

# **School Lane Charter School**

## **Overview**

### **SLCS Charter Term July 1, 2013- June 30, 2018**

With the renewal of the School Lane Charter School (SLCS) charter in June of 2013, the Bensalem Township School District approved the expansion of the K-8 charter to include grades 9-12. SLCS began a five year journey of expansion. In April 2014, the International Baccalaureate (IB) authorized SLCS to offer the Middle Years Program (MYP) to students in grades 7-8. Although we had been teaching within the MYP framework for 2 years as a candidate school, SLCS was not officially an IB World School. In August 2014, SLCS opened the 9<sup>th</sup> grade of our high school in a temporary location. By August 2016, we moved to our permanent location on Tillman Drive. The IB Campus, which consists of two buildings holding grades 7-10 at 3350 Tillman and grades 11-12 at 3340 Tillman Drive, was finally ready for students. In April 2017 SLCS was authorized to offer the IB Diploma Program (DP) for students in grades 11-12. Our first cohort of DP students begins their coursework in August 2017. With the expansion of our grade level, we also have expanded the number of students we can serve. SLCS currently educates 1275 students K-12 with the plan to grow to approximately 1475 students in August 2021. In addition to the expansion of our student body and grade levels, SLCS also expanded its administrative team from five to eleven.

SLCS continues to be reflective on our instructional delivery, educational resources and student experience. We look to bring current research into our practices as we learn more about child development, brain research and student learning. Over this charter term, along with the implementation of IB MYP and DP, SLCS has brought Expeditionary Learning to grades 4-6 to provide a more comprehensive real world learning experience to our students. We have incorporated number talks and 3 act tasks to mathematics instruction for kindergarten through sixth grade students to help build better conceptual understanding as expected by the changes to PA Core Standards. We have begun retraining staff in the Responsive Classroom and Restorative Practices to foster sanctuary in our school. In order to provide a more comprehensive data set to our data driven instruction, SLCS now uses STAR360 for benchmark testing first through twelfth grades for both reading and mathematics.

### **SLCS Educational Community**

The educational goal of School Lane Charter School is to prepare students to be creative, intuitive and analytical thinkers. The interdisciplinary units integrate all areas of the curriculum to stress application of knowledge and skills. School Lane Charter School uses the inclusion model for teaching our curriculum. Students remain in heterogeneous classes for all subjects. Teachers use differentiated instruction to meet the educational needs of all of our students. Our school holds students to rigorous standards of academic and personal achievement and provides

support necessary to assist them in fulfilling the full range of their respective intelligences. Multiple assessments also encourage students to learn in ways consistent with their individual learning styles, which increases learning opportunities. The extended school day and academic calendar provide increased learning time for greater mastery of curriculum content and for increased exposure to engaging enrichment programs that develop the whole student.

Students who attend School Lane Charter School are a wonderful mix of race, ethnicity, religions and socio-economic status. We are as diverse as Bensalem Township. Some of our students arrive as kindergarteners and take their educational journey all the way to graduating seniors in high school. Some of our students arrive at the high school mark. In either case students at SLCS find a welcoming community who are dedicated to their academic, social and emotional growth. We truly believe in every student's ability to grow academically. Our school design for teaching and learning supports this belief.

Our staff is vested in the school's philosophy that students learn best when they learn from each other. Collaboration, student engagement, and support for success are hallmarks of the SLCS school experience. SLCS is built on a culture of inquiry. Curiosity is fostered. Questioning is a welcomed experience for our students. Inquiry, critical thinking, and conceptual development are central to SLCS instruction. Our rigorous curriculum and assessments are positioned so that rigor is individualized. Each student is challenged from their own starting point. Feeling success in school fosters a love of learning that can last a lifetime, which is the SLCS mission.

### **Mission**

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

### **Vision**

Our vision is that every member of the School Lane Charter School community (students, parents, staff and Board) and all who enter this school community will enter 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 also responsible for creating, modeling and maintaining school safety: physical, psychological, social, and emotional/ethical.

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

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

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

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

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

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

While students are in this safe haven they are free to be inquirers and encouraged to ask questions. Inquiry based teaching means students are in heterogeneous groups. Students work actively and collaboratively. Our education program will differ from those offered by the Bensalem Township School District in the following ways:

- Approximately one hour per day more instructional time
- School year increased by 10 days
- Foreign language for all students beginning in kindergarten
- Comprehensive assessment process that includes formative and summative assessments, exhibitions and portfolios
- Inquiry method of instruction
- Co-teaching for language arts and mathematics K-8 & as needed by population in the class for grades 9-12
- Focus on school as a safe haven
- International Baccalaureate Programs for grades 7-12

### **Our Shared Educational 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. The basis of our classroom management is anchored in The Responsive Classroom. With the Responsive Classroom framework, School Lane gives students a voice in setting

classroom norms. We explicitly teach students how to use language in conflict resolutions. We look beyond the incident to determine the root cause and then work with the student and their community in supporting behavior changes. Teachers are mindful of the language they use. We look to reminding, re-enforcing, and redirecting language as a means to stay positive with our words.

School Lane Charter School middle and high school curriculum follow the same principles as the kindergarten through sixth grade counterpart, but utilizes the framework of International Baccalaureate Organization. School Lane Charter School was authorized as an IB World School implementing their Middle Years program (grades 7-10) in June 2014 and the Diploma program (grades 11-2) in June 2017. The International Baccalaureate diploma is recognized and accepted around the world by leading universities. 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 (Identities & relationships, Orientation in space & time, Personal & cultural expressions, Scientific & technical innovation, Globalization & sustainability and Fairness & development). 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. The tenth grade personal project will reflect an individual student's interest in an area of study that is accompanied by student research and action to better the community. All students attending SLCS in grades 7-10 are IB MYP students.

#### *International Baccalaureate Diploma Program*

The IB Diploma Program (grades 11 & 12) has students choosing courses from six areas of study: language arts, foreign language, math and computer science, experimental sciences (biology, chemistry, physics, design technology), individuals and society (US history, economics, geography, philosophy, psychology, social and cultural anthropology), and the arts (music, theater, visual arts and film). Along with studying in the six subject areas, students must complete three core requirements which give students a broader experience and opportunity to apply their knowledge. The extended essay has students engage in an independent research project based on a question from any of their studied subjects. The theory of knowledge

requirement has students reflect on different ways of knowing (perception, emotion, language and reason), and kinds of knowing (scientific, artistic, mathematical, and historical). The last requirement is creativity, action and service which has students serving the community in some capacity beyond the classroom.

