

School Lane CS

Charter School Plan

07/01/2015 - 06/30/2018

Charter School Profile

Demographics

2400 Bristol Pike
Bensalem, PA 19020
(215)245-6055

AYP Status:	None
CEO:	Karen Schade
Date of Local Chartering School Board/PDE Approval:	6/28/2013
Length of Charter:	5 years
Opening Date:	8/25/2014
Grade Level:	K-9
Hours of Operation:	8:00 am - 3:30 pm
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	73
Student/Teacher Ratio:	13:1
Student Waiting List:	518
Attendance Rate/Percentage:	96.00 %
Enrollment:	972
Per Pupil Subsidy:	10,000
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	43.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	65

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	240.00
Black (Non-Hispanic)	144.00
Hispanic	91.00
White (Non-Hispanic)	455.00
Multicultural	40.00

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	190.00	190.00

Instructional Hours	0.00	0.00	5.00	6.00	6.00	6.00
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Planning Process

School Lane Charter School began the planning process by sending a survey to our parents in the fall of 2013. The survey results were compiled and analyzed by the administrative team and delivered to the Board of Trustees in the spring. The SLCS administrative team along with two additional teachers met as a team to review the Comprehensive Plan questions to guide the planning process. Our responses were compiled. This team reviewed data from the PSSAs, PVAAS, Safe Schools, internal discipline records, longitudinal PSSA data and grade level diagnostics as a team. The team disseminated this information to our teacher teams for review. The Comprehensive Planning team met again to determine our strength and struggles. The CEO reviewed these findings and determined the order of importance. The Comprehensive Planning team met again to construct goals and implementation steps for the plan. The Board of Trustees, made up of parents of our students and community members, met to review the goals and implementations steps for the plan. The plan was posted for public review and adjustments will be made based on comments from the public. The plan will be accepted by the Board of Trustees at our November 20, 2014 board meeting.

Mission Statement

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

Vision Statement

Our vision is that every member of the SLCS community and all who enter this school community will enter into a sanctuary.

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

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

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

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

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

SLCS is a school of choice where teachers use innovation to empower and motivate students to believe that they can be whatever they want to be.

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

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

Shared Values

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

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

All academic curricula are designed to spiral throughout the grades, be developmentally sound and tap into the multiple intelligences. School Lane is an inclusive school. No one is excluded from classes or a lesson because of ability. We value that all students learn in a social setting. Whether students have special needs or not, teachers are responsible to provide instruction to meet the needs of all students. Teachers plan differentiated lessons with consideration to both learning styles and ability. They take into

account the fact that students differ as learners and that all students need to be challenged as well as feel successful. Teachers identify various levels of readiness, interest and learning styles in order to design multiple tasks that occur in the classroom at the same time. Our teachers work in teams of two to maximize support for students' individual and collective educational needs. Students are evaluated through multiple and alternative forms of assessment. Students write individual learning goals each year which become the corner stone for reflection around their own learning.

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

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

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

We also incorporate principles and concepts of The Responsive Classroom. Every staff member is responsible for reading Ruth Charney's Teaching Children to Care. This book supports us individually and as a community to create a safe haven. "Rather than simply reacting to problems, we need to establish an ongoing curriculum in self-control, social participation and human development. Safe and effective communities are built through our commitment and conscious design; they grow from our best energies, time and attention." Through our work on responsive classrooms, we focus on:

- Thoughtful, provocative definitions of discipline and community
- Setting priorities and expectations with children
- Stages in establishing classroom routines
- Generating rules with students and using logical consequences

- Conducting problem-solving circles
- Problem-solving teacher-student conferences
- Avoiding power struggles
- Choosing effective language and tone
- Setting goals with students and parents
- Morning meetings

School Lane Charter School middle and high school curriculum will follow the same principles as the kindergarten through fifth grade counterpart, but will utilize the framework of International Baccalaureate Organization. School Lane Charter School is an IB World School implementing their Middle Years program (grades 7-10). Their mission “high quality international education for a better world” aims to “develop inquiring knowledgeable and caring students who will help to foster a better more peaceful world through intercultural understanding and respect”. School Lane Charter School is the only public school in the Bucks County area that will offer both International Baccalaureate Middle Years and Diploma programs.

International Baccalaureate Middle Years Program

Students participating in the IB Middle Years Program (grade 7-10) strive to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, open-minded, caring, and reflective. Students acquire these attributes by studying eight subject groups (English language, foreign language, humanities, technology, mathematics, sciences, arts and physical education) integrated through six global contexts (An inquiry into: identity, the rights and responsibilities in our community, the world as a connected whole, our creativity and forms of expression, our continuous development, and the inter-relationships between people and the natural world). The IB Middle Years Program encourages international-mindedness and a positive attitude toward learning. It reflects real life by helping students see the connections between the subjects themselves and between subjects and real life/world issues. The IB MYP supports the development of communication skills by fostering student inquiry, reflection and expression. Student will study language arts, Spanish, mathematics, science, social studies, technology, the arts, music and physical education. The tenth grade personal project will reflect an individual student interest in an area of study that is accompanied by student research and action to better the community.

The International Baccalaureate Middle Year Program embraces these interests:

- Have a strong international dimension
- Draw on content from educational cultures around the world

- Require study across a broad range of subjects
- Include both individual subjects and trans-disciplinary areas
- Give special emphasis to learning languages
- Focus on developing the skills of learning
- Provide opportunities for individual and collaborative planning and research
- Encourage students to become responsible members of their community

Educational Community

School Lane Charter School is located in Bensalem Township about on mile from the Philadelphia, Pennsylvania northeastern border. The diversity within the community is reflected in the school's diverse population. This suburban township is densely populated with a mix of industrial, commercial and residential zones. Most families would classify themselves as "blue collar" although with the proximity to the city of Philadelphia and train access to New York City, there are a minority percentage of residents who would classify themselves as "executive". The variety of businesses in the township is vast. From trucking depots to international business and everything in between, the township offers our students many opportunities for careers while still living in the township as adults. As SLCS grows, our expectation that many of the local businesses work as partners with SLCS to offer real world access and inquiry into many careers before our students make decisions about college. Our curriculum for grades 11 & 12 will be supported by local business people coming to SLCS to teach with our educators on many topics that will filter into the standard math, science, social studies and language arts classes.

Board of Trustees

Name	Office	Address	Phone	Email
Thomas Buchanan	Member	2400 Bristol Pike	2152456055	info@schoollane.org
Joseph Cummons	Vice President	2400 Bristol Pike	2152456055	info@schoollane.org
Todd Fox	Member	2400 Bristol Pike, Bensalem PA	215-345-6055	info@schoollane.org
Olga Gitman	Member	2400 Bristol Pike	2152456055	info@schoollane.org
Peter Hyams	President	2400 Bristol Pike	2152456055	info@schoollane.org
Bharvin Patel	Treasurer	2400 Bristol Pike	2152456055	info@schoollane.org
Christopher Schoell	Member	2400 Bristol Pike	2152456055	info@schoollane.org

Debbie Sinclair	Secretary	2400 Bristol Pike	2152456055	info@schoollane.org
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Board of Trustees Professional Development

All Board of Trustee members participate in board training every three years. SLCS last training occurred in the spring of 2012. Mr. Kevin McKenna, Esq. of Latsha, Davis and McKenna LLC, presents the board with information on the Sunshine Law, Public Officials Act, ethics, school board responsibilities and State Ethic Commission Statement of Financial Interest Form. The current board members that have not had training but will receive training in the spring of 2015 are Olga Gitman, Chris Schoell, and Todd Fox.

