School	1.0
Special Education classroom Assistant	School Lane Charter School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
I.U. #22	Hearing Support	.05
General Helath Care Services	Occupational Therapist	.40
I.U.#22	Physical Therapist	.04
Miriam Matz, Psy.,D.	School Psychologist	.60

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Cognitive Aptitude Test	Yes	Yes	Yes	No	No	No
Diebels Reading Readiness Test	Yes	No	No	No	No	No
Fontas & Pinnell Leveled Reading Assessment	No	Yes	Yes	Yes	Yes	No
Diagnostic On-line Reading Assessment	No	No	No	No	Yes	Yes
Diagnostic On-line Mathematics Assessment	No	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

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

PASA	No	No	No	No	No	No	No
Diagnostic On-line Reading Assessment	Yes	Yes	Yes	No	No	No	No
Diagnostic On-line Mathematics Assessment	Yes	Yes	Yes	No	No	No	No

Student Assessment

a)

Administrative review of the PSSA and CogAT data indicate an insignificant drop in mathematics scores for all grades and both increase and decreases in reading scores.

This year SLCS adopted a new on-line assessment for reading grades 4-8 and for mathematics for grades 1-8. These assessments are given at the beginning of the year and end of the year to measure knowledge gained over the course of the year. The assessments are based on PA state standards and also provide the classroom teachers with individual scores for subject benchmarks. The DORA and DOMA provide a formative assessment so teachers can better prepare instruction based on individual need. Teachers also have a handy guide for mini-lesson groups based on strengths and challenges pointed out on the assessments.

In addition to the formative on-line assessments DORA and DOMA, SLCS piloted a campaign product for the DORA. Let's Go Learn reading program took the scores and information from the DORA and created an on-line reading skills improvement program for each student. All students in grade 6 participated in the pilot. Twice a week for eight weeks, students went on line to work through the program. As skills were mastered, students were moved to the next topic/skill. Overall, we saw a statistically significant increase in reading scores for this grade. Student scoring proficient or above went from 45% to 65%. SLCS will be implementing this program with grades 4 and 5 next year.

Although we saw a slight decline, statistically insignificant, in our mathematics scores, SLCS will continue to probe formative assessments for skill deficits at each grade level. Several teachers have taken on the personal professional goal of mathematics interventions for the upcoming school year. Through teacher development, SLCS seeks to find ways to improve student scores.

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

b)

Students who are at risk are identified in several ways. Formal testing, the PSSA, CogAT, Diebels, and Fontas & Pinnell leveled reading system are utilized to provide indicators for students who are struggling in reading and/or mathematics. Each student's reading ability and comprehension is tested the beginning and end of each school year. A grade appropriate computation test is given to determine mathematics abilities as well. This data along with teacher recommendations places students on the list of at risk students. SLCS utilizes an RtI process places students on a tier where appropriate interventions for that student are discussed and implemented over a period of weeks. Data is collected and charted to show progress or lack thereof. SLCS adoption of DOMA (Diagnostic Online Mathematics Assessment) and DORA (Diagnostic Online Reading Assessment) for all grades has assisted teachers in determining specific strengths and challenges for each student. These tests provided specific reading and math benchmarks that students have achieved. Utilizing these assessments allows teachers to

see which students have weaknesses and in what particular area of math or reading. This allows teachers to better pinpoint instruction to student needs.

There are several strategies in place for students who are not making progress or who are at risk of failure. School Lane currently employs 13 learning support teachers. These support teachers provide assistance to all students who are identified in both areas of mathematics or reading. They also assist students who are not formally identified but appear to be struggling with a topic or concept. Because these support teachers work in the classroom and collaborate with the classroom teacher more students are serviced and provided support. During the 2011-2012 school year, SLCS expanded its co-teaching approach to grades 1-6. Co-teachers were assigned to grade level support of two teachers. This lessened the planning burden on the co-teacher and provided more time for in-class support. The middle school utilizes a language arts and mathematics learning lab for students who are more than one grade level behind. Small group instruction occurs during the students' regular language arts and math times. When occasions deem necessary, the support teacher can pull out students for concentrated skill building. After school student support was also provided by a reading tutorial program.