Both International Baccalaureate Programs share these common 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

## **School Lane Charter School Renewal Application Narrative**

### **1. Academic Outcomes**

- a. Please review the 2013-14 through 2016-17 academic outcomes. Please provide your self-reflection of the outcomes presented, highlighting strengths and areas for improvement. Identify the primary reasons for the outcomes as presented in the document and indicate any educational program or instructional shifts made to improve student outcomes since the start of the 2013-14 school year.

*When reflecting on student outcomes for all students living in Bensalem Township, generally, SLCS students perform at or slightly above the average of all Bensalem Township School District schools. (see PSSA and Keystone Data Charts)*

*During this charter term School Lane Charter School's academic outcomes continue to show that cohort groups of students remain somewhat consistent in proficiency ratings on the PSSA through grade 8. We see slight declines and increases over the course of the six years of the PSSA for each cohort group. In language arts SLCS continues to see a decline in proficiency through 5<sup>th</sup> grade and after 5<sup>th</sup> grade there is an upward trend. The 5<sup>th</sup> grade slump has been a consistent trend for our students since 2004. In mathematics, which historically has been had more student proficiencies than language arts, SLCS saw a dramatic decline in percentages of student proficiency with the change in math standards and PSSA in 2015. Like all school districts in the state, SLCS was shocked at the decline in our mathematics scores. We immediately went to work on how to transition to the new standards. In our 2107 PSSA mathematics scores, SLCS saw another drastic decline. We felt there were several possible reasons for this occurrence. We had introduced new teaching methodologies in K-6 classes. The new additions to our mathematics instruction revolved around achieving high levels for students in conceptual understanding. We included number talks and 3 Act Tasks to our teaching to further conceptual understanding. Understandably, this is a new concept for the teachers and it will take some time to get comfortable. We also realized with these changes we took time away from standard mathematics computation and practice of algorithms. We addressed this by adding guided mathematic instruction which provides small group instruction based on student needs. In addition, we added Math Centers to our daily schedule. Math centers provides time for both practice and enrichment. In seventh and eighth grades SLCS had two mathematics teachers that were new to teaching math. One of the obvious reflections on student achievement for SLCS has been the positive result of a seasoned effective teacher. Student academic outcomes tend to take a dip when a new teacher is introduced into a grade level or subject areas. Preparing and retaining teachers continues to be a place of growth for SLCS.*

*Each school year the School Lane Charter School administrative team looks at a variety of factors that make-up student academic outcomes. A comprehensive review of examples of student work, student summative assessments, student report cards, standardized test results both local and state, teacher observations, evaluations, and surveys- student, parent, and staff helps the team make decisions about adjustments to teaching staff, learning objectives and experiences, summative assessment, curriculum and resources. The following are the adjustments made by SLCS to support greater student academic achievement:*

<b>YEAR</b>	<b>Elementary Campus</b>	<b>IB Campus</b>
2014-2015	6-8 IB Middle Years Program (MYP) unit implementation K-3 Daily 5 training (reading) Wilson training for reading remediation	Open 9 <sup>th</sup> grade – new curriculum IB MYP unit development
2015-2016	K-1 Wilson Foundations – build stronger phonics skills early on 4-6 Expeditionary Learning Modules – enhance critical thinking & non-fiction reading skills 7-8 Reader's Journey program for improvement in reading skills (new teachers resources)	10 – new curriculum 9-10 MYP unit development with focus on inquiry based instruction and authentic summative assessments
2016-2017	2-3 Wilson Foundations program 4-5 Guided reading groups 4-6 pilot Numbers Talks & 3Act Tasks in math K-6 greater focus on data driven instructional objectives-meeting the needs of students where they are Grade level writing objectives Updated & defined Grade level mathematics objectives updated & defined	8 Algebra I divided into 2 paths 1 year or 2 years course completion 11- new curriculum 9-11 Chrome Books i-Ready benchmark assessment (abandon after 1 year due to poor data provider) 7-11 Key Math assessment for struggling students used as a diagnostic of skill deficiencies
2017-2018	K-6 Number Talks & 3Act Tasks Common Core based math instruction STAR360 reading & math benchmark assessment K-4 Guided math instruction K-6 math centers for practice & enrichment	7-12 STAR360 reading and math benchmark assessment 7-12 Differentiated instruction – SLCS co-teaching model 11- IB Diploma Program (DP) unit development

- b. If attendance numbers fell below the 50th percentile at any point, please provide a rationale. Describe the steps taken to track and review attendance information and improve attendance.

*Attendance percentages have been in the 90-95% range each year of this charter term.*

- c. Identify how your school identifies and tracks students by special population or subgroups. What subgroup performance is currently tracked? How does the school ensure that learning opportunities are equitably provided for all students? What supports are provided to students to eliminate opportunity and achievement gaps.



*School Lane Charter School does not track students in particular subgroups or special populations. We have always been of the mindset that individual student academic success is the parameter in which we examine school success. We examine data on each student from local benchmark assessments, progress reports and report card scores along with PSSA and PVAAS results. We have a strong RtI plan at both campuses to assure each student is making progress in all areas of academics. When a student is struggling, an RtI plan is put in place to determine if and/or which interventions are successful in helping a student make academic progress. This process provides more detailed data on the student. We do review the data for historically underperforming subgroups as delineated in PSSA data. However, it is not a focus. We take the information as one piece of the puzzle that explains a particular student. Those students have more to overcome. We look to their academic growth data to determine if they have made the required yearly growth. Plans to support the student are made not as a group but for the individual student. When looking at individual academic growth, SLCS has historically been in the high 80% to mid 90% on percentage of students who make the expected yearly academic growth. We look to this statistic to determine that our students are making academic growth equitably.*

*Equitable learning opportunities are provided to all students as part of our mission and vision. As an inclusion model school, all students are exposed to the SLCS curriculum in a way that helps them be successful in learning the material. We provide a co-teacher for all reading and mathematics instructional times for all grades k-12. There are no gatekeeper courses at SLCS. All of the SLCS students in grades 7-10 are part of the IB MYP program. This is a rare occurrence for IB. Most IB programs at schools are invitation only for high achieving students. Any student may enroll in any DP course at SLCS. There are no minimum requirements other than completing the MYP personal project. SLCS philosophy has always been that it is our job to assist the student in being successful no matter their educational choices.*

## 2. Post-Secondary Readiness (For High Schools Only)

- a. Describe how the charter school evaluates and tracks whether or not students are 1) college and career ready including tracking against nationally normed assessments, 2) accepted to college, 3) enrolled in college or have secured full-time post-secondary employment, and 4) persistent/graduate from college (addressing all four areas). Examples should include college awareness (campus visits, student workshops, etc.), advanced coursework participation and results (AP, IB, dual enrollment), ACT/SAT results, graduation rates, acceptance to, enrollment and retention in post-secondary institutions or full-time careers, and post-graduation services or supports offered by the charter school. Please provide specific figures highlighting areas of strength and opportunities for improvement. Indicate any programmatic changes made since the start of the 2013-14 school year to enhance college and career readiness for your students.