Governance and Management

School Lane Charter School's Board of Trustees meets once a month. Prior to each meeting the SLCS administrative team submits a monthly report to the board. The report contains information regarding curriculum, instruction, professional development, discipline, enrollment and facility happening for the month. The business manager reports on financial information such as budgeted spending, year to date spending, revenue, and vendor and salary payments. The human resources manager reports on personnel. These reports are discussed at each board meeting. The school's CEO and business manager attend all board meetings. Minutes from each board meeting along with all financial statements submitted to the board are sent to the chartering district. SLCS has a collegial relationship with the Bensalem Township School District and Board. We have gone through three charter renewals and have petitioned and was granted an extension to our charter to include grades 9-12.

Student Enrollment

School Lane Charter School requires kindergarten students enrolling at SLCS be 5 years old on or before September 1 of the school year they are enrolling for. Students enrolling in first grade must be 6 years old on or before September 1 of the school year they are enrolling for. In order to validate student age, the original state issued birth certificate must be copied by the SLCS staff for the student records.

Parents must provide four proofs of residency if they live in Bensalem Township and Council Rock School District as part of the enrollment paperwork. For all other districts parents need to provide two proofs of residency. Parents need to provide a copy of the student's immunization records as provided by their doctor. The immunization record must indicate all immunizations are up to date as per Pennsylvania Health Department.

Parent Communication

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

Files uploaded:

- Enrollment FAQ.doc

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

No file has been 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

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
2012	75	75	75	75	76	76	71	69	53				
2013	100	100	100	100	75	75	100	100	72				
2014	100	100	100	100	100	100	100	100	97	71			

Planning Committee

Name	Role
Tom Buchanan	Business Representative
Lisa Cook	Ed Specialist - School Nurse
Joe Cummins	Community Representative
Vince D'Andrea	Administrator
Todd Fox	Board Member
Olga Gitman	Business Representative
Lee Ann Gordon	Special Education Director/Specialist
Arthur Hood	Instructional Technology Director/Specialist
Peter Hyams	Community Representative

Jay Ivenz	Ed Specialist - School Counselor
Kelly Ousey	Administrator
Bharvin Patel	Parent
Karen Schade	Administrator
Chris Schoell	Board Member
Debbie Sinclair	Parent
Michelle Stride	Elementary School Teacher - Special Education
Mattias van 't Hoenderdaal	Administrator
Surya Vedula	Parent
Carol Walsh	Student Curriculum Director/Specialist
Karen Windle	Elementary School Teacher - Regular Education

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	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
Common Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Developing
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	Needs Improvement	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Accomplished
English Language Proficiency	Needs Improvement	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Currently, School Lane Charter School does not have students with severe cognitive disabilities. Therefore we do not utilize the "Alternate Academic Content Standards for Math and for Reading,"

American School Counselor Association for Students: The standards and skills in this content area are taught in kindergarten through second grade. We are in the process of creating a written document to map and record the content and skills that are actually taught over the course of the school year.

English Language Proficiency standards are taught and assessed. School Lane needs memorialize what is taught on paper via curriculum.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
Common Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
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	Needs Improvement	Developing
English Language Proficiency	Needs Improvement	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Currently, School Lane Charter School does not have students with severe cognitive disabilities. Therefore we do not utilize the "Alternate Academic Content Standards for Math and for Reading,"

American School Counselor Association for Students: The standards and skills in this content area are taught in grades three through five. We are in the process of creating a written document to map and record the content and skills that are actually taught over the course of the school year.

English Language Proficiency standards are taught and assessed. School Lane needs memorialize what is taught on paper via curriculum.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished

Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
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	Needs Improvement	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Currently, School Lane Charter School does not have students with severe cognitive disabilities. Therefore we do not utilize the "Alternate Academic Content Standards for Math and for Reading,"

American School Counselor Association for Students: The standards and skills in this content area are taught in grades 6 through 8. We are in the process of creating a written document to map and record the content and skills that are actually taught in grades 6 through 8 over the course of the school year.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
Common Core Standards: English Language Arts	Not answered	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
Common Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered

Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

- Common Core Standards: English Language Arts

Elementary Education-Intermediate Level

- Common Core Standards: English Language Arts

Middle Level

- Arts and Humanities
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

EEP/EEI

Common Core Standards: English Language Arts (EEP/EEI) - In an effort to increase rigor in the ELA content, School Lane Charter School has developed and expanded upon the curet standards. We identified the Elementary grades as an area where we can introduce writing style and quality of writing at an early age and encouraged our teachers to target those areas in their classrooms.

ML

In June 2014, School Lane Charter School was designated an International Baccalaureate School and as a result has fully implemented the IB Middle Years Program. (MYP) The MYP includes rigorous subject specific objectives that align to IB assessment rubrics.

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.	Accomplished
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.	Developing

Processes used to ensure Accomplishment:

School Lane Charter School utilizes common planning time, Unit Planning, and Staff Professional Development. The administrative team reviews unit plans and lesson plans to ensure alignment of curriculum and standards.

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.	Accomplished
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.	Developing

Processes used to ensure Accomplishment:

School Lane Charter School provides five days of professional development to create unit plans that align academic standards with unit objectives. In addition, teachers have daily common planning time to translate unit objectives into appropriate classroom instruction and assessment. Teachers also meet to review student assessments across the grade level to assure scoring is aligned with SLCS expectations and PA Standards. The administrative team reviews unit plans and lesson plans to ensure alignment of curriculum and standards.

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
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:

The IB Middle Years Program (MYP) is being fully implemented this 2014-2015 school year. As a result, the processes used to ensure Accomplishment in the Curriculum Characteristics checked above are in place because they are established and required by the IB MYP.

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

This narrative is empty.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Needs Improvement
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

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

As this is our first year for ninth grade, our high school curriculum is a work in progress. SLCS is utilizing the subject specific objectives from the International Baccalaureate Middle Years Program as a foundation for curriculum development. Teachers are aligning unit lessons and assessments to the IB and state standards. This continues to be a work in progress.

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.

SLCS utilizes a variety of student performance data to determine students who are not performing at proficiency levels for their grade. These students then receive assistance based on area and level of need to work on closing the achievement gap. The use of co-teachers in reading and math allows for smaller group sizes, increased direct instruction. Teachers utilize formative and summative assessments to direct instruction level and pacing as well as to create student groupings to further enhance student learning. The ongoing collaboration in which teachers engage enables the teachers to identify those regular education students who may begin to exhibit the need for extra help, accommodations, and Response to Intervention plans to address student needs.