Student Assessment - Attachments

- CogAT 2011 Report
- 2012 PSSA sch data

Teacher Evaluation

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

b & c)

Karen Schade has a master's degree in Educational Leadership from the University of Pennsylvania and has the Pennsylvania Principal Certification. She attends numerous conferences at PaTTAN on issues regarding special education. In July of 2007 Ms. Schade began working on her doctorate from the University of Pennsylvania with a completion date of December 2011. The focus of her research is on socio-cultural learning theory as it applies to teacher learning in teacher inquiry groups. More specifically she will be examining the conversations that occur during teacher inquiry groups and how talking about teacher practice helps change perceptions of their practice.

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

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

Teacher Evaluation - Attachments

- Teacher Evaluation
- Teacher Evaluation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2011-2012 school year School Lane Charter School's Board President, Peter Hyams, was re-elected to the Presidents role. SLCS Board of Trustees had a full contingent of nine members. At the end of the 2011-2012 school year, three board members were up for reappointment. All three member were re-appointed to the board.

Karen Schade remains the CEO/Principal of School Lane Charter School. She will begin her 10th year with the school. SLCS did hire a new business manager in May 2011.

Board of Trustees

Name of Trustee	Office (if any)
Peter Hyams	President
Tom Buchanan	Vice President
Joeseoph R. Cummons	Treasurer
Debbie Sinclair	Secretary
Sandy Johnson	Member
Bharvin Patel	Member
Vishal Shah	Member
Hakan Ulturk	Member
Surya Vedula	Member

Professional Development (Governance)

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

Coordination of the Governance and Management of the School

Bensalem Township has a township school board member assigned as a liaison who attends School Lane Charter School Board of Trustee meetings.

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

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

Coordination of the Governance and Management of the School - Attachments

- 2011-2012 Board Schedule
- 2012-2013 Board Meeting Schedule

Community and Parent Engagement

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

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

SLCS invites parents and community members volunteer at SLCS. During the 2010-2011 school year International SOS, Inc. approached SLCS to become partners in community service. Employees at International SOS have helped SLCS in a variety of ways such as summer cleaning, sponsors for extra curriculuar activities and fund raising. This past summer volunteers from International SOS painted all our hallways and staircases saving SLCS three weeks worth of man hours.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

School Lane Charter School's main venue of fundraising are activities sponsored by School Lane Charter School's Home and School Association. For the 2011-2012 school year, School Lane Charter School's Home and School Association sponsored the following events:

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

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

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

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

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

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

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

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

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

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

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

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

The Yearbook Committee sold items from Joe Corbi's to help off set the cost of the yearbook.

Fiscal Solvency Policies

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

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

SLCS develop a yearly budget based on assumptions related to past spending and future need. SLCS budgets for a small percentage of reserve. Each month the board reviews financial reports that state monthly spending, year to date spending and year to date budgetting.

Accounting System

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2011 Rev - Exp Form

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

School Lane Charter School's auditing firm was Major and Mastro, LLC for the 2011 audit.

The last audit was conducted as of June 30, 2011 covering the 2010-2011 school year. Major and Mastro issued School Lane Charter School an unqualified opinion without any negative management comments for the 2009-2010 school year. Deficiencies are noted in the attached management letter.

One of the terms and conditions of School Lane Charter School's charter agreement with Bensalem School District is to utilize the same auditing firm the school district utilizes on a annual basis. Bensalem School District has switched to Major and Mastro, LLC Certified Public Accountants. Major and Mastro will be out during August 2012 to conduct the audit for fiscal year ending June 30, 2012.

