

Lincoln CS

Charter School Plan

07/01/2016 - 06/30/2019

Charter School Profile

Demographics

559 W King Street
York, PA 17401
(717)699-1573

AYP Status:	None	
CEO:	Leonard Hart	
Date of Local Chartering School Board/PDE Approval:	8/1/2000	
Length of Charter:	5 years	
Opening Date:	8/1/2000	
Grade Level:	2000-2015 – Grades K-5	
Hours of Operation:	8:15-3:30	
Percentage of Certified Staff:	93.00 %	
Total Instructional Staff:	58	
Student/Teacher Ratio:	28:1	
Student Waiting List:	181	
Attendance Rate/Percentage:	95.00 %	
Enrollment:	756	
Per Pupil Subsidy:	(FY13)	\$10,135
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	100.00 %	
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	68	

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	1.00
Black (Non-Hispanic)	34.50
Hispanic	40.00
White (Non-Hispanic)	7.00
Multicultural	17.50

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	190.00	190.00	0.00	0.00

Instructional Hours	0.00	0.00	7.25	7.25	0.00	0.00
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Planning Process

As a school community and a planning committee Lincoln Charter School (LCS) has been dedicated to provide a challenging, enriching, and meaningful curriculum that educates, nurtures, and respects the individual student and the diverse community of learners in an environment that is safe and conducive to learning. We have relentlessly provided students with the tools necessary to meet high academic expectations and achieve academic success, thus building the skills and confidence needed to be lifelong learners. It is our belief that the ultimate ability of our students to achieve success lies in the commitment of the school and the community working together to create an environment that promotes academic excellence, civic responsibility, character development, leadership, and confidence, as well as a love of and appreciation for learning.

During the process of creating this plan we assured that all of these qualities and beliefs were at the crux of our decision making process. We assured that student learning and development were the driving force in the creation of our goals and structure. The Team worked collaboratively and collectively to create a document where all students and our school community are given the opportunity and encouragement to grow, develop, learn, and achieve in an environment that calls for us all to reach our highest potential.

Mission Statement

It is our mission at Lincoln Charter School to provide a world-class education to all students.

Vision Statement

Lincoln Charter School students will be respectful, work to achieve all that they can and become the leaders of tomorrow. The staff at Lincoln Charter School will be dedicated to promoting a positive culture and setting high expectations of themselves and for their students. The parents will support Lincoln Charter School by being respectful, responsible and maintaining a positive attitude. The Lincoln Charter School Board of Trustees pledges to be a supportive and visible presence in the school community in order to be knowledgeable about the needs of the staff, students, and parents.

Shared Values

At Lincoln Charter School, we are committed to providing an exceptional learning experience for our students. We embrace the importance of the arts, technology, health and physical education in our students' lives and will integrate these areas successfully into our school day. We believe that learning occurs when students are allowed to make connections through meaningful experiences in all of their subject areas, as well as to the school's community based theme, and that no area of learning has to be sacrificed for another.

We believe that students embrace learning when they are actively engaged in relevant, meaningful and challenging study that promotes academic, social and physical development. Because of this belief, we adopted a distinctive curricular theme for our school that will create tremendous context for our students' learning. The theme focuses on careers and issues related to Technology. Students will develop core skills in reading, mathematics, science and social studies through both the regular curriculum and through integrated units of study, special courses and extra-curricular activities that explore aspects of this theme.

We are committed to helping build character and leadership in our students. Our students are tomorrow's leaders and the fabric of our community. We will foster our students respect, responsibility, pride, confidence, citizenship and honor. We expect our students to set high personal standards and to choose to live by these standards. Our Board of Trustees and faculty are comprised of experienced, committed and passionate individuals who themselves have respect for the teaching and learning process. Our school faculty, principal and staff will demonstrate leadership that is present and effective and model these positive character traits for our students.

Educational Community

Lincoln serves over 700 students in grades K-5 and works toward consistent, significant academic gains. The Lincoln Charter School serves, not only as a school of choice, but also as a model for the public schools in York City. Since 2000, when we first opened our doors, we have consistently served students in kindergarten through fifth grade.

Lincoln Charter School (LCS) serves an area that is constantly undergoing changes in its ethnic and demographic diversity. The majority of the students who attend the school are from minority groups, and our yearly enrollment data reflects these fluctuations. Many of the students who attend the school live in multifamily dwellings, and the number of single family dwellings in the areas surrounding the school are steadily dwindling. The community surrounding the school is among the highest in student density in the City of York and also has the potential to continue to increase in the near future.

Lincoln Charter School (LCS) has been and will continue to be an integral part of the surrounding community. LCS has opened its doors to social services and community organizations to provide for the needs of students and their families. The School Counselor and Community Outreach Director assist in building relationships with appropriate agencies that will support the school's mission.

We offer a number of unique elements in our core design including a longer school day, longer school year, quarterly Student Learning Conferences, a House team organization, and a highly integrated curricular theme. This Technology theme offers students the opportunity to develop knowledge and 21st century skills that will become increasingly important in the future. No other local public elementary schools in the region offer their students the opportunity to develop skills and knowledge around our curricular theme of Technology.

Through its curricular theme of Technology, the school will establish deep connections to the community around efforts to improve understanding and usage of technology. Current partnerships include: Lutheran Social Services, York Day Nursery, Crispus Attucks, White Rose Senior Center, September House, Rest Haven, Autumn House West, Sherriff's Office, Shadowfax, York Food Bank, Salem Square Neighborhood Association, Grace Fellowship Church, and others.

Board of Trustees

Name	Office	Address	Phone	Email
Joann Brown	Secretary	1120 Whiteford Road York, PA 17404	717-332-8192	jbrown@lincolncharterpa.com
Greg Ford	Member	719 Manchester Street York, PA 17404	717-668-9895	gfsonofthunder@yahoo.com
Frank Hawkins	Member	110 Asbury Court Mt. Wolf, PA 17345	717-586-9828	fhawkins@lincolncharterpa.com
Paulette Hawkins	Member	110 Asbury Court Mt. Wolf, PA 17345	717-586-9583	phawkins@lincolncharterpa.com
Lisa Kennedy	Member	739 Linden Ave. York, PA 17404	717-818-7766	lkennedy@lincolncharerpa.com
Danyielle Newman	President	Philadelphia Street	717-650-5713	dnewman@lincolncharterpa.com
Dorthy Sweeney	Member	106 W. Boundary Avenue York,	717-332-2723	dsweeney@lincolncharterpa.com

Board of Trustees Professional Development

All training in the area of governance, including the Sunshine Law, has been provided by the Board Solicitor, Niles Benn. In addition, Mr. Benn shares with the board his interpretation of legal issues and their obligations and duties as board members as topics arise. He is always available to board members and welcomes their calls and inquiries.

Further, the board of directors is being coached by Carlos Lopez on a monthly basis and a board retreat is developed and conducted by the Board Secretary and Board Solicitor to review and revise board bylaws, board procedures and policies conducted throughout the year.

Governance and Management

Lincoln Charter School (LCS) is incorporated as a not-for-profit and tax-exempt corporation. The LCS Board complies with and will continue to comply with all relevant laws and regulations regarding its governance.

The LCS Board has contracted with Newton Alliance, LLC to create an enduring partnership, whereby the LCS Board and Newton Alliance will work together to bring educational excellence innovation to the City of York, based on comprehensive educational programs and management.

The LCS Board of Trustees is comprised of interested persons who have long been involved with and concerned for the educational status of students in the City of York. The vision of this LCS Board has been to search for the best possible educational programs to be delivered to the students of the school. The LCS Board of Trustees includes individuals from the community that have a history of direct involvement in the surrounding community and schools. Their vision is one of high expectations for staff and students. They also seek to establishment and maintain a productive partnership between staff and parents of students who attend the school.