- 1) *School Lane Charter School monitors all student academic progress using STAR360 assessments for reading and mathematics. This assessment is given three times a year and provides data on reading and mathematics proficiencies in grade level equivalency and normed percentile ranking with same aged peers. In addition, SLCS reviews Keystone and PSAT and SAT data to determine if our internal normed assessment concurs with these other nationally normed assessments.*
- 2) *As SLCS first graduation class is 2018 we have just this year's college acceptance to date. As of January 16, 2018, the following numbers reflect college applications and acceptances: Of the 60 students graduating in 2018, 53 students applied to either a 2 or 4 year college (88%); the 53 students submitted 222 applications; of the 222 applications there are 93 acceptances (42%) as of January 16, 2018. SLCS had one student match as a QuestBridge match with Swarthmore College and we have one student who received a full scholarship as a Governor's Scholar at West Chester University.*
- 3) *NA*
- 4) *NA*

*In the junior year SLCS takes students to visit a minimum of 2 college campuses. In addition we have had 25 college visit students at SLCS and we had an additional 12 colleges attend our college fair. Students in grades 11 and 12 are permitted to attend up to 5 visiting college sessions per school year.*

*School Lane employs one guidance counselor who only works with the juniors and seniors in preparing them for college and post-secondary employment. SLCS has 2 career pathway programs, Business and Entrepreneurship and Hospitality and Tourism for students. These programs are 2 year courses with a focus on job readiness. SLCS will assist students in finding internships as part of the program in senior year.*

*For our seniors graduating in 2018, 41 of 59 students took the SAT. SLCS's mean score was 1021 against a state mean of 1105 and national mean of 1076. 30% of our students scored above the national mean. SLCS had one student earn National Hispanic Scholar designation and one student matched as a QuestBridge National math with Swarthmore College.*

*Students graduating after 2019 have the opportunity to be full IB Diploma Program (DP) students or they can take individual IB courses. For our 2019*

*graduates SLCS has 7 full time DP students (taking all six strands & eligible for the IB Diploma) and have 40 students taking at least one DP course in their roster. Students are rostered for 130 DP courses total.*

## **ORGANIZATIONAL VIABILITY AND COMPLIANCE**

### **3. Mission and Educational Program**

- a. What is your charter school's mission statement? How is the current mission the same as or different from the mission in the original charter application? What is the rationale for this evolution, if any?

*The mission statement for SLCS is as follows: 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, lifelong and active learning, diversity and equity, international mindedness, and collaborative problem solving. School Lane Charter School inserted the words "international mindedness" into its mission statement as part of the approval process for the International Baccalaureate (IB) program. We felt that the inclusion of international mindedness did not take away from our past mission. It did provide the opportunity to express what was already part of our curriculum.*

- b. Describe how the school's overall learning environment, opportunities and community organization and educational institution partnerships for students, staff and families align with the mission and educational program.

*School Lane's learning environment aligns with our mission through the word "sanctuary". With our focus on Sanctuary, our goal is to create an integrated learning environment. In our integrated learning environment students bring the same academic strategies to real life situations. A sampling of these skills are: active listening, retelling, analyzing, inferring, brainstorming, considering multiple perspectives, questioning, summarizing, communicating with ethical procedures and diversity consciousness. When students are competent in these skills, they automatically tap into them when in a social or emotional conflict, which helps us create a Sanctuary. These are the types of skills that increase resilience, which is the key determinant for our students' overall success in the future. School Lane Charter School integrates components of our educational programs that directly teach emotional and social literacy with our curriculum as well. Students learn strategies for changing the outcomes of conflict, affective use of language, and conflict resolution. School Lane Charter School utilizes peer mediation and restorative justice to help solve on going conflicts.*

*We also incorporate principles and concepts of The Responsive Classroom. We utilize Ruth Charney's "Teaching Children to Care" as a means to center our understandings for best practices in developing well rounded students. This book supports us individually and as a community to create Sanctuary. "Rather than simply reacting to problems, we need to establish an ongoing curriculum in self-control, social participation and human development. Safe and effective communities are built through our commitment and conscious design; they grow from our best energies, time and attention." Through our work on responsive classrooms, we focus on:*

- *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 (elementary school)

*In addition to the Responsive Classroom, School Lane also utilizes the IB Learner Profile and Approaches to Learning (ATL) as a means to help build a school environment that centers on student achievement, support and creating safety. The IB Learner profile provides ten words that reflective the SLCS student: inquirer, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective. Many activities and lessons are developed with and through the Learner Profile. IB Approaches to Learning are skills, when mastered, enable to students to become stronger, more self-regulated learners. ATLs are explicitly taught as part of our curriculum units. The ATLs are clustered into the following categories: communication skills, collaboration skills, organizational skills, affective skills, reflection skills, information literacy skills, media literacy skills, and critical thinking skills. Both the Learner Profile and Approaches to Learning are tenants that SLCS embodies school wide and not just at the IB Campus.*

- c. **For material aspects of your mission or educational program not fully realized, please identify steps the school is already taking to further implement these areas.**

*An aspect of our mission or educational program that is not fully realized would be implementing all the programs we would like into our IB Campus. As a new campus with grades 7-12, School Lane continues to work towards improving our systems for creating a positive learning environment for all students. We would like to see more work on peer mediation and conflict resolution via restorative justice. This coming summer our IB Campus Administrators will be attending training on these programs. In addition, we are looking at ways to incorporate a time and place to help relationships grow between students and staff at the IB Campus.*

- d. **Describe any different or innovative features of the school's educational program or teaching methods, a stated intent of the PA Charter School Law.**

*Different or innovative features of School Lane Charter School's education program and teaching methods:*

- *Extended school day and extended school year*
- *Full day kindergarten for all enrolled students*
- *Spanish language & technology classes beginning in kindergarten*
- *One to One Chromebook program for grades 7-12*
- *Co-teaching program for Language Arts and Mathematics classes*
- *Wilson Foundations programs for kindergarten through 2<sup>nd</sup> grade*
- *Expeditionary Learning Module Program for grades 4-6*
- *International Baccalaureate Middle Years Program & Diploma Program for students in grades 7-12*
- *Mathematics instruction that includes Number Talks & 3 Act Tasks to build numeracy skills*
- *Inquiry based instruction across all content areas*