Special education students are placed in the least restrictive environment in which their needs can be met with special education and related service support. Instructional strategies are delivered according to a continuum of services, and in the classroom whenever possible. Special education and classroom teacher work collaboratively to design and implement lessons that offer differentiated instruction taking into consideration all students' academic needs.

Together, special education and regular education teachers identify individual learning styles, degree of readiness and interest when developing instruction addressing the continuum of academic needs within the classroom. Special education students are given the opportunity to demonstrate mastery of the general education curriculum through alternate forms of evaluation and varied levels of support as mandated by the students IEP. Alternate levels of support for instruction and evaluation may include; limiting the number of questions the student is required to answer, allowing extra time for task completion or testing, student answering orally, demonstration of knowledge through demonstration, teachers giving verbal and/or visual prompts, classroom buddies, or having the special education teacher assist with classroom instructional practice. Classroom instruction includes the use of visual aids, enlarged text,

offering concrete examples, hands-on activities, cooperative learning groups and opportunities for extra practice. These strategies enable teachers to adapt the extent to which a student is involved in classroom activities in accordance with their abilities while ensuring inclusion. The collaboration between special education and regular education teachers to modify skill levels of assignments, deliver instruction that incorporates a variety of modalities and materials enable the students to meet IEP goals.

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.

Each certified teaching staff member who is assigned to a permanent position is given two state performance evaluations per school year. Each performance evaluation is supported by a variety of data sources. The minimum requirement of data sources for each evaluation includes one formal observation (based on Danielson's 4 Domains), 3 walkthrough observations, 4 formal review of lesson plans, 2 review of student assessments and 1 review of professional goal. Each of these steps provides the teacher and administrator the opportunity to discuss standards and curriculum alignment along with teaching practices that support student learning and academic achievement. In addition to the review of data by administrators, the teaching staff meet 5 times a year with the Curriculum Co-ordinator. She is an instructional coach with non-evaluative duties. This provides teachers with a contact person who can help them improve classroom practices, lesson planning and assessment development. Each year SLCS chooses several teachers that act as mentor teachers to new staff members. They also are available for peer coaching as needed.

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.	Not Applicable

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

School Lane Charter School is not required to offer gifted programming. However, SLCS does differentiate instruction for all students on the academic trajectory including gifted students.

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.	Not Applicable

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

School Lane Charter School is not required to offer gifted programming. However, SLCS does differentiate instruction for all students on the academic trajectory including gifted students.

Middle 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.	Not Applicable

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

School Lane Charter School is not required to offer gifted programming. However, SLCS does differentiate instruction for all students on the academic trajectory including gifted students.

High School 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.	Not Applicable

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

School Lane Charter School is not required to offer gifted programming. However, SLCS does differentiate instruction for all students on the academic trajectory including gifted 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.

School Lane partners with several local colleges to place students teachers with our experienced teachers as part of their practicums. These partnerships have created a place for SLCS to recruit effective highly qualified teachers. SLCS provides an excellent practicum experience to the teacher while we get the opportunity observe teachers in action prior to hiring. When a teaching position opens at SLCS, we utilize PaREAP to post the position and gather data on qualified candidates. Our interview process consists of several steps. First, our Human Resource Director charts all qualified candidates data for quick review. Vice Principals review data charts and resumes to determine which candidates to interview. There are two rounds of interviews, and candidates are expected to present a mini lesson in their content area. School Lane places teachers in positions for which they are highly qualified. All students' learning needs are met for all students, including students who are below proficiency or at risk for not graduating by the heterogeneous make-up of our classrooms. Classrooms rosters are filled by ensuring that equal percentages of students with high, medium and low achievement levels are represented. Because all of our classrooms are heterogeneously mixed all students have access to highly qualified and most effective teachers.

Assessments

Local Graduation Requirements

Course Completion	2015-2016	2016-2017	2017-2018
Total Courses			
English			4.00
Mathematics			3.00
Social Studies			3.00
Science			3.00
Physical Education			2.00
Health			1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education			2.00
Electives			4.00
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X			X	X
Civics and Government		X			X	X
Common Core Standards: English Language Arts		X	X		X	X
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X		X	X
Common Core Standards: Mathematics		X	X			X
Economics		X				X
Environment and Ecology		X				X
Family and Consumer Sciences		X				X
Geography		X				X
Health, Safety and Physical Education		X				X
History		X				X
Science and Technology and Engineering Education		X				X
Alternate Academic Content Standards for Math		X				X
Alternate Academic Content Standards for Reading		X				X
World Language		X			X	X

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language Arts

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Algebra I

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Biology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Teacher Developed Assessments	X	X	X	X
Unit Exhibitions	X	X	X	X
Writing Portfolios	X	X	X	X
Subject Portfolios			X	X
Student Performances	X	X	X	X
PSSA ELA, Math, and Science		X	X	
Keystone Exams: Algebra, Biology, and English Language				X
Terranova Assessment	X			
ACCESS Testing (ESL)	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X			
Envisions Math Benchmark Assessment	X	X		
Prentice Hall Benchmark Assessment			X	
Fountas and Pinnell	X	X		
Journey's Common Core Reading Benchmark Assessment	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Developed Assessments	X	X	X	X
Journey's Common Core Reading Assessment	X	X		
Envision Math Series Assessment	X	X		
Prentice Hall Math Series Assessment			X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Diagnostic Online Reading Assessment (DORA)		X	X	
Adaptive, Diagnostic Assessment of Mathematics (ADAM K-7)		X	X	
Fountas and Pinnell	X	X		
Terranova Assessment	X			
PSSA ELA, Math, and Science		X	X	
Keystone Exams: Algebra, Biology, and English Language				X
WAPT (ESL Placement)	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

School Lane Administrative staff (CEO/Principal, Vice Principals, IB/Curriculum Coordinator, and Special Education Coordinator) periodically review student assessments as part of the yearly teacher evaluation process. During grade level Unit Planning, assessments are reviewed and modified as needed to ensure alignment to curriculum/standards. As part of the Mentor/Mentee program, staff members are encouraged to work together to review forms of assessment and their use.

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.

School Lane Charter School develops local assessments that are part of end of unit exhibitions. Teachers work collaboratively, by grade level, to develop cross curricular end of unit exhibitions. The teachers create a rubric to score students exhibitions. Teacher collaborate on scoring exhibitions in order to provide validated scores across the grades. Unit plans are reflected upon each year. Assessments are reviewed yearly.

Collection and Dissemination

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

School Lane CS has grade-level and content area teacher teams. These teams collect and analyze data that they communicate with other teacher teams.

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.

School Lane CS follows an inclusion model. Teachers use assessment data to differentiate their instruction to meet the students at current levels and design individualized lessons to meet the students' needs.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	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	X	X	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	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Scheduled and ongoing through out the school year, School Lane utilizes Collaborative Unit Planning, Learning Support Teams and Grade Teams meeting times to address assessment data and its uses.