The Board of Trustees of Lincoln Charter School currently operates by and will continue to operate by the following seven fundamental responsibilities of a governing board:

- Ensure the that Board's bylaws are followed, and that all accountability expectations of parents, the public, the school's Boards of Trustees, and the State of Pennsylvania are met;

- Review and approve the annual report, comprehensive plans, including short-term and longer-range plans for continuous improvement;
- Approve the budget and conduct an annual financial audit;
- Adopt policies and procedures that ensure a successful charter school is implemented;
- Develop and maintain communications with public, conduct monthly public meeting, and coordination with staff to promote the success of LCS;
- Nominate, orient, and evaluate its own members to keep the LCS Board strong, able to carry out its responsibilities, and review overall board performance; and
- Ensure the mission, vision, and goals of the school are achieved and that the terms of the charter are carried out.

The LCS Board of Trustees continues to ensure that all required submissions of information are delivered to The School District of the City of York in compliance with their policies and procedures.

Student Enrollment

Lincoln Charter School is a tuition free, public charter school serving grades K-5. All students, no matter their district of residence, can enroll, and there is no entry examination required. For students residing outside of the York City School District, transportation is provided by their residing school district.

We also provide services for students who require learning support and/or English as a second language at our school. Any student requiring more extensive special education services receive those services through a partnership with Lincoln Intermediate Unit #12.

All enrollment documentation must be completed along with proof of residence, a valid birth certificate and immunization records that are in compliance with state regulations before a student is fully enrolled. We enroll on a first come, first serve basis. Once we have reached our maximum number of students, potential students will be placed on a waiting list.

An enrollment window is opened each year for parents to complete an intent to return application form. Once classes are full, a waitlist is created by date. As spaces become available, students are called off of the waitlist.

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

Files uploaded:

- 14-FIELD TRIP PERMISSION SLIP PG 14 of 14.doc
- 13-ATTENDANCE POLICY PG 13 OF 14.doc
- 12-CENSUS INFORMATION PG 12 of 14.docx
- 11-HOME LANGUAGE SURVEY PG 11 OF 14.doc
- 10-MEDICAL HISTORY PG 10 OF 14.doc
- 9-STUDENT RECORD REQUEST PG 9 OF 14.docx
- 8-DISCIPLINE STATEMENT PG 8 OF 14.doc
- 7-STUDENT SERVICES INTAKE INFORMATION PG 7 OF 14.doc
- 6-STUDENT EMERGENCY FORM PG 6 OF 14.docx
- 5-REGISTRATION FORM CONT.-PG5 OF 14.docx
- 4-REGISTRATION FORM-PG4 OF 14.docx
- 3-REGISTRATION IDENTIFICATION- 3 OF 14.doc
- INTENT TO RETURN FORM.doc
- 2-WELCOME LETTER PG 2 OF 14.doc
- 1-ENROLLMENT CHECKLIST PG 1 OF 14.doc
- KINDER REG LTR.doc
- KINDER REG LTR SPN.doc
- 2015 LCS Student Enrollment Policy.docx

Registration Policy

Registration Policy

DOCX file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

DOC file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
20142015	773	742	2	Moving from district	6
20132014	773	746	0	Moving from district	0
20122013	746	730	0	Moving from district	0
20112012	730	740	0	Moving from district	0
20102011	740	720	0	Moving from district	0

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
20142015	134	144	129	108	105	124							
20132014	149	141	132	114	135	102							
20122013	156	141	128	139	115	84							
20112012	146	126	125	114	114	107							
20102011	155	130	128	110	114	103							

Planning Committee

Name	Role
Not Applicable	High School Teacher - Regular Education
Not Applicable	Middle School Teacher - Regular Education
Not Applicable	High School Teacher - Regular Education
Not Applicable	Middle School Teacher - Regular Education
Stephanie Barnes	Elementary School Teacher - Regular Education
Lorrie Campbell	Elementary School Teacher - Regular Education
Anne Clark	Community Representative

Steve Clutter	Instructional Technology Director/Specialist
Vanessa Cusaac	Business Representative
Adam Dively	Elementary School Teacher - Regular Education
Jennifer Dugan	Ed Specialist - School Counselor
William Faron	Community Representative
Nicole Garner	Elementary School Teacher - Regular Education
Jennifer Hall	Parent
Leonard Hart	Administrator
Karen Horn	Ed Specialist - Other
Sue Kanigsberg	Intermediate Unit Staff Member
Catherine Kveragas	Administrator
Bill Minich	Business Representative
Danyiell Newman	Board Member
Fatima Oquendo	Parent
Deborah Savage	Special Education Director/Specialist
Kathleen Sears	Ed Specialist - Other
Kristin Sipe	Instructional Coach/Mentor Librarian
Margaret Thummel	Elementary School Teacher - Regular Education
Dana Viswanathan	Elementary School Teacher - Regular Education
Tynisha Wilkes	Ed Specialist - Home and School Visitor

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Lincoln Charter School does not offer Family and Consumer Sciences courses for primary level students.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Lincoln Charter School does not offer Family and Consumer Sciences courses for intermediate level students.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

World Language	Non Existent	Non Existent
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Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Lincoln Charter School does not serve middle-level students.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Lincoln Charter School does not serve high-school students.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

A team of teachers was created and tasked with creating curriculum maps for each subject that detail both unit and lesson objectives, aligned Pennsylvania Core Standards, activities, assignments, assessments, and accommodations. The team will continue to work on the mapping process throughout the year. The maps will be reviewed and edited as necessary by the administration team to ensure we are meeting required standards and the requirements of the core curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned	Accomplished

course, instructional unit or interdisciplinary studies are identified.	
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Processes used to ensure Accomplishment:

A team of teachers was created and tasked with creating curriculum maps for each subject that detail both unit and lesson objectives, aligned Pennsylvania Core Standards, activities, assignments, assessments, and accommodations. The team will continue to work on the mapping process throughout the year. The maps will be reviewed and edited as necessary by the administration team to ensure we are meeting required standards and the requirements of the core curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Lincoln Charter School does not serve middle-level students.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent
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Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Lincoln Charter School does not serve high-school students.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Lincoln Charter School offers a wide variety of modifications and accommodations for all students at all ability levels. Modifications and accommodations begin in the classroom, as teachers differentiate their instruction and learning objectives based on student needs. Professional development has also been provided to teachers on best practices and effective instructional strategies. Children are evaluated as needed and placed in their least restrictive environment. Students are aided in the classroom through teacher support using a co-teaching model and their achievement is monitored on a weekly basis. The school counselor runs student support groups, and LCS's entire staff is trained on the school's School Wide Effective Positive Behavior System so that all students can be supported behaviorally, emotionally, and academically.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

- Administrators
- Building Supervisors
- Department Supervisors

- Instructional Coaches

Provide brief explanation of LEA's process for incorporating selected strategies.

Formal classroom observations focused on instruction are completed by the Principal, Assistant Principal, and Special Education Coordinator throughout the entire school year. Each observer provides written or verbal feedback to instructional staff member. Every staff member receives weekly observations from at least one team member.

Walkthroughs targeted on instruction are completed by lead teachers, educational specialists, Directors of Climate and Culture, Special Education Coordinator, and School Counselor throughout the school year. Each observer provides written or verbal feedback to the instructional staff member. As a team we ensure that each staff member had at least one visit daily. The Directors of Climate and Culture focus on the class learning environment while the other team members focus on engagement of students during thier daily walkthroughs.

Annual Instructional evaluations are completed twice throughout the school year by the principal and assistant principal. Each staff member receives feedback focused on the Danielson Model.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation

Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

Lincoln Charter School does not serve middle-level students.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

Lincoln Charter School does not serve high-school level students.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Lincoln Charter School uses a thorough hiring process when selecting teachers. The school advertises openings on both the school's website and PAeducator.net. Applicants apply using PAeducator.net and must submit all the appropriate clearances, resume, letter of interest, certificate, and application. A hiring team reviews the application materials and then invites

qualified applicants through the interview process. The interviews are conducted by a team of administrators, educational specialists, and lead teachers. When necessary, candidates may be invited back for a second interview or to teach a sample lesson. When a final candidate has been selected, he/she is recommended to the Charter Board of Trustees by the principal for hiring and is approved at a public board meeting. Each teacher's assignment is annually reviewed by the administration team and changed (if necessary) based on school and student needs.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	0.00	0.00	0.00
English	0.00	0.00	0.00
Mathematics	0.00	0.00	0.00
Social Studies	0.00	0.00	0.00
Science	0.00	0.00	0.00
Physical Education	0.00	0.00	0.00
Health	0.00	0.00	0.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	0.00	0.00	0.00
Minimum % Grade Required for Credit (Numerical Answer)	0.00	0.00	0.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						

Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language						

Graduation Requirement Specifics

- We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X		

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Evaluate	X	X		
STAR (Renaissance Learning ELA/MATH)	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom Created Assessments	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Aims Web	X	X		
STAR (Renaissance Learning ELA/MATH)	X	X		

Validation of Implemented Assessments

Validation Methods	EEP	EI	ML	HS
External Review	X	X		
Intermediate Unit Review	X	X		
LEA Administration Review	X	X		
Building Supervisor Review	X	X		
Department Supervisor Review	X	X		
Professional Learning Community Review	X	X		
Instructional Coach Review	X	X		
Teacher Peer Review	X	X		

Provide brief explanation of your process for reviewing assessments.