- Differentiated & problem based instruction
- Career pathways programs in Business & Entrepreneurship, and Hospitality & Tourism

- e. **What is the school most proud of over the past charter term? What are the most impactful contributions the school has made to improve outcomes for its students?**

*Over the past charter term School Lane Charter School is most proud of expanding our school to include grades 9-12. Becoming an International Baccalaureate World School offering the Middle Years Program (MYP) for grades 7-10 and the Diploma Program (DP) for grades 11 & 12, also was a huge accomplishment. With 9<sup>th</sup> grade opening in a temporary building, another accomplishment was moving to our permanent IB Campus on Tillman Drive in the fall of 2016.*

*The most impactful contributions School Lane Charter School has made over the past charter term to improve academic outcomes for our students are the addition of the Wilson Foundations Program to k-2 students to improve phonemic awareness, training 3 teachers to become Wilson certified instructor for reading remediation & ELL instruction, and implementation of IBMYP and DP programs.*

- f. **Describe the specific strategies and programming undertaken by the school to foster family involvement and promote student voice and self-advocacy. Identify any formal parent/family groups or committees that are supported by the school. How is feedback from both families and students solicited and used?**

*Family involvement is an important factor for SLCS. SLCS requires each grade level to hold 2 public student exhibitions each year. The exhibitions are summative assessment for each unit of study in each subject. Parents are invited to attend these exhibitions and we have a high percentage of parents that do attend – even in our upper grades. In addition to the exhibitions, SLCS requires parents to attend two parent teacher conferences each year. Direct face to face contact between teachers and parents helps us foster high expectations for all students at the same time helping parents to understand their child has a learner and how they can support their child's academic growth.*

*SLCS Elementary Campus has a Home & School Association (HS&A) which provides another link between families and the school. The H&SA meets monthly. They plan fundraisers to support SLCS educational programs, unity events that bring the school community together and provide space to gather opinions, thoughts and concerns. In addition, SLCS has begun to Principal's Advisories as another way to gather information from families.*

*Student voice and self-advocacy are an extension of our mission & vision and the IB learner profile. We begin skill development in these areas in kindergarten through sixth grade by holding morning meetings every day. In addition, the Responsive Classroom practices are all about providing space for students to express themselves in appropriate ways. Our 6<sup>th</sup> graders can join our Ambassador program which allows these students to take a leadership role in the elementary school by being paired with a lower grade homeroom. The ambassadors run morning meeting in those classes each Friday along with many other activities they create with their assigned homeroom. In our upper grades 7-12 SLCS has Student Council. Student Council has representatives for each grade level. These students become the voice of their homeroom. Again, the IB Learner Profile & Approaches to*

*Learning play a very large role in providing students skills in voicing their opinion, concerns and ideas.*

- g. **How does your charter school assess family and student satisfaction? What metrics are tracked and what have been the outcomes over the charter term?**

*School Lane Charter School gathers data from the variety of meetings both formal and informal mentioned above. In addition when a student/family leaves SLCS we try to have an exit interview with the parents to determine why the family is leaving – relocation etc. We also try to survey parents, students and staff each year to get more specific data.*

*Generally speaking families are satisfied with the education their children are receiving. Community members would like SLCS to communicate better with them when we enact changes and with general information. Depending on the family, some parents think our discipline policies are too strict and others think our policies are not strict enough. However, overall parents feel at SLCS provides a very safe environment for their student.*

#### **4. Special Education**

- a. **Describe all the ways in which students with special needs can be identified, including your multi-tiered support system (such as RtII). The description of the multi-tiered support system should include the specific academic and behavior interventions used for different tiers, who is responsible for such interventions, for how long and with what frequency certain interventions are tracked prior to referral for special education and how the school sets up a school-wide tracking system.**

*Students who may qualify for Special Education services are identified through teacher referral through the Response to Intervention (RtI) processes, Parent request and record review for incoming students.*

*When a parent makes a request for a psycho-educational evaluation the established process is followed.*

*The appropriate staff member must issue the PERMISSION TO EVALUATE – EVALUATION REQUEST FORM to determine reason for request and evaluate appropriate course of action. A determination of need to evaluate will be made within 5 school days. Parents will receive notification of determination by the use of the Notice of Recommended Educational Placement (NOREP) form if School Lane staff has determined that an evaluation is not appropriate for a particular student. If determination is made for the child to be evaluated by the School Psychologist, the Permission to Evaluate and accompanying parent information materials including but not limited to the Social Developmental history, BASC-3, and Procedural Safeguard Notice and other parent input forms as deemed appropriate by the School Psychologist will be issued to the parent within ten (10) school days. When SLCS receives the signed Permission to Evaluate form back from the parent is date stamped. The evaluation will be completed and the report issued to the parents within 60 days of the receipt of the signed Permission to Evaluate. Teachers may also make referrals for students who are experiencing academic and/or behavioral difficulties through the Response to Intervention (RtI) referral process.*

##### **RtI – Elementary Campus**

*Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Research shows early identification and remediation of learning difficulties greatly reduces further failure that requires specially designed instruction (special education services). This is especially true for students in grades k-2. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services will be provided by both general education and*

special education teachers. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- *High-quality, scientifically based classroom instruction. All students receive high-quality, research-based instruction in the general education classroom.*
- *Ongoing student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.*
- *Shared Ownership: All staff (general education teachers, special education teachers, ESL) assumes an active role in students' assessment and instruction.*
- *Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.*
- *Parent involvement. When students are referred to Tiers 2 and 3, the special education teachers will provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction and the academic or behavioral goals for their child. Parents will be notified by phone, followed by a letter. In some cases, a meeting may occur.*