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

Provide brief explanation of the process for incorporating selected strategies.

School Lane Charter School looks to distribute pertinent information regarding summative assessment and the data it provides us with to our constituents in a vareity of ways.

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

Student Handbook - The School Lane Student Handbook is revised each year and will be updated to address ways in which we distribute summative assessment data and its use to the public.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

In the past, School Lane Charter School has had peer mediation programs and will look into starting the program back up as we continue to grow as a school.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum				
Health and Wellness Curriculum	X	X	X	X

Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
Approaches to Learning Skills	X	X	X	X
Learner Profile Objectives	X	X	X	X

Explanation of developmental services:

School Lane Charter School provides various systems to support student learning both social and educational. The one area of need is the development of guidance curriculum. Our guidance counselors have taken on this need and have begun to develop a framework for guidance lessons in the classroom during our morning meeting time.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

First and foremost, SLCS knows our students as a member of an individual families. We encourage relationship building from kindergarten. We follow our student and families needs very closely. If we hear or see any student or family is struggling academically or socially, they are reported to our SAP team. The SAP team meets weekly to discuss student who have concerns. These meetings provide the school an opportunity to determine the action plan to support the student or family. The weekly grade level meetings between teachers, special teachers and administrative supervisors is another line of communication to the SAP team. Our school nurse sits on the SAP team so medical concerns regarding students are brought to the table by her.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Special education and guidance teams work together to support continuum of care for our students and provide community contacts and coordination.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

SLCS nurse is a PA certified as a school nurse. The duties of the nurse include triage of students who are not feeling well or injured and determining if students need to go home. She dispenses medication as prescribed by a physician. She communicating with parents regarding student

illness, immunizations, & other health concerns. The nurse screen all school students for weight, height, BMI, hearing and seeing on a yearly basis. She tracks all immunization and records along with necessary student physicals. She follows up on students who are noted as absent due to illness after five days out. The nurse is a member of the school SAP team.

Food Service Program

Describe unique features of the Charter School meal program

SLCS contracts with Lunchbox Catering from Philadelphia PA. The catering company provides lunch options that meet all the nutrition guidelines of the Federal Free & Reduced Lunch Program. All meals are made from fresh ingredients purchased locally. SLCS believe in healthy lunch options so we do not serve any cakes or cookies. Students are given a choice of fresh fruit everyday. Along with the hot option each day, student may also choose from several fresh sandwich and wrap options. As many of our students are vegetarians, a meatless option is available daily for all our students.

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:

School Lane Code of Conduct delineates the acceptable behaviors of students and staff. The code of conduct delineates the consequences for acts that are not appropriate at school or school sponsored functions. SLCS has a bullying policy which outlines the definition of bullying and its consequences. SLCS has a technology acceptable use policy which outlines the uses and consequences for misuse of technology at SLCS.

The school has cameras in many classroom and in all hallways and common spaces. SLCS also has cameras outside the school building in our recess yard and parking lot. Cameras are monitored throughout the day by the Director of Operations. Our front entrance has a camera which is monitored by the front desk staff person. Any door to the outside is locked all day everyday. The public may only access the building from the front entrance and must come to the front desk upon entrance. Visitors must sign in and wear a visitor's badge while in the building.

All teachers and staff wear staff badges. All classroom doors are locked all day every day for student safety.

SLCS participates in a minimum of 10 fire drills per year, along with a minimum of one sheltering in place drill and one lock down drill. Three fire drills and one lock down drill are observed by the Bensalem Fire Department and Emergency Management Team.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

No file has been 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

No files have been uploaded.

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.

All transportation of School Lane Charter School students is provided by the students' district of residence. We follow all policies and procedures established by the home school district. As needed, SLCS provides, at its own expense, a bus aide for students with special needs.

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	Yes

student-friendly language?	
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 the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Classroom teachers work with their co-teachers (special education certified) to provide student interventions whether education or behavioral. The school nurse works with the special education supervisor and teachers to plan any 504 plans which often capture student interventions in writing. When an outside service intervention is necessary, the special education supervisor is the liaison between the agency and classroom teachers.

Community and Parent Engagement

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

School Lane Charter School has a unique make-up for its Board of Trustees' make-up. Five of our board members are appointed by the board and four members are elected by the SLCS community. This design for membership in the SLCS board provides a unique opportunity for community and parents to engage in school communities. In addition, the SLCS Board of Trustees established a Home & School Association for families to join in support of SLCS. The board supports as a matter of policy that parents are invited to a minimum of student exhibitions for each grade level each year. In addition, two report card parent teacher conferences are mandatory for parents to receive a student report card.

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

SLCS coordinates with community infant and toddler centers through our special education department. Part of the special education supervisors job is to be the liaison between SLCS and pre-school and daycare centers in the Bensalem area. SLCS has its own before and after care program for students kindergarten through eighth grade. The Cares Program allows students

attending SLCS to come to school early or stay after hours under the supervision of several adults. SLCS provides tutoring services as part of our extra-curricular program. Our high school is developing programs for juniors and seniors to have internship with local companies as part of their high school coursework.

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.

Once a student is accepted to School Lane Charter, a parent survey form is sent to parents for completion. At that time we determine if students have received accommodations for a disability in a preschool program. We meet with parents to discuss their goals for their students and services they received at the preschool. After meeting with the parents, SLCS completes a re-evaluation to determine the needs of the student. A new IEP is written to accommodate the student needs at SLCS. If necessary, SLCS will contact the preschool to get their input in the student's needs.

SLCS does not have a pre-kindergarten program.

Transition between home or early childhood setting to educational setting begins at our kindergarten orientation. Our first eight weeks of school are also a transition time for students as they are learning about school and classroom process and procedures using the content objectives as a means to teach and transition early kindergarten skills.

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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of	Accomplished

student motivation, performance and educational needs	
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Provide explanation for processes used to ensure Accomplishment.

School Lane Charter School provides a variety of resources for teachers and students in order to meet the instructional needs of all students. We review and update our textbooks on a six year rotation. We have an extensive leveled library of book choices for teachers to use with guided reading. The grade level administrator queries teachers on material and resources needs on a yearly basis in order to create the yearly budget.

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

Provide explanation for processes used to ensure Accomplishment.

School Lane Charter School provides a variety of resources for teachers and students in order to meet the instructional needs of all students. We review and update our textbooks on a six year rotation. We have an extensive leveled library of book choices for teachers to use with guided reading. The grade level administrator queries teachers on material and resources needs on a yearly basis in order to create the yearly budget.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of	Accomplished

student motivation, performance and educational needs	
---	--

Provide explanation for processes used to ensure Accomplishment.

School Lane Charter School provides a variety of resources for teachers and students in order to meet the instructional needs of all students. We review and update our textbooks on a six year rotation. We have an extensive leveled library of book choices for teachers to use with guided reading. The grade level administrator queries teachers on material and resources needs on a yearly basis in order to create the yearly budget.