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

- 2011 Audit

Citations and follow-up actions for any State Audit Report

School Lane Charter School participated in a PDE Special Education Audit and Federal Programs Audit. The results of the Federal Programs Audit has not been received by School Lane Charter School at the time of completing this report. The PDE compliance Monitoring report indicated the following areas to be addressed. Criteria number 15 (parents will receive information concerning training opportunities via flyers and the school's web page) , 19 All teaching staff will participate in an in-service to provide and review information on specific disabilities and interventions related to disabilities currently in the school population. Additionally, teachers will participate in a minimum of three additional meetings with the special education director and or related service providers to discuss the specific needs and concerns for student's they work with directly. Ongoing support is provided daily through the learning support staff and special education director as indicated. , FR164 Case managers will be utilizing a check list to serve as a reminder and check to ensure the sent date has been entered prior to sending the report to parents. A reminder to add the date will be e-mailed to the case manager when the report is released. Once the process is completed the Special Education Director will review all documents for compliance the Special Education Director will review all documents for compliance, FR 173 The school psychologist will review the PaTTAN webinars posted on the PaTTAN's web site regarding the Evaluation process. The school psychologist and Special Education Director will meet to revise the referral packet to ensure the appropriate information is provided The *Evaluation Reports* will be written following

the guidelines presented in the webinars, FR174 The school psychologist will review the PaTTAN webinars posted on the PaTTAN's web site regarding the Evaluation process. The school psychologist and Special Education Director will meet to revise the referral packet to ensure the appropriate information is provided The Evaluation Reports will be written following the guidelines presented in the webinars, FR 175 The school psychologist will review the PaTTAN webinars posted on the PaTTAN's web site regarding the Evaluation process. The school psychologist and Special Education Director will meet to revise the referral packet to ensure the appropriate information is provided The *Evaluation Reports* will be written following the guidelines presented in the webinars , FR208 The case manager will meet with the special education director at least 3 months prior to the re-evaluation date to conduct a record review to determine if a re-evaluation will be recommended. Parents will receive *PTR or Waiver request* in time to complete the RR within the 3 year time line (2 years for students with MR), FR209 Parents will be issued the *Re-evaluation report* at least 10 days prior to meeting with the psychologist or IEP team. In the event that parents would like to meet sooner they will be asked to sign a "Waive of 10 Day Review Period " This document will be attached to the Re-evaluation form , FR218 The school psychologist will review the PaTTAN webinars posted on the PaTTAN's web site regarding the *Re-evaluation* process. The school psychologist and Special Education Director will meet to revise the referral packet to ensure the appropriate information is provided The *Re-evaluation Reports* will be written following the guidelines presented in the webinars, FR219 The school psychologist will review the PaTTAN webinars posted on the PaTTAN's web site regarding the Re-evaluation process. The school psychologist and Special Education Director will meet to revise the referral packet to ensure the appropriate information is provided. The Re-evaluation Reports will be written following the guidelines presented in the webinars, FR220 The school psychologist will review the PaTTAN webinars posted on the PaTTAN's web site regarding the *Re-evaluation* process. The school psychologist and Special Education Director will meet to revise the referral packet to ensure the appropriate information is provided. The *Re-evaluation Reports* will be written following the guidelines presented in the webinars , FR221 The school psychologist will review the PaTTAN webinars posted on the PaTTAN's web site regarding the *Re-evaluation* process. The school psychologist and Special Education Director will meet to revise the referral packet to ensure the appropriate information is provided. The *Re-evaluation Reports* will be written following the guidelines presented in the webinars. The information obtained from the record review will be clearly stated in this section. , FR239 The case manager will enter the name of all participants including but not limited to parents, regular education teacher, special education teacher, LEA, psychologist, and related therapist. Each person will be asked to review the report and sign off on either their agreement or disagreement with the contents of the report prior to the report being sent to the parents. Parents will be asked to sign the participant list either at the review meeting or at a later time if the meeting is refused. Parents will receive a copy of the signature page at the review meeting or via mail. All *evaluation/Re-evaluation* forms will be signed off regardless of the reason for the referral. The documents will be reviewed by the Special Education Director at the end of the process prior to filing the document to ensure the appropriate signatures have been obtained , FR241 Case Managers will send an *Invitation to Participate* to parents prior to a meeting, regardless of how the meeting was scheduled, for signatures. In the event that the parents do not return the signed *Invitation* prior to the meeting the Case Manager will secure a signature at the meeting. A copy of the cover letter that accompanied the Invitation sent prior to the meeting will be added to the file to confirm the original date requested. , FR258 Each case manager will be given a chart at the start of each school year to serve as a "To Do" list and reminder of each students IEP review date. The Special Education Director will review the upcoming dates at least once a month to remind case managers of upcoming dates. Every attempt will be made to schedule meetings prior to the review date. In the event that there are difficulties scheduling the meetings or meetings need to be rescheduled and are not able to be held by the review date a record of attempts and/or reason for rescheduling will be clearly recorded on the IEP document below the sign off