<p><b>Tier 1:</b> Student performance is not meeting grade level expectations based on benchmark testing, STAR, formal and informal assessments. Core instruction – for all students. Focuses on building the needs of all the students in your class using differentiation and flexible small grouping. Within tier 1, you may have to adjust your instruction more than once. In addition to adjusting your instruction, additional support must be put into place that should only take 5-10 minutes per day. Tier 1 needs to be put in place for at least 6-8 weeks.</p>	<p><b>Tier 2:</b> Student's performance is below grade level expectations based on benchmark testing, STAR, formal and informal assessments. These are the students who are not responding to Tier 1 intervention. Parents are notified through a formal process. Students who demonstrate and maintain adequate progress will move back to Tier 1. Students who make progress but demonstrate the need for continued support may remain on Tier 2. Students who are making little to no progress despite increased levels</p>	<p><b>Tier 3:</b> Student performance is significantly below grade level expectations based on benchmark testing, STAR, formal and informal assessments. These are the students who are not responding to Tier 2 interventions. At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation. Needs to be in place for at least 6-8 weeks. Parents are notified</p>
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<ul style="list-style-type: none"> <li>• <b>Who is responsible?</b> Classroom teacher is the one putting the strategies into place. Collaboration with team members is encouraged. Classroom teachers should reflect on the effectiveness of their lessons.</li> <li>• <b>What does it look like?</b> -Team meeting with written plan -5-10 minutes per day, 2-3 days per week -targeted instruction based on need -Reflecting on lesson plans and adjusting based on needs on the student -small group/1:1 instruction within the general education classroom. -Instruction that has been broken down into manageable steps -Instruction that has been provided using a different teaching strategy -Student has been provided with additional practice activities -Student has been provided with immediate and specific feedback.</li> <li>• <b>Specific Strategies</b> -If, Then... Reading Interventions Menu -Comprehension Toolkit -If, Then... Math Interventions Menu -Strategic interventions in Journeys Common Core -Expeditionary learning - Scaffolding options -Teaching Student-Centered Mathematics (k-2, 3-5)</li> <li>• <b>When does this happen?</b> -During content area blocks -Between transitions -Arrival/dismissal</li> </ul>	<p>of interventions move to Tier 3. Needs to be in place for at least 6-8 weeks. A longer period of time may be required for this tier, but it should not exceed a trimester.</p> <ul style="list-style-type: none"> <li>• <b>Who is responsible?</b> Classroom teachers and special education teachers.</li> <li>• <b>What does it look like?</b> -Team meeting with written plan -20-25 minutes per day, 5 days per week -Small group and/or 1:1 instruction -Systematic and explicit core instruction that includes modeling and direct teaching using multiple examples and guided practice.</li> <li>• <b>Specific Strategies:</b> Systematic approach to intervention: Double dose of Wilson, Wilson, F&amp;P LLI, Snapwords, Touch Phonics, four square, Touch Math, Math recovery tasks, Math Expressions, Star instructional planning, Teaching Student Centered Mathematics</li> <li>• <b>When does this happen?</b> Guided math block, guided reading block, during core instruction (when appropriate).</li> <li>• <b>How to track:</b> -Information should be entered in a data chart -establish baselines -biweekly -cold reads -cold writes -PARCC -Star 360 -F&amp;P</li> </ul>	<p>through a formal process. Recommended continuing Tier 3 instruction if students are showing growth and closing the academic gap.</p> <ul style="list-style-type: none"> <li>• <b>Who is responsible?</b> -Special Education teachers</li> <li>• <b>What does it look like?</b> -Team meeting with written plan -Administer additional standardized tests: Key Math, Woodcock Johnson -40-45 minutes per day, 5 days per week -Intensity of support is increased -Group size between 1-3 -Systematic and explicit core instruction that includes modeling and direct teaching using multiple examples and guided practice. -Reinforcement and review -Specific feedback on errors</li> <li>• <b>Specific Strategies:</b> -Systematic approach to intervention: Wilson, Touch Phonics, Touch Match, Math recovery tasks, Math Expressions -Key Math Intervention -Wilson Foundations -Wilson Reading Systems</li> <li>• <b>When does this happen?</b> -Guided math block, guided reading block, during core instruction (when appropriate). -Pull out as needed</li> <li>• <b>How to track:</b> -Information should be entered in a data chart -biweekly -cold reads -cold writes -PARCC -Star 360 -F&amp;P</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>How to track</b> <ul style="list-style-type: none"> <li>-Every two weeks for 6-8 weeks</li> <li>-Student work</li> <li>-Tests/Quizzes</li> <li>-Informal data</li> <li>-Anecdotal notes</li> <li>-Progress monitoring</li> <li>-Data needs to be supported with evidence in order to move on to Tier 2.</li> </ul> </li> </ul>		
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*Interventions and strategies are not limited to this chart.*

#### *Reading Interventions*

<http://www.lakeshorecsd.org/cms/lib/NY19001770/Centricity/Domain/452/RtI%20Intervention%20Strategies%207.12.pdf>

<http://www.readingrockets.org/strategies>

#### *Math Interventions*

<http://www.mccsc.edu/cms/lib07/IN01906545/Centricity/Domain/252/if%20then%20intervention%20menu.pdf>

<https://www.illustrativemathematics.org/>

### **RtI - IB Campus**

*Tier 1: Academically, students placed on Tier 1 will be functioning at or above expected grade level and score in the High Basic range or above on the PSSA in ELA and/or Mathematics (grades 7-9), have scored 3 or above in specific subject areas on the end of the year report card, teacher recommendations and scored in "average range" or above on the school wide assessment. Students are able to typically completed content expectations with levels of support in line with peers.*

*Tier 2: Academically, students will be placed on a Tier 2 program if they have scored low Basic or Below Basic on the PSSA in ELA and/or Mathematics (grades 7-9). Additionally, students who are reading below grade level based on the school wide assessment ( currently the STAR 360) and/or are demonstrating difficulty working to expected levels on content material demonstrated difficulty with classroom performance despite documented increased levels of support , differentiation and interventions may receive additional diagnostic test including but not limited to Woodcock Johnson Reading Mastery assessment and/or the KEY Math 3 assessments as appropriate.*

*Tier 3: Students who have received Tier 2 interventions and have not responded to the interventions as demonstrated by progress monitoring of goals, unexplainable lack of progress in the classroom or students who based on initial referral is deemed to that Tier 3 is the appropriate level of support level. Interventions may be increased by content, level or rate of support.*

*Support and intervention responsibility may be provided by the classroom teacher, special education teacher and/or the ESL teachers as appropriate. Additional support may also be provided by the school counselors as indicated. Progress is monitored on a scheduled basis as outlined in the RtI plan by the school counselor and assigned members of the RtI team. The whole process is monitored and reviewed by the designated members of the administrative team.*

*Special Education Services: Students who have been identified through the formal evaluation process as needing specially designed instruction will receive special education services. Special Education students may be referred for RTI when exhibiting difficulties in a previously unidentified area. For identified students who are continuing to demonstrate difficulty despite implementing the IEP with fidelity, the Special Education Case Manager needs to be notified in writing of the concerns. CC the Vice Principal for Learning Support Services on the communication.*

*Student growth and performance indicators guide student movement through the tier system. The system is fluid and needs to be closely monitored through progress monitoring. Accurate progress monitoring records and review the data regularly is required to determine the appropriate interventions and level of support and initiate changes to instructional design.*