Daily and weekly grade level meetings to discuss student progress. Monthly meeting as a school to discuss data.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

N/A

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Lincoln Charter School uses a variety of tools to collect, analyze, and disseminate assessment data. Most of these tools are web-based. Teachers and administrators have access to this data as long as they have an internet connection. Each teacher has a web-based "data board" that tracks critical assessment data used throughout the year. Lincoln Charter School also uses PowerSchool to store all critical information including grades and to communicate the necessary information to PIMS. All teachers have electronic gradebooks stored in PowerSchool, and many stakeholders have access to this information as well.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Lincoln Charter School uses multiple assessment data pieces to aid in creating an education plan for all students, especially those who have not demonstrated achievement of the academic standards. These data include (but isn't limited to) diagnostic assessments, formative assessments, summative assessments, benchmark assessments, and state assessments. When students are not showing progress, they are referred to the MTSS (Multi-Tiered Systems of Support) team to receive tier 2 and/or tier 3 instruction. Additionally, students are referred to Lincoln Charter School's SAFSS (Student and Family Support System) team for ongoing interventions. When necessary, psychological and educational evaluations are used to address the needs of students. Then a team of teachers, administrators, and parents meet to analyze the data and create goals, objectives, and action plans to address the needs of each student.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X		
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.		X		
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.		X		
Instructional practices modified or adapted to increase student mastery.	X	X		

Provide brief explanation of the process for incorporating selected strategies.

Lincoln Charter School (LCS) uses the above strategies to share data with staff, students and families in a variety of ways. Students participate in monthly benchmark testing and classroom assessments which provides classroom teachers with information as to where each individual student is struggling and making gains. Teachers then disseminate this information, focusing on standards/skills taught and determine areas to be retaught. Teachers then modify their teaching practices within the classroom setting to ensure that students are making gains towards mastery. Lincoln Charter School also provides teachers with data analysis in-service days and various grade level and department/curriculum meetings to allow time for careful review of all available data. Teacher lesson plans are then written to address areas of need through reteaching, remediation, or enrichment. Teachers then utilize data to develop daily lesson plans and units of study based on assessment data.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides	X	X		
Directing Public to the PDE & other Test-related Websites	X	X		
Individual Meetings	X	X		
Letters to Parents/Guardians	X	X		
Local Media Reports	X	X		
Website	X	X		
Meetings with Community, Families and School Board	X	X		
Mass Phone Calls/Emails/Letters	X	X		
Newsletters	X	X		
Press Releases	X	X		
School Calendar	X	X		
Student Handbook	X	X		
Progress Reports and Report Cards	X	X		
Student Data Sheets	X	X		

Provide brief explanation of the process for incorporating selected strategies.

Lincoln Charter School communicates information about summative assessments in multiple ways. Progress reports and report cards are sent home quarterly. Additionally, parents and students are required to attend Student Learning Conferences in quarters 1, 2, and 3 to review student summative assessment data. The school also sends multiple letters and news bulletins home on a weekly basis.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X		
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X		
Peer Helper Programs	X	X		

Safety and Violence Prevention Curricula	X	X		
Student Codes of Conduct	X	X		
Comprehensive School Safety and Violence Prevention Plans	X	X		
Purchase of Security-related Technology	X	X		
Student, Staff and Visitor Identification Systems	X	X		
Placement of School Resource Officers	X	X		
Student Assistance Program Teams and Training	X	X		
Counseling Services Available for all Students	X	X		
Internet Web-based System for the Management of Student Discipline	X	X		

Explanation of strategies not selected and how the LEA plans to address their incorporation:

This narrative is empty.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X		
Attendance Monitoring	X	X		
Behavior Management Programs	X	X		
Bullying Prevention	X	X		
Career Awareness	X	X		
Career Development/Planning	X	X		
Coaching/Mentoring	X	X		
Compliance with Health Requirements -i.e., Immunization	X	X		
Emergency and Disaster Preparedness	X	X		
Guidance Curriculum	X	X		
Health and Wellness Curriculum	X	X		
Health Screenings	X	X		
Individual Student Planning	X	X		
Nutrition	X	X		
Orientation/Transition	X	X		
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X		

Explanation of developmental services:

Lincoln Charter School consistently strives to seek out ways to better serve our students' needs. We actively pursue opportunities to improve the health, wellness and well-being of all of our students and staff through different community and program opportunities.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications	X	X		
Administration of Medication	X	X		
Assessment of Academic Skills/Aptitude for Learning	X	X		
Assessment/Progress Monitoring	X	X		
Casework	X	X		
Crisis Response/Management/Intervention	X	X		
Individual Counseling	X	X		
Intervention for Actual or Potential Health Problems	X	X		
Placement into Appropriate Programs	X	X		
Small Group Counseling-Coping with life situations	X	X		
Small Group Counseling-Educational planning	X	X		
Small Group Counseling-Personal and Social Development	X	X		
Special Education Evaluation	X	X		
Student Assistance Program	X	X		

Explanation of diagnostic, intervention and referral services:

Lincoln Charter School continuously strives to find and utilize multiple avenues to best serve students' needs.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education	X	X		
Case and Care Management	X	X		
Community Liaison	X	X		
Community Services Coordination (Internal or External)	X	X		
Coordinate Plans	X	X		
Coordination with Families (Learning or Behavioral)	X	X		
Home/Family Communication	X	X		
Managing Chronic Health Problems	X	X		
Managing IEP and 504 Plans	X	X		
Referral to Community Agencies	X	X		
Staff Development	X	X		
Strengthening Relationships Between School Personnel, Parents and Communities	X	X		
System Support	X	X		
Truancy Coordination	X	X		
Child and Adolescent Service System Program (CASSP)	X	X		

Explanation of consultation and coordination services:

Lincoln Charter School works with parents and community partnerships to address student needs and connect families with community services.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X		
Directing Public to the PDE & Test-related Websites	X	X		
Individual Meetings	X	X		
Letters to Parents/Guardians	X	X		
Local Media Reports	X	X		
Website	X	X		
Meetings with Community, Families and Board of Directors	X	X		
Mass Phone Calls/Emails/Letters	X	X		
Newsletters	X	X		
Press Releases	X	X		
School Calendar	X	X		
Student Handbook	X	X		

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X		
Individual Screening Results	X	X		
Letters to Parents/Guardians	X	X		
Website	X	X		
Meetings with Community, Families and Board of Directors	X	X		
Newsletters	X	X		
School Calendar	X	X		
Student Handbook	X	X		

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes

Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

Description of the responsibilities of the Charter School nurse(s)

Lincoln Charter School employs a registered nurse and a school certified nurse. Their responsibilities include: nursing care of students, distribution of medications, records maintenance, state reporting requirements, annual state report, health screenings (height, weight, vision), health exams, immunizations, communication with parents, provisional immunization lists, hearing tests (specific grades), scoliosis exams (specific grades), health suite visit log, discretionary medication forms, annual dental visit, health examinations with doctor, provide first aid kits for instructional trips.