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

This narrative is empty.

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	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.

Since SLCS has recently opened our 9th grade for enrollment we have not built the same level of materials and resources as our kindergarten through eighth grade programs. We did, however, make a commitment to going paperless at the high school and have purchased all students an electronic tablet for their use. All textbooks are accessed through the tablet. We do have paper copies for students who have trouble navigating the tablet interface.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms

Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable

American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

School Lane Charter School has just began the process of incorporating the SAS sytem into our curriculum, unit and lesson planning processes. We recognize that this is a difficiency for the school and will become part of the overall school improvement plan moving forward.

Elementary Education-Intermediate Level

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

Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

School Lane Charter School has just began the process of incorporating the SAS sytem into our curriculum, unit and lesson planning processes. We recognize that this is a difficiency for the school and will become part of the overall school improvement plan moving forward.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms

History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

School Lane Charter School has just began the process of incorporating the SAS sytem into our curriculum, unit and lesson planning processes. We recognize that this is a difficiency for the school and will become part of the overall school improvement plan moving forward.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district

	classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms

Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

School Lane Charter School has just began the process of incorporating the SAS sytem into our curriculum, unit and lesson planning processes. We recognize that this is a difficiency for the school and will become part of the overall school improvement plan moving forward.

Fiscal Solvency Policies

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

This narrative is empty.

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.

This narrative is empty.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to	X	X	X	X

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

Charter School's Professional Education Characteristics	EEP	EEI	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	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	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

School Lane Charter School has an extensive professional development program that marries with the philosophies about teaching and learning that are the core of our school.

Understanding that learning occurs for both students and adults when we are engaged in learning in a community that discusses understandings and reflects on learning both in discussion and in writing, SLCS professional development is multi-faceted. SLCS uses data from PSSA, PvAAS, along with local assessments to determine school wide focuses for the school year.

We then tailor professional development days that provide instruction for teachers to enhance their practice, and therefore student achievement, in the area of focus. In addition, teachers take a look at grade level, classroom and student data to determine an area of focus for themselves. Teachers then create a professional goal each year that speaks to improvement in their practice. Along with their supervisors, teachers create an action plan around accomplishment of their goal. While teachers are completing steps in their action plan they are keeping a reflection journal. Supervisors review progress and reflections towards the goal throughout the school year. Daily common planning time for grade levels allows teachers to work together and discuss student work and curriculum and standards. In addition, teachers are given 4 unit planning days to work with the curriculum supervisor on creating units of study that

incorporate the standards and provide rigorous expectations and cross curricular exhibitions. SLCS teachers who teach in the International Baccalaureate Middle Years Program as receive professional development from the IB organization. Each teacher completes training in Level 1 and 2 of their subject area. These training sessions help teachers develop the capacity to write units that utilize an inquiry process to instruction along with rigorous assessments. The units must align with IB subject objectives and assessments must align demonstration of the subject specific objectives via projects and tests scored on IB rubrics.

SLCS administrators also create a professional goal each year. In addition, they seek out conferences that support their leadership development in the given areas of the school-wide focus. Middle and High School administrators attend various IB training sessions as well.

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

This narrative is empty.

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.
- 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.

At the close of each school year, the SLCS administrative team reviews teacher evaluations, PSSA and PVAAS data, and pre & post year academic growth demonstrated by reading and math diagnostics. This yearly review provides the evidence for SLCS choices for professional development needs and changes to programs to support student achievement. Each grade level cohort data is reviewed along with school wide data. Once program adjustments are determined an action plan is developed to assist with implementation. Classroom walk-throughs and observations provide data for reaching implementation goals. Unit planning and grade level meetings are used to discuss teacher concerns with implementation and changes to

teaching practices. Student assessments are reviewed through out the year to determine if students are making academic progress within the scope of the goals. At the end of the school year the process begins again.

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

SLCS has not created implementation evaluation system. We have evaluated programs implemented based on scores changing of cohorts of students on standardized tests and diagnostic assessments.

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 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.

Our Induction Program begins with a two day Induction Program Orientation that covers many of the policies, procedures and school wide initiatives to familiarize the new staff with SLCS. Over the first year of teaching at SLCS, Induction Group members meet for an additional 5 times as a group. The Induction Program Co-ordinator has topics that are covered at each of these meetings. In addition, each group member has a SLCS mentor. The expectation is that the mentor and group member communicate weekly via email and meet for a minimum of 10 hours through out the school year. The Induction Program group member also keeps a journal

(minimum of weekly entry) to review with mentor and must be turned in at the end of the school year to provide data for the administrative team.

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

SLCS did not select the goal regarding the Standards Aligned System. We have not utilized the SAS system to a great extent with our teaching staff in the past. However, the use of the system to define grade level anchors has become part of the unit planning process for our staff. In the future, a session of use of the SAS will become part of the 2 day Induction Orientation Program for new SLCS staff.

Needs of Inductees

- 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).
- 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.

The needs for new staff at SLCS is often determined by answers we receive during our interview process. In addition, we have a standard orientation process that encompasses many of the everyday practices that SLCS expects our teaching staff to utilize. We use the monthly meetings and mentoring process to help individualize to the needs of each new staff member. Review of lesson plans, classroom observations and walk throughs along with review of journals provides SLCS administrative team the data needed to say we are meeting the needs of all new teaching staff.

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

Mentors do not observe inductees as part of the SLCS induction program. Inductee have the opportunity to be observed by the Curriculum Co-ordinator (Induction Program Co-ordinator as well).

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 and inductees must have compatible schedules so that they can meet regularly.

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

SLCS hand picks mentors that have exhibited superior teaching and professional practices during the tenure at SLCS. The mentors who works in the program is provided a stipend for taking on these additional responsibilities. Any mentor that does not meet the responsibilities and requirements of the Induction Program do not earn the stipend.

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

SLCS has not incorporated a mentor training program for our mentors. Mentors do meet with our Induction Program Co-ordinator prior to beginning each year. The Co-ordinator provides a written booklet on guide lines, responsibilities and goals of the Induction Program as part of this meeting.

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					
Assessments	X	X			X	
Best Instructional Practices	X		X		X	
Safe and Supportive Schools	X					
Standards		X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X

Accommodations and Adaptations for diverse learners	X			X		
Data informed decision making		X		X		X
Materials and Resources for Instruction	X		X	X	X	X

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The process for monitoring and evaluating the Induction Program is multi-leveled. At the end of each Induction Program meeting staff are given a survey to rate the session and provide feedback regarding the session just given. In addition, the survey contains space for posing questions about past session or concerns about instruction, curriculum or school procedures. Inductees also keep a journal throughout the first year of the program. The journal is reviewed by the mentor and administrators at the end of the program. The journal provides insight into the success and challenges of the teacher which helps to inform updates to the program. The mentors are given a survey at the end of the year which provides the admin team with information regarding the mentor-mentee relationship and their take on success and challenges of the program.