*The RtI interventions vary based on student need. Students receive pre and post teaching of content material, are provided differentiated material, small group instruction of new and previously learned materials may also participate in the Wilson Reading program, Language Live, Applied math classes, Language Fundamentals classes, ESL support services and Language Acquisition classes, content support during Academic Prep periods through the Special Education department.*

*The RtI process for students with behavioral concerns is:*

*Tier 1:*

- ☐ *Students generally adhere to classroom and school norms. When behavior issues arise the student receives standard classroom and school consequences as outlined in the Code of Conduct. The consequences are administered consistently and include direct instruction in making better choices and offer alternatives to inappropriate behavior.*
- ☐ *MMS behavior report is completed (including consequences, parent contact if appropriate and list of any possible antecedents). Reoccurring behaviors or pattern of inappropriate behaviors require documented parent contact by the teacher.*

*Tier 2:*

- ☐ *Students have not responded to typical consequences and direct instruction as listed in Tier 1.*
- ☐ *Teachers need to complete the "Student Academic/Behavioral Concerns Referral" and submit the referral form to the grade level School Counselor. The referral will be reviewed and additional information requested as needed by the case manager. A team meeting will be called as indicated to discuss the students' needs and develop the appropriate course of action. If requested, additional information will be submitted prior to the meeting being scheduled. This may include copy of behavior reports, grade information, student work samples and parent contact log.*
- ☐ *If student has an IEP or 504 Plan V.P of Learning Support Services needs to be involved in the planning process.*
- ☐ *Tier 2 students will receive a "Positive Behavior Support Plan" (PBSP) developed by the V.P of Learning Support Services and appropriate team members.*
- ☐ *The PBSP will include:*
  - *Clearly defined behavior*
  - *List of possible antecedents*
  - *Review of student academic performance to determine appropriate levels of support are provided*
  - *Preventative strategies (pro-active)*
  - *Intervention plan which may include and is not limited to: a behavior contract, self-monitoring check list/ chart, direct instruction and alternatives to behavior, daily/weekly staff check ins, increase in verbal/intrinsic reinforcement of desired*

*behaviors, minor extrinsic rewards if appropriate, scheduled time with School Counselor*

- *Time line for review and fading established*
- *Parents are contacted and receive a copy of the behavior plan. (Caution should be taken in asking or accepting parents to provide reinforcement at home. Fidelity is difficult to regulate and may be counterproductive if inconsistent.)*

*Tier 3:*

*Students move to a Tier 3 plan when there is an increased frequency/level of behavior or limited to no growth on Tier 2 plan. The Tier 2 plan must have been followed with fidelity for the established period of time. Relevant documentation needs to be presented at the Tier 3 meeting.*

- ☐ *Outside observer (Administrator, School Counselor, etc.): observation of student, classroom practices and procedures are made to determine any environmental factors that may be contributing to the increased behavior. Observer speaks with teacher to suggest classroom management areas that may be needed to address behavior.*
- ☐ *Team (teachers, administrators, school counselor, nurse, etc.) meets to review behavior reports plans etc. to determine adjustments needed to current plan.*
- ☐ *Parents are contacted for input concerning behavior(s)*
- ☐ *Antecedents are identified and proactively addressed.*
- ☐ *Student may be referred for SAP*
- ☐ *The PBSP is written and may include:*
  - *Increased level of reinforcement ( amount, type, frequency, etc)*
  - *Teacher driven behavior monitoring ( point sheets, etc.)*
  - *Increased parent communication*
  - *Frequent check in with adult as established by plan to discuss behavior*
  - *Increased level of positive reinforcement*
  - *Review of academic issues to ensure work is provided at appropriate level*
  - *Established time line for reduction of extrinsic reinforcement*
  - *Established time line for moving process forward ( Spec. Ed testing, FBS, etc) Plan implemented with fidelity and substantiated with data.*

- b. If your charter school has not enrolled any low incidence special education students during the charter term (autism, multiple disabilities, life skills support), please provide an explanation for this circumstance. Describe what if any efforts the school has made to recruit and retain students with low incidence special education needs.**

*SLCS has enrolled low incidence Special Education students during this charter term.*

- c. Describe how your charter school ensures disciplinary compliance for students with special needs. Please include information on manifestation determinations, least restrictive environment and changes in placement. Describe how student discipline infractions for students with disabilities are tracked to ensure that your school's Code of Conduct does not disproportionately affect students with disabilities.

*When a student with a disability participates in an action that requires an disciplinary action the students disability is addressed prior to the action being assigned. The administrator addressing the concerns contacts the Vice Principal for Learning Support Services to discuss the action and if it is a manifestation of or directly related to the students disability. If the behavior is deemed to be unrelated the student's disciplinary actions would be assigned as stated in the Code of Conduct. If the behavior is possibly deemed related to the student's disability, an IEP team meeting is called to address the need for possible intervention or changes to the IEP to address the behavior. The number of incidences per student is tracked by the MMS system. If a pattern is noted for a particular student, a discussion is held by the IEP team to determine what interventions may be needed to address the areas of concern. The interventions may include but are not limited to creating a RtI behavior plan, counseling services, conducting a Functional Behavior Assessment and/or PBSP. If changes to the IEP are needed to be made an IEP team meeting is called to address the changes. Parents are notified of behavioral concerns throughout the process and they are encouraged to provide any information they may have that would assist in identifying the cause of the increased behavior and intervention.*

*If a student's behavior requires a suspension of 10 consecutive days or 15 non-consecutive days the formal Manifestation Determination process is put into place. Parents are notified of the event and a meeting is held within the 10 day period. Based on the outcome of this meeting the IEP team determines the appropriate action that may include (but is not limited to) a re-evaluation, changes in the IEP goals and Specially Designed instruction, related services, change of level of support and/or placement.*

*Based on the behavior data of all students for the 2016-2017 school year there is no evidence to indicate that students with disabilities have a higher incident rate of disruption than that of non- identified students at either campus.*

- d. Describe the professional development opportunities for regular education staff regarding the school's special education program for the upcoming 2017-18 school year, highlighting any changes from prior years.

*The teaching staff participates in 2 weeks of professional development prior to the start of the school year. Prior to the start of the 2017-18 school year the following programs were offered to regular education staff addressing special education programming:*

- *SLCS Mission and Vision (addressing inclusive classrooms and instruction) (Both Campuses)*
- *Co-teaching (grades K-6)*
- *Connecting the Mission and Vision to the Classroom/ Role of the support teacher (IB Campus)*
- *Differentiation: Why and How / Planning for differentiation (IB Campus)*
- *Expectations for Differentiation in Unit Planning (IB Campus)*
- *The RtI Process (Both Campuses)*

- e. Describe the structure and frequency of opportunities for collaboration between general and special education teachers for the 2017-18 school year, highlighting any changes from prior years.