Food Service Program

Describe unique features of the Charter School meal program

All students enrolled at Lincoln Charter School are eligible to receive a healthy breakfast and lunch at school at no charge to their household. Breakfast is served daily to all students in their homeroom after arrival. Lunch is served daily in the cafeteria. All food services are provided by Whitson Culinary Group.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

The staff at Lincoln Charter School makes school safety and security a top priority. A school-wide emergency flipchart was created and is used that details emergency contacts, definitions of various emergencies, alert signals, and teacher responses for incidents such as: lockout, lockdown, evacuation, shelter-in-place, drop/cover/hold, all clear, media protocol, off-site

evacuation, family reunification, student release, injury/illness, room clear, mental health critical incident, death, utility failure, suspected biological emergency, chemical/hazardous material emergency, materials/food/beverage contamination, radiological contamination, release incidents, fire, flooding, earthquake, thunderstorm/lightning, wind/tornado/severe weather, intruder/suspicious person, disruptive person, civil unrest, weapons use, armed intruder, weapons on property, bomb threats, suspicious packages, hostage situation, kidnapping/missing child, sexual assault, and standard first aid procedures. The emergency flipchart is posted in every classroom for quick reference. Additionally, the building is locked from the outside and all visitors are required to identify themselves in the office and sign in. Fire drills, severe weather drills, and active shooter drills are conducted as required. Lastly, Lincoln Charter School uses video surveillance and safety walkthroughs are conducted regularly.

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

Wellness Policy

The school wellness policy

DOCX file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- LCS Property Casualty 2015-2016 Insurance Summary.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program.

Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

The majority of students at Lincoln Charter School walk to school. If students are residents of a district other than York City, transportation is provided by their home district. Students who attend before or after school care receive transportation services through their agency. Homeless students and students who attend an alternative education setting are provided with transportation at our expense using Lincoln Intermediate Unit 12.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between	Yes

the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	
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If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Not Applicable

High School Level

- Not Applicable

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Student and Family Support System (SAFSS)

The mission of the Student and Family Support System is to ensure that no child “falls through the cracks.” It is an intervention strategy that works closely with the MTSS process that is available for ***all***

students in the school who are having problems that are interfering with their ability to achieve in school. SAFSS is an intervention process to address barriers to learning. These barriers can be academic, social-emotional, behavioral and/or a crisis situation. SAFSS creates solutions for individual students by coordinating efforts between school, family, and social service agencies, when appropriate. The SAFSS process usually begins with teachers collaborating with parents/guardians as soon as a concern has been identified. The process becomes broader and more formalized after these home/classroom interventions have been attempted, but the child's performance or behavior still has not improved to an acceptable level. Additional SAFSS steps identify resources and interventions outside of the classroom to assist the student. These resources could include school-based intervention, more support for parent/guardian

involvement, and services available in the community. SAFSS is preventative, proactive and solution focused. As documentation for each student moving to Core SAFSS is received, the Core Team will determine whether an evaluation for special education is warranted and, if so, will then refer for an evaluation for special education, consistent with IDEA and state regulations.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

Parents have played a key role in the founding coalition of the Lincoln Charter School (LCS). The initial plans for LCS came about as the result of requests by the parents of Lincoln Charter School (LCS). How schools relate to parents can make a significant difference in how much parents participate in their children's education. LCS recognizes that parents and other family members are a child's first teachers and that engaging them is critical to children's educational success. LCS respects parents and families as consumers of education. We want parents to feel welcome when they walk into our school. Thus, our school commits itself to keeping families engaged in their child's education, both in the school and in the home, and will provide quarterly assessments of their student's progress. We recognize the value of constant communication with our families. To maintain strong channels of communication, monthly newsletters, bi-weekly administration letters, school web page, auto-dialer messages, Twitter and Facebook postings are implemented for the home school connection. LCS has a Parent Advisory Council (PAC) with selected members who meeting regularly and make recommendations to the Charter Board of Trustees. A PAC is submitted and presented at every public Charter Board Meeting.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Lincoln Charter School has a wide variety of community agencies that provide before and after school care to our students. Our partnerships include Sunshine Daycare, Lots of Love, Crispus Attucks, YMCA, YWCA, and Wonder Years. All outside agencies are responsible for transportation to and from our school.

Lincoln Charter School (LCS) has been and will continue to be an integral part of the surrounding community. The school opens its doors to social services and community organizations, linking service providers with the needs of students and their families.

Through our curricular theme of Technology, LCS has established deep connections to the community around efforts to improve community outreach. All students of our school participate in monthly service learning opportunities.

Lincoln Charter School (LCS) school community and Board of Trustees will continue to seek the expertise, advice, and involvement of families and local citizens. This support will reinforce our educational mission at home and throughout the community.

All students of LCS have the opportunity to participate in extra-curricular activities in their home district. Open communication between York City and LCS has given our students the chance to participate in football, cheerleading, track & field, and basketball for the past three years. LCS has an after school program for interested students in various subject matters including Technology, Sports and Music for grades K-5 as well as inviting outside agencies like the Boy Scouts to conduct their program within our school.

LCS students can participate in our yearly Roar for Learning program which occurs over the summer as well as after school tutoring for students in grades K-5.

LCS coordinates and plans with all area before and after school programs to ensure that our students receive the best possible care before and after school as well as on scheduled days off.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Lincoln Charter School Special Education Coordinator schedules a yearly meeting with the IU for preschool students identified with disabilities. Transition meetings are held for LCS in May with LCS staff and intermediate unit representatives meeting to determine the best course of action and kindergarten placement for the student. Students are placed in a traditional kindergarten setting with the help and supports needed to be successful.

LCS kindergarten registration is held in late May or early June. Elementary administration, enrollment staff, and department representatives are present during registration to provide information on students and the district programming. Parents choose a date and time in May or June to have their child screened for kindergarten at the school. Students are assessed and based on assessment results, students who are identified as having developmental delays are placed in a developmental Kindergarten program. A parent meeting and training are also offered on the first day of school to assist students entering school who are not meeting the benchmarks of a beginning kindergartner.

Lincoln Charter school partners with a wide variety of community agencies involved with the family/student as well as assisting families in obtaining community agencies that can support the student/family needs.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Lincoln Charter School promotes the use of highly effective research-based instructional materials in the classroom environment. Materials and resources at the elementary level are aligned with the PA Core standards. LCS uses My Math and Reading Wonders by McGraw Hill. Technology is also available in every classroom including, but not limited to, classroom laptop computer labs, data projectors, and document cameras. Students can interact and instruction can be differentiated. Materials can be presented with different modalities of learning. Delta/FOSS (Full Option Science System) is used in the elementary schools to promote hands-on learning through exploratory process. Reading programs utilize Wonder Works and Wilson Reading as resources to address concerns at the elementary level. Curriculum leaders and staff committees continue to analyze and review new resources available to promote the highest quality of instruction. LCS promotes multiple twenty-first century learning opportunities throughout their daily instruction.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and	Developing

resources available	
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Lincoln Charter School promotes the use of highly effective research-based instructional materials in the classroom environment. Materials and resources at the elementary level are aligned with the PA Core standards. LCS uses My Math and Reading Wonders by McGraw Hill. Technology is also available in every classroom including, but not limited to, classroom laptop computer labs, data projectors, and document cameras. Students can interact and instruction can be differentiated. Materials can be presented with different modalities of learning. Delta/FOSS (Full Option Science System) is used in the elementary schools to promote hands-on learning through exploratory process. Reading programs utilize Wonder Works and Wilson Reading as resources to address concerns at the elementary level. Curriculum leaders and staff committees continue to analyze and review new resources available to promote the highest quality of instruction. LCS promotes multiple twenty-first century learning opportunities throughout their daily instruction.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Lincoln Charter School does not provide Middle School services.

High School Level

Material and Resources Characteristics	Status
--	--------

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Lincoln Charter School does not provide High School services.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district

	classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

SAS has limited resources for some content areas but staff are expected to utilize the materials from the site to the best of their ability.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of

	district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

SAS has limited resources for some content areas but staff are expected to utilize the materials from the site to the best of their ability.