for the Procedural Safeguard Notice. , FR284 Parent input concerning enhancement of the education of students will be more actively pursued. Parents will receive via the *Invitation Cover Letter* information about this section of the IEP in an effort to allow them time to think about and prepare their comments. Additionally, if parents do not have comments at the meeting they will be offered additional time to e-mail or send in writing their comments., FR285 For each individual service area a statement will be added to the IEP under the "Present Levels" section indicating how that area impacts the student's ability to progress in the general education program. These statements will include and are not limited to a statement that address students' progress in the general education curriculum, means to access the curriculum including adaptations and modifications. The statement will be clearly state the student's continued need for support or services or the reason for discontinuation of services from previous IEP's. , FR286 The student's academic, behavioral and social strengths will be listed for each area addressed. The strengths will be relative to the student and directly related to the curriculum and standards. , FR287 The student's academic, behavioral and social weaknesses will be listed for each area addressed. The weaknesses will be relative to the student and directly related to the curriculum and standards. Additionally specialized supports and services will be listed in this section. , FR309 The words "As Needed" will no longer be utilized. They will be replaced with more specific statements as to the location and/or specific conditions each Specially Designed area of Instruction will take place. , FR313 The words "As Needed" will be removed from this section. We will change the current process and list specific resources' such as training, equipment and / or resources materials and personnel. , FR317ESY eligibility will be determined by a review of student's records on a variety of factors including but not limited to regression and recoupment data after extended breaks, ability to maintain skills and behaviors directly related to IEP goals during an interruption of services. This information should include teacher, parent and medical services providers' observations and input. The determining factors supporting or refusing ESY services will be clearly stated and data driven. , FR339 Parents will be issued a NOREP at the conclusion of each evaluation and/or IEP process. The case manager will clearly indicate the areas parents need to complete. Once the document is returned the case manager will review the NORPE to ensure it is completed fully and correctly. If the document is missing any necessary information, the case manager will contact the parent to explain what is needed and return the form for completion. The case manager will record any communication related to changes in the student's communication log. Once returned the special education director will review the form for completion prior to filing. , and 68 All case managers will receive a chart indicating when all processes are due. The Special education Director will meet with all teachers twice monthly to review processes that will be coming due within the month. All documentation of attempts to set up meetings and/ or cancellations will be clearly displayed on the cover page of the IEP if the meeting was not held within the required time period. Beginning the start of the 2012-13 school year. The corrective action plan was submitted to the PDE (William Riggan) on June 16, 2012. The plan was approved and a follow up visit will be held in January, 2013. Professional Development opportunities for the staff at School Lane Charter School to address and correct the areas of concern will begin on August 16, 2012 and be ongoing throughout the school year.

SECTION VII. FACILITY RESPONSIBILITIES

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

Expenditures of \$4,000 but less than \$10,000 are permitted with prior notice to the Board of Trustees. All such expenditures must be authorized by the board of Trustees. Written and

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

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

Below is a summary of items purchased or capital improvements made during the 2011-2012 school year.

Computers - 26 laptops to outfit a new computer mobile cart

Kindles - replace broken devices for eighth grade students

Classroom carpets & teacher easels

Phones and phone system

7 & 8 grade mathematics textbooks

Brick pointing on part of the building facade

Window lintels for two sets of windows

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

Future Facility Plans and Other Capital Needs

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

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

The future facility plans for SLCS include expanding our building to include the renovated skating rink property located on the lot next to our school. The renovation will take place during the 2012-2013 school year. The new "wing" will contain an additional 14 classroom and multi-purpose room space. The new additional will allow SLCS to serve an additional 300 students at its present site.

SLCS has received permission from the Bensalem School District to expand our charter to include grades 9-12. School Lane will acquire property for our high school campus sometime during the 2012-2013 school year. The high school plans to be open for the 2014-2015 school year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

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

A copy of the latest reimbursement payment is included as proof of submitting a request for reimbursement and report of school health services. School Lane Charter School received \$11,135.60.