*Elementary Campus:*

*Regular education and their supporting special education teachers have daily common planning time. In addition, they have 30 minutes at the end of each day in which they are*



able to plan together (This is not every day as we rotate bus duty through the grade level teams). Grade level teams also have 3 unit planning days each school year to come out of the classroom to plan units as a team. Unit planning includes planning for differentiation to support all the learners in the classroom.

*IB Campus:*

*The teachers schedule allows for ample opportunity for special Education and General Education teachers to work collaboratively supporting students. Daily there is a 30 minute block of time prior to student arrival, common planning periods built into teacher schedules and 3 Unit planning days per year for teachers to meet to develop units and prepare for differentiation of materials and content as indicated. The amount of time per week has doubled from the 21015-2016 school year.*

- f. **If the school's Child Find Notice was found noncompliant in the 2016 Annual Charter Evaluation, please describe all updates made to come into compliance.**

*School Lane Charter School was not made aware if our Child Find Notice was or was not compliant in the 2016 Annual Charter Evaluation. SLCS publishes the notice in the new paper each year via the IU#22. Our Child Find notice is currently posted on our website.*

## **5. English Language Learners**

- a. **If less than 10% (2016-17 District Average) of your student population is English Language Learners, provide an explanation of this circumstance. Describe what if any efforts the school has made to recruit and retain ELL students.**

*During the 2016-2017 school year the percentage of students receiving direct ESL service was 6.4% and 2.2% of the students population were on ESL monitoring after meeting the exit criteria (total 8.6%). The number of students receiving services is determined by the results of WIDA assessment administered to all students who have an indication of a language other than English spoken in the home as well as the result of the ACCESS assessments that determines students continued eligibility for receiving ES services.*

*As a public school SLCS does not actively recruit student of particular sub groups. Recruitment of students is done through newspaper advertisement, Open House opportunities and community reputation. Enrollment of students is done solely on the basis of the next name on the waiting list for the particular grade the opening has occurred.*

- b. **Describe the process by which English Language Learners are identified, including all steps and timelines between initial enrollment and start in ESL program.**

*The ESL team will use the WIDA Access Placement Test (W-APT) for assessing the level of English language proficiency of the students identified by the Home Language Survey responses. Skills in reading, writing and speaking the English language are assessed by the W-APT. Students will be placed in the ESL program based on the entrance criteria established by the Pennsylvania Department of Education. To exit the program the student will need to show that they have attained English language proficiency by attaining the required exit criteria established by the Pennsylvania Department of Education. The student should also be demonstrating proficiency in the general education program as indicated by progress reports and showing evidence of meeting the goals of the ESL program as documented by the ESL teacher.*

*Kindergarten*

*On the W-APT a student receiving a raw score for listening and speaking of 14 or below is an indication that the student is in need of English language instruction. The ESL teacher will include available information listed as additional criteria such as; current or previous grades, performance on state assessment and school based formative or summative assessments in conjunction with the W-APT scores when determining a student's eligibility for receiving services through the ESL program.*

*1st Grade through 12th Grade*

*On the W-APT a student receiving a composite raw score 4.5 or below, and have demonstrated need based on previous academic performance as documented through the additional criteria in including but not limited too current or previous grades, performance on state assessment and school based formative or summative assessments (listed above) will be eligible to receive support services through the ESL program.*

*Upon identification of a student to the ESL program, parents will be notified by letter of the need for support and instruction in English language learning and name of the ESL teacher assigned to their child. The letter will allow for parents to refuse services for religious reasons as allowed by state regulations. Communication will be presented to parents in English unless thy have specified another language preference on the Home Language Survey. This information will be noted in student's file for future reference. Additional information regarding the ESL program, goals and objectives, exit criteria, participation in extra-curricular activities, homework, attendance and behavioral policies will be explained to incoming parents by the ESL teacher.*

*The goals of the School Lane Charter School ESL program are to assist the English language learner in using English:*

- to communicate in social settings*
- to achieve academically in all content areas*
- in socially and culturally appropriate ways.*

*ESL students will be placed in appropriate grade level classes. They will receive instruction in all content areas as do other students in the class. The ESL student will receive additional supplement support and instruction from the ESL teacher periodically during Language Arts class and during necessary content area classes. The ESL teacher will assist the classroom teacher in identifying and implementing teaching strategies that will help the ESL student achieve academic success in the classroom.*

*Students will be placed in the ESL program based on their W-APT scores and additional criteria including current or previous grades, performance on state assessment and school based formative or summative assessments. The eligibility criterion is aligned with the requirements established by the Pennsylvania Department of Education.*

- c. Provide evidence that the charter school complies with requirements of 22 PA Code §4.26 and the Basic Education Circular, Educating Students with Limited English Proficiency and English Language Learners. Please include the number of certified ESL/Bilingual staff throughout the charter term and a description of the adopted program model and the educational theory/research basis.**

*School Lane Charter School complies with the requirements of Chapter 4 and BEC regarding Educating Students with Limited English Proficiency and English Language Learners.*

### IB Campus

SLCS utilize an English Immersion Program approach. "The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language." US Department of Education.

SLCS, utilizing a co-teaching model provides support for English Language Learners in the general education classroom with support of teachers who hold current PA certificates in English as a Second Language. In addition to in class support the ESL teachers also provide support and guidance to classroom teachers to assist with instruction and modified materials as appropriate for each student.

The immersion approach is supported by research:

"English proficient immersion students are capable of achieving as well as, and in some cases better than, non-immersion peers on standardized measures of reading and math." . Fortune, T.W. (2018) *What the Research Says About Immersion*. Center for Advance Research on Language Acquisition, University of Michigan, 1.

Reviews of research studies found that immersion students met or exceeded English program students' performance in mathematics and science, and province-wide assessments in three Canadian provinces\* found that at grades 6, 8, and 10, respectively, immersion students did as well as or achieved at a significantly higher level than those in the regular program. (Bournot-Trites & Tellowitz, 2002; British Columbia Ministry of Education, 2000; Dube & MacFarlane, 1999; New Brunswick Department of Education, 2000; Turnbull, Hart & Lapkin, 2000.)