Middle Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable

Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

Lincoln Charter School does not serve middle-level students.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

Lincoln Charter School does not serve high school students.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

The Lincoln Charter School board of directors has established a partnership between the financial firm of Repice & Taylor Business Services. This financial consultation company is responsible for all of our fiscal management and accounting systems. Their offices are located at 2901 South 15th Street, Philadelphia, PA 19145. If there are any questions regarding the reporting of any of our finances, they can be reached at (215) 755-7603 or you can contact William Minich, our representative directly at (201)675-8824 or bminich@reptay.com.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

The Lincoln Charter School board of directors has established a partnership between the financial firm of Repice & Taylor Business Services. This financial consultation company is responsible for all of our fiscal management and accounting systems. Their offices are located at 2901 South 15th Street, Philadelphia, PA 19145. If there are any questions regarding the reporting of any of our finances, they can be reached at (215) 755-7603 or you can contact William Minich, our representative directly at (201)675-8824 or bminich@reptay.com.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X		
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X		
Empowers educators to work effectively with parents and community partners.	X	X		

Charter School's Professional Education Characteristics	EEP	EEl	ML	HS
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.	X	X		
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X		
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X		
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X		
Instructs the leader in managing resources for effective results.	X	X		

Provide brief explanation of your process for ensuring these selected characteristics.

Professional education and professional development is taken very seriously at Lincoln Charter School. On every other Thursday, the school dismisses students at 1:00pm to allow for professional development time for staff. The PD opportunities range from instructional strategies to differentiation to behavior interventions. Ongoing Professional Development never ends. Teachers participate in daily team meetings, as well as the bi-monthly staff professional development that are scheduled into the school calendar. Staff members also have access to opportunities to grow through trainings offered at LIU #12. School leaders participate in curriculum council meetings, special education advisory meetings, and Pennsylvania Inspired Leadership courses.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Our LEA only serves Primary and Intermediate Elementary Level Students. We do not have a Middle or High School level.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on: 1/5/2015 Staff completed the mandatory training between 1/5/15 and 1/30/15.

The LEA plans to conduct the required training on approximately:
1/7/2016 New and Untrained Staff
1/5/2017 New and Untrained Staff
1/4/2018 New and Untrained Staff

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
Not Applicable for our school entity

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Lincoln Charter School prides itself in providing high-quality professional development opportunities to all staff members. These opportunities are differentiated to meet the needs of our various staff members and determined through staff surveys, staff input, and needs addressed by the school's instructional leadership team. Professional development is delivered by current members of the administration team, leadership team members, and outside agencies. At the conclusion of each professional development opportunity, staff is surveyed and completes a professional development feedback form so that the administration can determine the effectiveness of the professional development opportunity and determine further needs.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

Induction Leader-Catherine Kveragas

Induction Leader along with Lead Teachers at each grade level worked with new staff members to ensure inductees:

- Implement varied instructional practices through co-planning during weekly team meetings;
- Review staff learning community handbook, believe established school values and beliefs, and understand all professional responsibilities through individual conferences, team meetings, and school-wide professional development;
- Receive team professional development on using the Pennsylvania Department of Education webpage and the resources available on the Students Aligned Systems which provide examples for instruction;
- Develop a teaching tool kit to utilize in their classroom;
- Understand and use the web based resources required for implementation: Powerschool, eValue Benchmark System, Renaissance Place STAR Reading and Math, Aimsweb, Study Island and Microsoft Outlook.

Teachers are also required to participate in curriculum mapping process.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Induction Leader: Catherine Kveragas

Induction Leader along with Lead Teachers at each grade level work with new staff members to ensure inductees:

- Receive weekly feedback throughout the first marking period about their instructional practices
- Receive monthly feedback throughout the remainder of the year about their instructional practices
- Daily team meetings with lead teachers and team
- Analysis of PSSA data and monthly analysis of eValue data to determine growth at meeting school goals with lead teachers
- Monthly team meetings around data discussions
- Receive a review and feedback on lesson plans periodically
- Harris Survey conducted each year for feedback

Formal Evaluation process completed by Principal

Peer Observations and Informal walk through observations

Provide brief explanation for strategies not selected and you plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentor teachers are chosen from Lincoln Charter School's pool of highly qualified teachers. Furthermore, mentor teachers must have served at Lincoln Charter School for at least three years and have shown leadership capabilities and completed a mentor training. Pairings of mentors and mentees are assigned based on needs, personalities, and areas of expertise. The mentor-mentee relationship at Lincoln Charter School is one that goes beyond a teacher's first year and builds and supports both lasting relationships and strong educators.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X			X	X	X
Assessments	X			X		X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X				X
Standards	X		X	X		X
Curriculum	X	X	X			X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X		X		X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

Instructional Coaches:

Instructional Coaches are available throughout each and every day. Some coaches do not have teaching assignments and are available to assist inductees at any time throughout the day. The strong professional group of lead teachers is available each day during daily scheduled team meetings. This provides another layer of support that delves into the daily implementation of best practices in the classroom.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

After each induction meeting, participants were required to fill out a feedback form that was used to gauge the topics for the upcoming Induction meetings. Participants also completed and end of the program survey to determine program strengths and

weaknesses. Survey results and feedback are collected and are used to improve on our current Induction program.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Lincoln Charter School target of 100% student test participation has been met.

Accomplishment #2:

Lincoln Charter School daily attendance target of at least 95% of students being present daily has been met.

Accomplishment #3:

Lincoln Charter School provides teachers with a minimum of quarterly technology trainings to ensure that teachers are able to teach 21st century skills to their students using a wide variety of technology.

Accomplishment #4:

Lincoln Charter School maintains its technology focus, continuously working towards being a 1:1 school by 2016.

Charter School Concerns

Concern #1:

Increase the level of professional developments to ensure that rigorous lessons are taking place for all students, including both low and high achieving students. Topics will include instructional practices and strategies, differentiated assignments and increasing student involvement and engagement.

Concern #2:

All tested grades are not showing a positive 3 year trend in ELA and Math.

Concern #3:

Tested subgroups are not meeting yearly goals set fourth by the LEA.

Concern #4:

Rigor of instruction provided to gifted and high achieving students needs to be improved.

Concern #5:

Lincoln Charter School will provide more opportunities for community involvement. We are a diverse school, but we need to work on our practice of inclusion.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

Aligned Concerns:

Increase the level of professional developments to ensure that rigorous lessons are taking place for all students, including both low and high achieving students. Topics will include instructional practices and strategies, differentiated assignments and increasing student involvement and engagement.

.....
All tested grades are not showing a positive 3 year trend in ELA and Math.

.....
Tested subgroups are not meeting yearly goals set fourth by the LEA.

.....
Rigor of instruction provided to gifted and high achieving students needs to be improved.

Systemic Challenge #2 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Increase the level of professional developments to ensure that rigorous lessons are taking place for all students, including both low and high achieving students. Topics will include instructional practices and strategies, differentiated assignments and increasing student involvement and engagement.

.....
All tested grades are not showing a positive 3 year trend in ELA and Math.

Tested subgroups are not meeting yearly goals set fourth by the LEA.

Rigor of instruction provided to gifted and high achieving students needs to be improved.

Systemic Challenge #3 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Lincoln Charter School will provide more opportunities for community involvement. We are a diverse school, but we need to work on our practice of inclusion.

Charter School Level Plan

Action Plans

Goal #1: Lincoln Charter School will improve student achievement and growth.

Related Challenges:

- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS

Specific Targets: a.) In ELA, in order to close the achievement gap from 33% to 100%, we need to achieve a 5.5% annual growth.

b.) In Math, in order to close the achievement gap from 13% to 100%, we need to achieve a 7.2% annual growth.

c.) In Science, in order to close the achievement gap from 57% to 100%, we need to achieve a 3.6% annual growth.

Type: Interim

Data Source: Local Assessments

Specific Targets: a.) K- 67% successful in Tier 1, target is 80%*

b.) First- 62.5% successful in Tier 1, target is 80%*

c.) Second- 53.5% successful in Tier 1, target is 80%*

d.) Third- 62.2% successful in Tier 1, target is 80%*

e.) Fourth- 55% successful in Tier 1, target is 80%*

f.) Fifth- 54.5% successful in Tier 1, target is 80%*

*baseline was created by calculating the fallout in early September with an additional 30% subtracted for unidentified students.