The administrative team meets in the summer to review the data surveys and journal data along with end of year teacher evaluations, classroom assessment data and standardized assessment data to determine the need for changes to the 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 Administrator 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 §17-17232-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
- 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:

School Lane Charter School was approved by the International Baccalaureate Program to offer the Middle Years Program for grades 6 - 10 in June 2014.

Accomplishment #2:

School Lane offered students the opportunity to continue through to grade 12 beginning with our first 9th grade class in August 2014. SLCS first high school graduating class will be the Class of 2019. We are proud to continue our curriculum and culture of inquiry and life long learning through the high school grades.

Accomplishment #3:

School Lane Charter School opened its new middle school wing in November 2013. After purchasing and renovating the old Cornwells Skating Rink, the rink has new purpose as 14 classrooms and full size cafeteria for our students in grades 6 - 8.

Accomplishment #4:

School Lane Charter School recieved a SPP score of 82.3 for 2013 school year and 83.3 for the 2014 school year.

Accomplishment #5:

From 2008 through 2012, School Lane Charter School has made Adequate Yearly Progress as defined by the Commonwealth of Pennsylvania. Our percentages for students who score proficient or advanced proficient have been at or slightly above the state averages during those years.

Charter School Concerns

Concern #1:

SLCS needs to map Common Core Standards to specific units for all subjects in all grade levels.

Concern #2:

SLCS does not have an explicit process/procedure in writing to evaluate the implementation of various action plans that support increase in student acheivement via teacher professional development.

Concern #3:

SLCS has had a historical dip in reading and math student proficiency in grades four and five.

Concern #4:

For the first time in the last 10 years, SLCS has had a decline in school-wide mathematic PSSA score. In addition, for 2014 our school-wide PVAAS score for students making at least one year's progress was less than 90%. The 2014 score was 73%.

Prioritized Systemic Challenges

Systemic Challenge #1 (System #3) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

SLCS needs to map Common Core Standards to specific units for all subjects in all grade levels.

SLCS has had a historical dip in reading and math student proficiency in grades four and five.

For the first time in the last 10 years, SLCS has had a decline in school-wide mathematic PSSA score. In addition, for 2014 our school-wide PVAAS score for students making at least one year's progress was less than 90%. The 2014 score was 73%.

Systemic Challenge #2 (System #4) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

SLCS does not have an explicit process/procedure in writing to evaluate the implementation of various action plans that support increase in student achievement via teacher professional development.

SLCS has had a historical dip in reading and math student proficiency in grades four and five.

For the first time in the last 10 years, SLCS has had a decline in school-wide mathematic PSSA score. In addition, for 2014 our school-wide PVAAS score for students making at least one year's progress was less than 90%. The 2014 score was 73%.

Systemic Challenge #3 (*System #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:

SLCS has had a historical dip in reading and math student proficiency in grades four and five.

Systemic Challenge #4 (*System #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.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

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
- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Written curriculum, unit plans, PSSA reading and mathematics, teacher observations and evaluations

Specific Targets: Written Curriculum will specify by trimester subject specific PA Standards and objectives to be covered with content.

Three (3) percentage point gain in cohort level proficiency rates in language arts and mathematics.

Strategies:

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum->

[mapping-research](#) ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Create a chart for review dates of curriculum by subject.

Description:

SLCS Curriculum Co-ordinator will create a timeline for review of curriculum by grade level staff over the next three years.

Start Date: 1/2/2015 **End Date:** 2/2/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Create list of due dates for revised curriculum with aligned Common Core Standards

Description:

SLCS will create a list of due dates to will denote updates to the grade level curriculum over the next three years. As teachers begin the process of updating units of study for each subject in each grade level, this information will be utilized to update curriculum documents to show the Common Core standards aligned for each unit as opposed for the entire grade level subject. The chart will indicate that is implementation step has been implemented.

Start Date: 3/16/2015 **End Date:** 5/29/2015

Program Area(s):

Supported Strategies: None selected

Instruct teachers on how to use the Standards Align System

Description:

SLCS will provide instruction for teachers in the use of the Standards Align System (SAS). The teachers will then use the SAS to document grade level standards, and anchors with each unit they write during the school year.

Start Date: 8/17/2015 **End Date:** 8/18/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Writing Unit Plans with Specific Standards for each Unit

Description:

Teachers will incorporate PA Standards in each unit by grade by subject by trimester to support the skills developed in each unit for each content area.

Start Date: 9/15/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Professional Development presentations, teacher sign in charts, observations of teachers, evaluations, PSSA & PVAAS scores

Specific Targets: SLCS will increase the PSSA scores by 3 percentage points in reading in each grade for each year 2015-2019.

SLCS will increase the PSSA scores by 2 percentage points in mathematics in each grade for each year 2017-2020.

SLCS will increase the PSSA scores writing by 1 percentage point in each grade for each year 2018-2021.

SLCS will increase the PSSA scores in science by 2 percentage points in grade 4 and 8 for each year 2017-2020.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Implementation Steps:

Wilson Foundations Reading Program

Description:

Kindergarten through grade 2 teachers will be trained in Wilson Foundations Program (reading) so they may implement the program for teaching phonics and reading skills to all students.

Start Date: 8/17/2015 **End Date:** 12/18/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Reading Instruction Intervention

Description:

SLCS special education teachers in grades 1-3 will be trained in Wilson Foundations Program for reading intervention for students below grade level in reading.

Start Date: 1/5/2015 **End Date:** 6/30/2016

Program Area(s): Special Education

Supported Strategies: None selected

Wilson Reading Program Certified Instructor

Description:

Four teachers (special education and/or ESL grades 4-8) will be trained and receive certification as Wilson Reading Program Instructors. The specialized certified teachers will provide reading interventions for students below grade level in reading or who participate in SLCS ESL program.

Start Date: 7/1/2015 **End Date:** 12/30/2016

Program Area(s): Professional Education, Special Education

Supported Strategies: None selected

IB Middle Year Program

Description:

As an International Baccalaureate World School for the Middle Years Program, SLCS will provide training for all teachers in grades 6-10 in Levels 1, 2, and 3 (design, delivery and implementation) in the programs various subject areas.

Start Date: 7/1/2015 **End Date:** 6/28/2019

Program Area(s): Professional Education

Supported Strategies: None selected

Mathematics Instruction Professional Development

Description:

Teachers in grades K-5 will be trained in effective mathematics instruction to support the Common Core Standards in mathematics.

Start Date: 8/15/2016 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies: None selected

SLCS Professional Book Club

Description:

SLCS educational staff will be provided the opportunity to attend the SLCS Professional Book Club as a means to discuss new research and "best practices" in a variety of subject areas. SLCS Book Club choices for reading material come from a variety of data points that address the needs of the current teaching staff as we expect them to make professional growth. The book club meets eight times during the course of the year.

Start Date: 8/10/2015 **End Date:** 6/26/2020

Program Area(s): Professional Education

Supported Strategies: None selected

Yearly Professional Goal & Teacher Inquiry

Description:

Teachers and administrators will create a professional goal as a means to self-direct their professional development. Once a goal is created an action plan is developed. The action plan will have steps taken by the teacher or administrator to work towards achieving their goal. Data collection, and reflection are part of every action plan. Teachers with common goals meet in PLC format twice a year to discuss their individual work.