School Lane Charter School has implemented a crisis manual addressing how different crises are handled. School Lane Charter School conducts and records monthly fire drills. A representative from Bensalem Township Fire Marshal's Office was present for 3 drills which is a local township ordinance. During the 2011-12 school year, SLCS also held a sheltering in place drill.

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

- Wellness Policy
- 2011 Health Reimbursement
- PDE Approval Wellness Policy

Current School Insurance Coverage Policies and Programs

For the 2011-2012 School year the following companies carried insurance coverage for SLCS:

Independence Blue Cross

Employee Medical and Prescription Coverage

Met Life

Employee Dental Coverage

Independence Blue Cross	Employee Vision Coverage
Met Life	Employee Disability Coverage
Met Life	Employee Life Insurance Coverage
Ohio Casualty Insurance	Workman's Comp. Coverage
Ohio Casualty Insurance	Liability/Business Coverage

Current School Insurance Coverage Policies and Programs - Attachments

- 2011 Keyston Renewal
- 2011 Cert. of Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

School Lane Charter School employed 51 professional teachers/administrators during 2010/11 school year. Of the 51 professional teachers /administrators, 49 staff members were employed for the entire school year. Of the 49 teachers who worked at SLCS in 2011-012, 47 returned for the 2010-2011 school year. The teacher turn over rate has dropped dramatically over the last three years.

Total professional staff 2011-2012	49
Returning staff from 2009-2010	47
Staff with school for entire year	49

Quality of Teaching and Other Staff - Attachment

- 2012 PDE 414

Student Enrollment

School Lane Charter School's chosen capacity during the 2011-2012 school year was 596 students. School Lane maintained a student enrollment of 596 students throughout the 2010-2011 school year.

Enrollment Procedures

Priority enrollment is given to students in the following manner.

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

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

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

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

Enrollment History

Grade	Initial Enrollment	Voluntarily Dropped	Students Added
K	63	3	8
1	71	2	3
2	69	6	1
3	69	5	5
4	74	0	1
5	70	0	0
6	74	5	3
7	62	6	0
8	50	0	0
Total	602	27	18

There are 593 students who completed the 2010-2011 school year who are returning for the 2010-2011 school year. There were two 8th grade classes that graduated in the 2010-2011 year who are not returning. These two grades classes had 41 students.

School Lane Charter School allotted 63 kindergarten slots for the 2012-2013 school year and all slots have been filled. As of July 31, 2009, School Lane Charter School's anticipated 2011-2012 enrollment s 596 students. Our waiting list for the 2011/12 school year is 331 students.

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

Student Enrollment - Attachment

- Admissions Policy

Transportation

Bus service is provided by sending districts following the rules of that particular district. Bensalem, Bristol Township, Neshaminy, Pennsbury and Philadelphia all provide transportation for all students attending our school. Bristol Borough provides no transportation as they do not provide transportation for their own district schools either. Our school provides each district with the student's information so that a bus stop and time can be set up for the student.

Food Service Program

School Lane Charter School has a fully operational kitchen with one full-time employee and two part-time employees. The staff work together creating a healthy menu. We issue monthly menus and children may purchase a cooked meal with a drink. We are a participating school in the National Free Lunch Program. Our participation rate is 38%. Children not on the free or reduced lunch program can purchase a meal for \$2.50. This past year, 2011-2012 we served 56,128 meals which is a 0.05% increase in meals served. By increasing the cost of our meal along with cost cutting measures instituted in the kitchen, SLCS did not have to fund the food services program this school year. The menu is developed and implemented on site following federal/state regulations.

Student Conduct

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

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

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

b) School Lane Charter School had 20 out of school suspensions and 7 in school suspensions combined involving 20 students. We expelled two student during the 2009-2010 school year.

Student Conduct - Attachments

- 2011-2012 SLCS Code of Conduct
- Bully Prevention Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

Board President

Date

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

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

Identify the charter school's Chief Executive Officer.

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

Signature of the Chief Executive Officer and Date

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

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

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

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

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2012 Signature Page