Type: Annual

Data Source: State Assessment

Specific Targets: a.) Student proficiency will increase from 33% in ELA to 50% in 2015-2016, 60% in 2016-2017 and 70% in 2017-2018.

b.) Student proficiency will increase from 13% in Math to 50% in 2015-2016, 60% in 2016-2017 and 70% in 2017-2018

c.) Student proficiency will increase from 57% in Science to 67% in 2015-2016, 77% in 2016-2017 and 87% in 2017-2018.

Type: Annual

Data Source: Lesson plans and teacher observations

Specific Targets: a.) ESL team will conduct a PD and present strategies, techniques, and resources that teachers may use with their ESL students in their inclusion classroom

b.) Special Education Team will conduct a PD and will share strategies, techniques, and resources that teachers may use to help lower achieving students and high achieving students in an inclusive classroom.

Strategies:

Data Analysis

Description:

Weekly data analysis meetings with grade level teams will demonstrate correlations between skills that have been taught and skills that have been mastered. Benchmarks are aligned with the PA standards and allow teachers to rank their students as advanced, proficient, basic or below basic. Teachers analyze data according to skills that have been taught or not taught. This achievement data provides evidence of both effective and ineffective instructional practices. It also drives planning and instruction.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Student Centered Goal Setting and Student Led Conferencing

Description:

Teachers and administrators will examine student achievement records monthly and participate in benchmark analysis to determine next steps. Students will create and set a goal for their achievement monthly. In addition, students will set a goal and share with their parents and teacher during their conferences three times a year.

SAS Alignment: Assessment, Instruction

Behavior Intervention

Description:

SWEBIS/SWPBIS provides the framework for the behavioral intervention. Lincoln Charter School uses Lion Bucks and a School Store for a token economy system. Additional strategies include student leadership programs and student of the month where students are recognized for their positive behavior and leadership skills. Research shows that schools using SWEBIS/SWPBIS have a decrease in lead referrals and office referrals.

SAS Alignment: Safe and Supportive Schools

Professional Development

Description:

Substantial professional development will help to enhance student achievement.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Data Analysis

Description:

Teams will meet on a weekly basis to discuss data in grade level teams. Teams will look for areas of concern in the curriculum and on assessments that need

to be re-taught to ensure student mastery. Teachers will also participate in a monthly data analysis of the eVaulate benchmark to identify a grade level focus for the month as well as individual goals for the month.

Evidence:

- a. PLC meetings – Grade level meetings weekly: PLC notes, agendas, sign-in sheets
- b. State and Local Assessment Data (PVAAS): data boards, SLC data sheets
- c. MTSS to provide intervention: Handbooks/plan, logs, paperwork on individual students, newsletters, parent communication letters
- d. Instructional Leadership meetings weekly: agendas, minutes, sign-in sheets, emails

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Data Analysis
- Student Centered Goal Setting and Student Led Conferencing

Assessments

Description:

Teachers at Lincoln Charter School will provide multiple forms of assessment throughout the year. This will be monitored through the use of data boards, lesson planning and data discussions during team meetings. The assessment data will be used to inform instruction and provide intervention support to struggling learners and acceleration for advanced and high achievers.

Evidence-

- a. Common Assessments: curricular assessments
- b. Assessment Map/Assessment Calendar: copy of the map/calendar, emails
- c. Student-set goals and data graphing: student graphs

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis
- Student Centered Goal Setting and Student Led Conferencing

Educator Effectiveness

Description:

Lincoln Charter school adheres to the Danielson framework for teaching. Teachers are observed on a regular basis, both formally and informally. Exposure to the key components of the Danielson framework occur through PA ETEP where teachers have the ability to preview elements of effective instruction. In addition, the building leadership provides ongoing professional development opportunities.

Evidence-

- Walkthroughs: PAETEP walkthrough scripts, datebook, log
- Formal Observations/Evaluations: 82-1, 82-2, 82-3
- Professional Development: agendas, sign-in sheets, presentation materials
- SLO records: templates, evidence collected

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Professional Education

Supported Strategies:

- Student Centered Goal Setting and Student Led Conferencing

Student Engagement

Description:

Student engagement is a struggle for some students at Lincoln Charter School. Classroom Management and Behavior Management programs such as our school wide effective behavioral supports plan, which uses a stop light to encourage compliance, appropriate behavior and attentiveness. Technology is used to increase student engagement. For example, Promethean Board flipcharts that encourage engagement are a regular tool used by teachers in the class.

Evidence:

a.) Office referrals will decrease by 5% by the end of the 2015-2016 school year, decrease by 10% in 2016-2017, and 15% in 2017-2018.

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Student Centered Goal Setting and Student Led Conferencing
- Behavior Intervention

Language and Literacy Acquisition

Description:

Teachers at Lincoln Charter School will learn multiple strategies and techniques throughout the year to help teach/reach struggling learners, ESL students and academically advanced students through professional development. This will be monitored through lesson observations as well as lesson plan review and collaborative planning. Teachers will use the data provided in the pd to help guide their daily lessons, instruction and activities in their classrooms.

Evidence-

- a. assessments
- b. lesson plans

Start Date: 2/7/2016 **End Date:** 3/4/2016

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Professional Development

Goal #2: Lincoln Charter School will be mindful of our fiscal resources.

Related Challenges:

- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Annual

Data Source: Curricular Alignment and Resource Material Management

Specific Targets: July of 2013 we had 0% curriculum aligned with PA Core. In September of 2015, LCS is at 100% PA Core alignment in ELA and Math.

LEA goal is to have science aligned between 2015-2018.

Type: Annual

Data Source: Hiring Procedures

Specific Targets: a.) LEA went from 75% Highly Qualified Staff to 93% Highly Qualified Staff

Strategies:

Resource Material Management

Description:

LEA will create a system for tracking and managing materials within the building as well as monitoring hiring procedures and our annual budget.

SAS Alignment: Materials & Resources

Implementation Steps:

Resource Material Management

Description:

A spreadsheet will be used to monitor and track all curricular materials in the building. A curriculum review cycle will also be put into place as well as a cyclical curriculum audit.

Evidence-

- a. Curriculum audits: audit documents, presentations, handouts
- b. Curriculum review cycle: review cycle document
- c. Curriculum maps: maps and binder resources
- d. Curriculum pilot programs: presentations, teacher notes
- e. Curriculum inventory: spreadsheets

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Resource Material Management

Fiscal and Resource Management Check Ups

Description:

Annually, all state, local and federal revenue and expenditures will be analyzed by building leadership and decisions in regards to curriculum, staffing, building maintenance, and other general resources and decisions will be made.

Evidence-

- a. 100% HQ: HQ records, right to know letter
- b. Interview procedures: interview questionnaires, interview binder, PA-educator postings

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Resource Material Management

Budget

Description:

Lincoln Charter School uses a third party financial firm to monitor the Lincoln Charter School Budget, Revenue and Expenditures. Very little control of the budget is available at the school level. This partitioning can present difficulties with planning and resource allocation phase, including hiring essential personnel.

Evidence:

Email communication with Finance Firm and scheduled monthly meetings.

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s):

Supported Strategies:

- Resource Material Management

Technology Resource Management

Description:

The purpose of this implementation step is to move Lincoln Charter to a more paperless (Green) school. This will be done through resource management of consumable materials and replacing them with online applications.

Evidence:

a.) Teachers will decrease their use of consumable resources by 10% each year.

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Resource Material Management

Goal #3: Lincoln Charter School will create a sense of Culture, Collaboration and Community Outreach.

Related Challenges:

- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Parent Partnerships

Specific Targets: a.) Increase parental involvement at family nights from 33% to 50% in 2015-2016, 60% in 2016-2017, and 70% in 2017-2018.

b.) Double the number of parents participating in LPAC and LPTO meetings from 10 participants in 2015 to 20 by 2018.

c.) Increase the frequency of the Principal's Platform from 3 annual meetings to 9 annual meetings by the end of the 2015 school year and then maintain 9 meetings through 2018.