Start Date: 8/17/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies: None selected

Goal #3: 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: Professional development sessions, teacher sign in charts for meetings, observations of teachers, increase in PSSA scores

Specific Targets: Teachers will indicate the variety of assessments they are utilizing when making decisions regarding instruction. SLCS will have a variety of data points for each student in order to make informed decisions about instruction. Teachers will analyze and discuss student data at grade level meetings

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Fountas & Pinnell Leveled Reading Assessment

Description:

SLCS teacher and special education teachers will utilize the Fountas & Pinnell Assessment system to track student reading progress throughout the school year. Teachers will utilize the data from the assessment to create guided reading groups for appropriate reading instruction.

Start Date: 5/1/2015 **End Date:** 6/30/2020

Program Area(s): Teacher Induction, Special Education

Supported Strategies: None selected

ADAM - Adaptive, Diagnostic Assessment of Mathematics

Description:

SLCS teachers and special education teachers will administer the ADAM (Adaptive, Diagnostic Assessment of Mathematics) twice a year to track student progress in grade level mathematics. The ADAM also serve as a formative assessment for grade level mathematics topics for teachers to use when planning whole group and small group instruction. This program is used kindergarten through eighth grade.

Start Date: 5/1/2015 **End Date:** 6/30/2020

Program Area(s): Teacher Induction, Special Education, Educational Technology

Supported Strategies: None selected

Reading Diagnostic Assessment for Grades 4-8

Description:

SLCS will reasearch and choose a web based reading diagnostic assessment to administer to students in grades 4-8. SLCS will also provide training to the teaching staff to adminiser and utilize the data provided by the assessment.

Start Date: 4/1/2015 **End Date:** 9/1/2015

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies: None selected

PSSA & PVAAS Data Review

Description:

SLCS educational staff members will review both PSSA and PVAAS data during grade level meetings during the first 90 days of the school year. The data review will include both summative (previous students) and formative (current students). Grade level teams will determine additional focus points for instruction for the year given the formative data. Teachers will review their unit and lesson plans from the past year to make adjustments in their instruction for areas of challenge as indicated by the summative data (previous year student scores).

Start Date: 8/24/2015 **End Date:** 10/30/2015

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies: None selected

Formative Assessment Professional Development

Description:

SLCS will provide all teachers with instruction on how to create and utilize formative assessments to inform their instruction decisions.

Start Date: 8/17/2015 **End Date:** 6/10/2016

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies: None selected

Goal #4: 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: Interim

Data Source: SLCS is in need of updating its report card system.

Specific Targets: The collection of data for report cards can occur via a computer based system as opposed to individually written by each teacher.

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

New Report Card Rubric and Grade Data Gathering System

Description:

SLCS will update second through fifth grade subject report card rubrics. SLCS will research and choose an electronic system for data gathering and reporting for kindergarten through fifth grade report cards.

Start Date: 3/3/2014 **End Date:** 8/1/2016

Program Area(s): Educational Technology

Supported Strategies: None selected

Update Computers for SLCS Computer Carts

Description:

SLCS will update computer to two computers carts in 2015 and 2017

Start Date: 8/24/2015 **End Date:** 8/28/2017

Program Area(s): Educational Technology

Supported Strategies: None selected

Update Computer in Compute Labs

Description:

SLCS will update computer in the computer labs in 2016 and 2018.

Start Date: 8/29/2016 **End Date:** 8/27/2018

Program Area(s): Educational Technology

Supported Strategies: None selected

One to One Tablet Program

Description:

SLCS will provide a tablet for school use for each incoming 9th grader.

Start Date: 7/1/2015 **End Date:** 8/25/2015

Program Area(s): Educational Technology

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/17/2015	8/18/2015	Instruct teachers on how to use the Standards Align System	SLCS will provide instruction for teachers in the use of the Standards Align System (SAS). The teachers will then use the SAS to document grade level standards, and anchors with each unit they write during the school year.	Curriculum Coordinator	6	1	55	Bucks County IU	IU	Yes

Knowledge

Teachers will learn how to utilize the PDE website - Standards Align System to support their instruction practices.

Supportive Research

Unit and lesson plans that have been aligned with standards and assessment anchors provides specific skill development for teachers to teach and assess. Aligning unit plans will focus teachers delivery of instruction to specific skills.

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.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion 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. Classroom student assessment data Written unit plans

LEA Goals Addressed: #1 Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Start	End	Title			Description			
9/15/2015	6/30/2018	Writing Unit Plans with Specific Standards for each Unit			Teachers will incorporate PA Standards in each unit by grade by subject by trimester to support the skills developed in each unit for each content area.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Curriculum Coordinator	6	15	6	School Lane Charter School	School Entity	Yes

Knowledge

For each year of this step, teachers will be provided 5 Unit Planning Days as part of the school calendar. Each unit planning day is structured by SLCS Curriculum Coordinator and is designed to assist teachers in developing instruction lesson that are based on student data and implements SAS curriculum framework. A goal for this step is to align standards to unit plans for each subject by trimester. Teachers will also develop assessments that allow students to demonstrate mastery of standards assigned to the unit.

Supportive Research

Providing teachers time to plan collaboratively and share experiences helps to improve instruction practices for all teachers involved. In addition, aligning unit skills to standards provides focus for instruction and assessment.

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.

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.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format		Series of Workshops	
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
			Elementary - Intermediate (grades 2-5)
			Middle (grades 6-8)
			High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Peer-to-peer lesson discussion		Review of participant lesson plans
	Joint planning period activities		Review of written reports summarizing instructional activity
	Journaling and reflecting		

	For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format	Series of Workshops Department Focused Presentation		
Participant Roles	Classroom teachers Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1)
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 Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans Review of written reports summarizing instructional activity

LEA Goals Addressed: #1 Ensure that there is a system within the

school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title			Description			
1/5/2015	6/30/2016	Reading Instruction Intervention			SLCS special education teachers in grades 1-3 will be trained in Wilson Foundations Program for reading intervention for students below grade level in reading.			
	Person Responsible Vice Principal for Learning Support	SH 6	S 4	EP 3	Provider Academy in Manyuank - Wilson Reading Program Training Provider	Type Non-profit Organization	App. No	
	Knowledge	Teachers will gain knowledge in specific strategic lessons to assist students in phonics, vocabulary and reading strategies.						
	Supportive Research	Wilson Reading Program is a research based reading intervention for students who struggle with reading or have a reading disability.						
	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.						
		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	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.