Type: Annual

Data Source: Community Based Partnerships

Specific Targets: a.) Increase community based partnerships from 50 to 100 partnerships by the end of the 2015-2016

b.) Maintain 100 partnerships throughout 2018

Type: Interim

Data Source: Student Leadership

Specific Targets: a.) Maintain 20 Student Ambassadors throughout 2018

b.) Introduce and train 30 Safety Patrol Agents in 2015-2016, 40 agents in 2016-2017 and 50 agents in 2017-2018.

c.) In 2015 we had 0 Legacy Leaders. Throughout 2015-2016, we will identify, develop and train 30 Legacy Leaders. This will increase in increments of 10-2016-2017 there will be 40 Legacy Leaders and in 2017-2018 there will be 50 Legacy Leaders

Strategies:

Community Involvement

Description:

Lincoln Charter School will increase the level of our community's understanding of our program and data through positive learning experiences.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Family Partnerships

Description:

Lincoln Charter will continue to grow their partnerships with parents and families. The need for this is evidenced by our community and our student achievement. Lincoln Charter is a "hub" for the community which is demonstrated through family partnerships both on site and through outreach opportunities.

Evidence-

- a. Monthly Meetings: agendas, calendar, social media, autodialer
- b. Principal's Platform: sign-in sheets, phone log
- c. Parent Report at Charter Board Meetings: LPAC report
- d. Parents on School Improvement Plan Team: meeting minutes, registration

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Student Services

Supported Strategies:

- Community Involvement

*Community-Based Partnerships***Description:**

Lincoln Charter School continues to be a front runner in what it means to be a community school. We have received Local, State and National accolades for our community work. Community based partnerships scheduled for this cycle of planning exceed what has been achieved in the past.

Evidence-

- Beautification Projects: Hope Street Garden and Learning Lab, Playground, Buddy Bench, Murals, artwork
- Community Members on School Improvement Plan Team: agendas, sign-in sheets
- Community Partner Service Workshops: visit schedules, social media, Outlook calendar
- After-School Programs: sign-in sheets, attendance sheets, registration documents, insurance policy, alpha lists, service forms, media
- Entrepreneur Summer Program: Roar for Learning partnerships, lesson plans, staff synopsis, social media
- Community Builders: Safe Schools Walk, Bike to City Hall Event, MLK Dinner, Relay for Life

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Community Involvement

*Student Leadership***Description:**

Lincoln Charter School believes in developing leaders at all ages. We continue to look for opportunities for our students to lead, both in the school and out in the community. Our students have been called on by leaders in our

community to advise on best practices in education. An informal longitudinal study to track student leaders and their future successes is planned at five and ten year increments.

Evidence-

- a. Ambassador Program: student essays, application, interview rubrics, presentations, video
- b. Lion Buddy Safety Patrol: AAA curriculum, meeting minutes, agendas, sign-in sheets, teacher ratings forms
- c. Peer Leadership-Lincoln Lion Leaders: referral forms, schedule, meeting minutes, sign-in sheets

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Community Involvement

Community Based Partnership-CPI

Description:

Non Violent Crisis Intervention training program will be offered as a professional learning opportunity.

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Community Involvement

School Safety

Description:

School Safety is a top priority for Lincoln Charter School which is evidenced by our safety drills, preparedness drills, professional development for staff, partnerships with local fire and police departments and on site safety vigilance.

Evidence:

- a.) LEA will increase safety and security preparedness drills from 11 in 2015 to 13 in 2015-2016 and maintain 13 through 2018.
- b.) We will maintain a log of all drills completed throughout each year.

Start Date: 11/30/2015 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Community Involvement

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Lincoln Charter School will improve student achievement and growth.		Strategy #1: Data Analysis Strategy #2: Student Centered Goal Setting and Student Led Conferencing			
Start	End	Title	Description				
11/30/2015	6/15/2018	Data Analysis	<p>Teams will meet on a weekly basis to discuss data in grade level teams. Teams will look for areas of concern in the curriculum and on assessments that need to be re-taught to ensure student mastery. Teachers will also participate in a monthly data analysis of the eVault benchmark to identify a grade level focus for the month as well as individual goals for the month.</p> <p>Evidence:</p> <ul style="list-style-type: none"> a. PLC meetings – Grade level meetings weekly: PLC notes, agendas, sign-in sheets b. State and Local Assessment Data (PVAAS): data boards, SLC data sheets c. MTSS to provide intervention: Handbooks/plan, logs, paperwork on individual students, newsletters, parent communication letters d. Instructional Leadership meetings weekly: agendas, minutes, sign-in sheets, emails 				
Person Responsible		SH	S	EP	Provider	Type	App.

Kristin Sipe- Director of Data and Achievement	2.5	3	75	LCS		School Entity	Yes
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Knowledge Teachers will be trained in how to develop and create SLO's.

Supportive Research This is based on the Danielson Framework.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
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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.
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Training Format LEA Whole Group Presentation
School Whole Group Presentation

Participant Roles	Classroom teachers New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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Follow-up Activities	Team meeting and collaboration with building principal	Evaluation Methods	SLO
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LEA Goals Addressed:	Lincoln Charter School will improve student achievement and growth.	Strategy #1: Data Analysis Strategy #2: Student Centered Goal Setting and Student Led Conferencing
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
11/30/2015	6/15/2018	Assessments	<p>Teachers at Lincoln Charter School will provide multiple forms of assessment throughout the year. This will be monitored through the use of data boards, lesson planning and data discussions during team meetings. The assessment data will be used to inform instruction and provide intervention support to struggling learners and acceleration for advanced and high achievers.</p> <p>Evidence-</p> <p>a. Common Assessments: curricular assessments b. Assessment Map/Assessment Calendar: copy of the map/calendar, emails c. Student-set goals and data graphing: student graphs</p>	Kristin Sipe- Director of Data and Achievement	2.5	3	75	LCS	School Entity	Yes

Knowledge Participants will learn how to administer the PSSA assessment.

Supportive Research Data Recognition Corporation will be the research base for this professional learning opportunity.

Designed to Accomplish
For classroom teachers, school counselors and education Enhances the educator's content knowledge in the area of the educator's

specialists: certification or assignment.

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.

Training Format	LEA Whole Group Presentation School Whole Group Presentation Online-Asynchronous		
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Assessments throughout training	Evaluation Methods	Certificate issued at the end of training

LEA Goals Addressed:	Lincoln Charter School will improve student achievement and growth.	Strategy #1: Student Centered Goal Setting and Student Led Conferencing
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
11/30/2015	6/15/2018	Educator Effectiveness	<p>Lincoln Charter school adheres to the Danielson framework for teaching. Teachers are observed on a regular basis, both formally and informally. Exposure to the key components of the Danielson framework occur through PA ETEP where teachers have the ability to preview elements of effective instruction. In addition, the building leadership provides ongoing professional development opportunities.</p> <p>Evidence-</p> <p>a. Walkthroughs: PAETEP walkthrough scripts, datebook, log b. Formal Observations/Evaluations: 82-1, 82-2, 82-3 c. Professional Development: agendas, sign-in sheets, presentation materials d. SLO records: templates, evidence collected</p>	Leonard Hart-Principal/CEO	3.0	3	75	Safe Schools/Scenario Learning, LLC	Association	Yes

Knowledge Participants will be trained on how to recognize and report abuse in compliance with Act 126.

Supportive Research Safe Schools- Scenario Learning, LLC will be the research base for this professional learning opportunity.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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.

Training Format	Series of Workshops Online-Asynchronous		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Assessments throughout training	Evaluation Methods	Certificate issued at the end of each course

LEA Goals Addressed: Lincoln Charter School will improve student Strategy #1: Student Centered Goal Setting

achievement and growth.

and Student Led Conferencing
Strategy #2: Behavior Intervention

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
11/30/2015	6/15/2018	Student Engagement	<p>Student engagement is a struggle for some students at Lincoln Charter School. Classroom Management and Behavior Management programs such as our school wide effective behavioral supports plan, which uses a stop light to encourage compliance, appropriate behavior and attentiveness. Technology is used to increase student engagement. For example, Promethean Board flipcharts that encourage engagement are a regular tool used by teachers in the class.</p> <p>Evidence:</p> <p>a.) Office referrals will decrease by 5% by the end of the 2015-2016 school year, decrease by 10% in 2016-2017, and 15% in 2017-2018.</p>	Catherine Kveragas- Assistant Principal	2.5	3	75	Promethean	For Profit Company	Yes

Knowledge

Participants will learn how to use the Promethean software to actively engage learners.