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

Training Format	Series of Workshops		
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

LEA Goals Addressed: #1 Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional

**practices that meet the needs of all students
across all classrooms and aligns with the
Pennsylvania Framework for Teaching**

Start	End	Title	Description					
7/1/2015	12/30/2016	Wilson Reading Program Certified Instructor	Four teachers (special education and/or ESL grades 4-8) will be trained and receive certification as Wilson Reading Program Instructors. The specialized certified teachers will provide reading interventions for students below grade level in reading or who participate in SLCS ESL program.					
Person Responsible Vice Principal for Learning Support			SH 20	S 3	EP 4	Provider Aim in Manyunk - Wilson Reading Program Training Provider	Type Non- profit Organizat ion	App. No

Knowledge Teacher will gain knowledge in direct instruction for reading for students who are in the upper elementary and middle school level grades and have scored below grade level on reading assessments. SLCS ESL teachers will gain knowledge in how students learn language development in assisting students new to the English language.

Supportive Research Wilson Reading Program is a research based reading intervention program to assist students who have not been successful in the traditional learning to read programs.

Designed to Accomplish

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

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

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

For classroom teachers, school counselors and education specialists:

For school and district Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

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		Series of Workshops	
Participant Roles	Classroom teachers	Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers		Student PSSA data
	Creating lessons to meet varied student learning styles		Standardized student assessment data other than the PSSA
	Peer-to-peer lesson discussion		Classroom student assessment data
	Joint planning period activities		

LEA Goals Addressed: #1 Ensure that there is a system within the

school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title			Description			
7/1/2015	6/28/2019	IB Middle Year Program			As an International Baccalaureate World School for the Middle Years Program, SLCS will provide training for all teachers in grades 6-10 in Levels 1, 2, and 3 (design, delivery and implementation) in the programs various subject areas.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Curriculum Coordinator	15	3	9	Internation Baccalaureate	Non-profit Organization	No

Knowledge

Teachers will gain knowledge in writing unit plans that are comprehensive and meet the grade level objectives of the IB program. The unit plan includes essential questions, focus/lens in which to deliver content, formative and summative assessments along with a variety of ways that the teacher will deliver instruction.

Supportive Research

IB MYP program is a world renowned program designed as a coherent and comprehensive curriculum framework that provides academic challenge & enables young people to better understand and manage the complexities of our world.

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.

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Grade Levels</p> <p>Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p> <p>Evaluation Methods</p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

LEA Goals Addressed:	#1 Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching		
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Start	End	Title			Description			
8/15/2016	6/30/2017	Mathematics Instruction Professional Development			Teachers in grades K-5 will be trained in effective mathematics instruction to support the Common Core Standards in mathematics.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Vice Principal for K-5	6	2	40	Bureau of Education & Research	For Profit Company	No
		Knowledge	Teachers will gain knowledge in mathematics instruction as it applies to the Common Core Standards.					
		Supportive Research	Instructing teacher in a variety of "best practices" provides teachers with additional strategies for their "tool box" when creating and delivering lessons.					
		Designed to Accomplish						
			Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.					
		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.

School Whole Group Presentation			
Training Format			
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		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	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers		Student PSSA data
	Peer-to-peer lesson discussion		Standardized student assessment data other than the PSSA
	Joint planning period activities		Classroom student assessment data
	Journaling and reflecting		Participant survey

LEA Goals Addressed: #1 Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title			Description		
8/10/2015	6/26/2020	SLCS Professional Book Club			SLCS educational staff will be provided the opportunity to attend the SLCS Professional Book Club as a means to discuss new research and "best practices" in a variety of subject areas. SLCS Book Club choices for reading material come from a variety of data points that address the needs of the current teaching staff as we expect them to make professional growth. The book club meets eight times during the course of the year.		
		Person Responsible	SH	S	EP	Provider	Type
		CEO	1	8	30	School Lane Charter School	School Entity
							App. No

Knowledge

Teachers will read a variety of text and discuss how the information would effect their teaching. The opportunity to talk with other teachers from across the grades provides space for collaboration about "best practices".

Supportive Research

The Book Club serves as one of the Professional Learning Community activities that SLCS has established to provide teachers with time and space to discuss classroom instruction and assessment with peers. The PLC format has show that informed teachers provide lessons that improve student achievement.

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		Professional Learning Communities	
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed: #1 Ensure that there is a system within the school that fully ensures consistent

implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title				Description		
8/17/2015	6/30/2016	Yearly Professional Goal & Teacher Inquiry				Teachers and administrators will create a professional goal as a means to self-direct their professional development. Once a goal is created an action plan is developed. The action plan will have steps taken by the teacher or administrator to work towards achieving their goal. Data collection, and reflection are part of every action plan. Teachers with common goals meet in PLC format twice a year to discuss their individual work.		
		Person Responsible	SH	S	EP	Provider	Type	App.
		CEO	3	5	75	School Lane Charter School	School Entity	No

Knowledge

SLCS education staff will gain knowledge in their chosen area of development. They will try new "best practices" that they have read about and collect data on the implementation. They then reflect on the process and data and share with colleagues.

Supportive Research

Daniel H. Pink's (2009) work *Drive* notes that if you want to motivate people three things need to present: autonomy, mastery and purpose. Autonomy speaks to self-directed nature of creating the goal. Mastery speaks to the work of Teacher Inquiry (Cochran-Smith & Lytle, 2009) in which we are in a constant cycle of questions, plans, actions, & reflection as we improve our skills. Purpose speaks to engagement as opposed to compliance. The Yearly Professional Goal asks teachers to look to their practice and determine what needs work (autonomy), create a plan of action-reflection (mastery) and do this work for the betterment of student achievement (purpose). In addition, this work is done within an element of a Professional Learning Community.

Designed to Accomplish

For classroom teachers, school

Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists:

certification or assignment.

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

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

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Professional Learning Communities

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation,	

implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers
Peer-to-peer lesson discussion

Journaling and reflecting

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Participant survey
Review of written reports summarizing instructional activity

LEA Goals Addressed:	#1 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		
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Start	End	Title			Description			
8/17/2015	6/10/2016	Formative Assessment Professional Development			SLCS will provide all teachers with instruction on how to create and utilize formative assessments to inform their instruction decisions.			
	Person Responsible Curriculum Coordinator	SH 3	S 6	EP 75	Provider Bucks County IU		Type IU	App. Yes

Knowledge

Teachers will gain knowledge in why and how to use formative assessments to help improve their instruction through data driven decision making. The data from the assessment informs the teacher on where, and how much time and emphasis needs to be directed on topics given students current understandings.

Supportive Research

Formative assessments support learning during the learning process. They check for understanding along the way and guide teacher decision making about future instruction; they also provide feedback to students so they can improve their performance. Formative assessments help us differentiate instruction and therefore, improve student achievement (Judith Dodge, *What are Formative Assessments and Why Should We Use Them?*) <http://www.scholastic.com/teachers/article/what->

[are-formative-assessments-and-why-should-we-use-them](#)

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.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson 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. Classroom student assessment data Review of participant lesson plans

Joint planning period
activities

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.

No signature has been provided

President, Board of Trustees

No signature has been provided

Chief School Administrator

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

No signature has been provided

President, Board of Trustees

No signature has been provided

Chief School Administrator