Supportive Research

Promethean is the research base for this professional development opportunity.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

Training Format

LEA Whole Group Presentation
School Whole Group Presentation

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
New Staff

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Follow-up Activities

Creating lessons to meet varied student learning styles

Evaluation Methods

Participant survey

LEA Goals Addressed: Lincoln Charter School will improve student achievement and growth. **Strategy #1: Professional Development**

Start **End** **Title** **Description**

2/7/2016	3/4/2016	Language and Literacy Acquisition	Teachers at Lincoln Charter School will learn multiple strategies and techniques throughout the year to help teach/reach struggling learners, ESL students and academically advanced students through professional development. This will be monitored through lesson observations as well as lesson plan review and collaborative planning. Teachers will use the data provided in the pd to help guide their daily lessons, instruction and activities in their classrooms.				
			Evidence- a. assessments b. lesson plans				
Person Responsible Deborah Savage	SH 3.0	S 1	EP 75	Provider Lincoln Charter School	Type School Entity	App. Yes	

Knowledge

Teachers will meet with the Directors of Special Education and ESL to learn and discuss strategies, policies, accommodations to enhance language and literacy acquisition for students with special needs, and those students who are academically advanced and for students who need ESL services in an inclusive classroom.

Supportive Research

PDE/WIDA and SIOP resources will be the knowledge base for this professional development and best practices will be shared by department directors. In addition, McGraw Hill Anthology, Wonders, will be used to provide professional learning.

Designed to Accomplish

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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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Follow-up Activities	Creating lessons to meet varied student learning styles Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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LEA Goals Addressed: Lincoln Charter School will be mindful of our fiscal resources. **Strategy #1: Resource Material Management**

Start	End	Title	Description					
11/30/2015	6/15/2018	Resource Material Management	<p>A spreadsheet will be used to monitor and track all curricular materials in the building. A curriculum review cycle will also be put into place as well as a cyclical curriculum audit.</p> <p>Evidence-</p> <ul style="list-style-type: none"> a. Curriculum audits: audit documents, presentations, handouts b. Curriculum review cycle: review cycle document c. Curriculum maps: maps and binder resources d. Curriculum pilot programs: presentations, teacher notes e. Curriculum inventory: spreadsheets 					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Kristin Sipe- Director of Data and Achievement	2.5	3	75	McGraw Hill	For Profit Company	Yes

Knowledge

Participants will learn how to utilize the features of their curricula.

Supportive Research

McGraw Hill is the research base for this professional development opportunity.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format

LEA Whole Group Presentation
School Whole Group Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
Dir
Paraprofessional
Classified Personnel
New Staff
Other educational
specialists
Related Service Personnel

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data
Participant survey

Lesson modeling with mentoring
 Joint planning period activities

Review of participant lesson plans
 Review of written reports summarizing instructional activity

LEA Goals Addressed: Lincoln Charter School will be mindful of our fiscal resources. Strategy #1: Resource Material Management

Start	End	Title	Description
11/30/2015	6/15/2018	Technology Resource Management	<p>The purpose of this implementation step is to move Lincoln Charter to a more paperless (Green) school. This will be done through resource management of consumable materials and replacing them with online applications.</p> <p>Evidence:</p> <p>a.) Teachers will decrease their use of consumable resources by 10% each year.</p>
		<p>Person Responsible Steve Clutter- Director of Technology</p>	<p>SH 2.5 S 6 EP 75 Provider LCS</p>
			<p>Type School Entity App. Yes</p>

Knowledge Participants will learn how to use online applications to make their classroom paperless.

Supportive Research Google Apps is the research base for this professional learning opportunity.

Designed to Accomplish
 For classroom teachers, school counselors and education specialists: Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

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.

Training Format	LEA Whole Group Presentation School Whole Group Presentation	
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with	Evaluation Methods Participant survey

mentoring
 Joint planning period
 activities

LEA Goals Addressed: Lincoln Charter School will create a sense of Culture, Collaboration and Community Outreach. Strategy #1: Community Involvement

Start	End	Title	Description				
11/30/2015	6/15/2018	Community-Based Partnerships	<p>Lincoln Charter School continues to be a front runner in what it means to be a community school. We have received Local, State and National accolades for our community work. Community based partnerships scheduled for this cycle of planning exceed what has been achieved in the past.</p> <p>Evidence-</p> <ul style="list-style-type: none"> a. Beautification Projects: Hope Street Garden and Learning Lab, Playground, Buddy Bench, Murals, artwork b. Community Members on School Improvement Plan Team: agendas, sign-in sheets c. Community Partner Service Workshops: visit schedules, social media, Outlook calendar d. After-School Programs: sign-in sheets, attendance sheets, registration documents, insurance policy, alpha lists, service forms, media e. Entrepreneur Summer Program: Roar for Learning partnerships, lesson plans, staff synopsis, social media f. Community Builders: Safe Schools Walk, Bike to City Hall Event, MLK Dinner, Relay for Life 				
Person Responsible		SH	S	EP	Provider	Type	App.

Anne Clark- Director
of Community
Outreach

2.5 6 75 LCS

School
Entity Yes

Knowledge Staff will learn how to intervene, respond to and report bullying situations.

Supportive Research Olweus is the research base for this professional learning opportunity.

Designed to Accomplish

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: 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.

Training Format LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation

Participant Roles	Dir	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
		Principals / Asst. Principals Supt / Ast Supts / CEO / Ex		Elementary - Intermediate (grades 2-5)
		School counselors Paraprofessional		

Classified Personnel
 New Staff
 Other educational
 specialists
 Related Service Personnel
 Parents

Team development and
 sharing of content-area lesson
 implementation outcomes, with
 involvement of administrator and/or
 peers
 Lesson modeling with
 mentoring

Evaluation Methods

Participant survey

Follow-up Activities

LEA Goals Addressed: **Lincoln Charter School will create a sense of Culture, Collaboration and Community Outreach.** **Strategy #1: Community Involvement**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
11/30/2015	6/15/2018	Community Based Partnership-CPI	Non Violent Crisis Intervention training program will be offered as a professional learning opportunity.	Leonard Hart-Principal/CEO	2.5	6	75	LCS	School Entity	Yes

Knowledge

Participants will learn program and practice for Non-Violent Crisis intervention.

Supportive Research

Crisis Prevention Institute is the research base for this professional learning opportunity.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Training Format

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex
 School counselors
 Paraprofessional
 Classified Personnel
 New Staff
 Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)

Related Service Personnel

Follow-up Activities

Hands on Practice

Evaluation Methods

Competency Assessment

LEA Goals Addressed: **Lincoln Charter School will create a sense of Culture, Collaboration and Community Outreach.** **Strategy #1: Community Involvement**

Start	End	Title	Description				Type	App.
11/30/2015	6/15/2018	School Safety	School Safety is a top priority for Lincoln Charter School which is evidenced by our safety drills, preparedness drills, professional development for staff, partnerships with local fire and police departments and on site safety vigilance. Evidence: a.) LEA will increase safety and security preparedness drills from 11 in 2015 to 13 in 2015-2016 and maintain 13 through 2018. b.) We will maintain a log of all drills completed throughout each year.					
		Person Responsible	SH	S	EP	Provider		
		Catherine Kveragas- Assistant Principal	2.5	3	75	LCS	School Entity	Yes

Knowledge

Participants will learn how to prepare their students for an emergency through fire drills, active shooter drills, and severe weather drills.

Supportive Research

The Center for Safe Schools will be our research base for this professional learning opportunity.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
School Whole Group Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir
School counselors
Paraprofessional
Classified Personnel
New Staff
Other educational specialists
Related Service Personnel

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

Participant survey

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Danyielle Newman on 9/24/2015

President, Board of Trustees

Affirmed by Leonard Hart on 9/21/2015

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

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

Affirmed by Danyielle Newman on 9/24/2015

President, Board of Trustees

Affirmed by Leonard Hart on 9/24/2015

Superintendent/Chief Executive Officer