### Elementary Campus

School Lane Charter School bases its curriculum and program on the inclusion model. English language learners will be part of the general education classroom for all content area classes including English Language Arts with the support of a certified ESL teacher. SLCS's ESL program provides high-quality instruction that differentiates according to each student's level of language proficiency in order to scaffold instruction across all content areas. English Language Learners are provided instruction to develop proficiency in listening, speaking, reading and writing. Students in the ESL program are working towards the same curriculum expectations along with the Pennsylvania standards as other students. In addition to the curriculum, ESL teachers utilize evidence-based resources such as the Fountas and Pinnell Leveled Library System, Learning A-Z, and The Primary Comprehension Toolkit for English Language Learners. ELL students are eligible to receive ESL accommodations to provide the support needed to comprehend and master the grade-level content.

- d. Describe how student progress is monitored post-exit from the ESL program, including staff roles, frequency, and types of data/documents reviewed. Indicate what if any supports and services are provided to students in the post-exit phase.

Once a student exits the program, he/she will be monitored for two years. During that time, the ESL teacher will maintain contact with the classroom teacher to monitor the student's progress. Teachers review progress reports, report cards, state and local assessment results as well as monthly monitoring forms to be completed by the students teacher(s). The student progress data is reviewed to determine if he/she is maintaining or demonstrates growth in language skills. Students will be placed back into the ESL program if evidence does not support maintenance or growth of language skills. Monitored students, parents and teachers have access to the ESL teacher for consultation and support.

- e. Describe the professional development opportunities for regular education staff in



meeting the needs of ELL students and ESL compliance for the 2017-18 school year, highlighting any changes from prior years.

*The following professional development topics included information regarding meeting ELL student needs in the classroom:*

- *SLCS Mission and Vision (addressing inclusive classrooms and instruction) (Both Campuses)*
- *Co-teaching (grades K-6)*
- *Connecting the Mission and Vision to the Classroom/ Role of the support teacher (IB Campus)*
- *Differentiation: Why and How / Planning for differentiation (IB Campus)*
- *Expectations for Differentiation in Unit Planning (IB Campus)*
- *Unit planning (3 days during the school year – differentiation – Both Campuses)*

## **6. Enrollment**

- a. Provide your self-reflection of the compliance and equity of the school's student admission and enrollment process. What changes have been made during the charter term to recruit a diverse student population and promote equity?

*School Lane Charter School takes the enrollment process of students very seriously. As a public school, we pride ourselves on the fairness of our process. Our application for the kindergarten lottery or grades 1-2 waiting list only asks for student name, birth date (verified by state issued birth certificate) and grade, and parent name, address (verified by 4 proofs of residency) and phone numbers. We do not ask about race, ethnicity, religion or special needs status. As complaint with public school laws, we are not permitted to "recruit" students in order to establish a diverse population. Our diverse population reflects the diverse population from the township and surrounding areas that make up feeding districts to SLCS. When admitting students, SLCS calls the next name on the list which is compiled by time and date of submitted application.*

- b. How does the school work with community partners in the school's neighborhood and throughout the Township to disseminate information about the school and attract students, such as with early childhood centers for kindergarten or with lower grades schools for high school enrollment?

*Information regarding SLCS is often disseminated by word of mouth of our satisfied families whose students attend our school. Several of the early childhood centers in the township know of SLCS reputation for providing a caring child centered education that provides vast learning supports for all students so they are academically successful. For the upper grades, SLCS promotes our programs through informational open houses. In addition, our website provides information about our K-12 program. We also send many press releases to both television and new print organization which pick up the stories of the various programs & projects SLCS students engage in.*

## **7. Discipline**

- a. Please provide your self-reflection of the school climate, highlighting strengths and areas for improvement. Identify the primary reasons you have identified for the outcomes.

*Parents appreciate that School Lane Charter School takes great pride in the positive safe climate we create at our schools. Our strengths lie in creating an environment in which all students can be successful in addition to feeling safe – physically, emotionally, and intellectually. At SLCS are students are expected to be part of the workings of the classroom. We support students who may struggle with our co-teaching model. For students that excel,*



*we create a classroom where they can explore topics in depth through our inquiry process of teaching. All students are taught to how to ask questions about things they wonder about or do not necessarily agree with.*

*At SLCS it is very important that we believe in every child's capacity to do good and be good. Some students need more support than others in developing themselves to be up standing and outstanding citizens of the SLCS community. Classroom community is an important part of our school climate and it is something we do well, especially in our elementary school. A safe school community allows students to feel comfortable about asking questions, taking risks and making mistakes.*

*A struggle for SLCS is creating a sense of school community and classroom community at the IB Campus. Students no longer travel as a group and homeroom is not long enough to hold morning meetings or group discussions. We also noticed last year a slight increase in suspensions at the grade 9-11 level. This year we have made a concerted effort to look towards ways to change behaviors without using suspensions as a consequence. We now look deeper for the cause of the poor choice and work towards mitigating that cause. As noted earlier, SLCS will be implementing Restorative Practices as part of our discipline process at the IB Campus. We are looking for ways to have more student ownership and voice in the process. We are also examining the possibility of a student "court" system which would allow students to be part of the discipline process of their peers.*

*Overall, SLCS is filled with students who enjoy the challenge we put before them. That challenge is to better themselves academically and personally through setting personal goals, hard work, learning from our errors and taking risks to expand who and what they are. It is hard to describe on paper what makes our school climate different. You really do need to observe our classrooms and hallways to feel and see the difference.*

- b. Describe the steps taken to track, review and minimize attrition rates during the charter term. If retention fell below 90% at any point during the charter term based on the numbers in the Academic Preview File, please provide an explanation of this circumstance.**

*School Lane Charter School calculates attrition rate each fall. Over this charter term SLCS attrition rate has ranged from 5% to 10%. The year SLCS had 10% attrition occur was the first year we opened the high school with ninth grade. Because of zoning and other issues we did not find a location until late April. As a result many families had already made provisions for their 8<sup>th</sup> grade students to attend other schools. Since then our yearly attrition rate has been 7% to 8%. We lose most of our students between 8<sup>th</sup> and 9<sup>th</sup> grades. SLCS does try to do exit interviews for our students who leave. We continue to work towards providing information to our families about the benefits of an IB education and possible diploma. We consistently have received feedback that the lack of AP courses has our students looking elsewhere for high school experience. Continued education through open houses, informational sessions and links on our website has been our course of action to provide a better understanding of SLCS high school and IB experience for our students.*

- c. If suspension numbers fell below the 50th percentile at any point, please provide a rationale. Describe the steps taken to track and review suspension information and minimize suspensions.

*Although SLCS did not fall below the 50<sup>th</sup> percentile in suspension rate, we did notice a steady increase in the number of suspensions across the grade levels. Since 2016-2017 school year, SLCS has made a conscious effort to minimize suspensions. Our suspension numbers for the 2017-2018 school year have decreased by approximately 50% from the same time the year before.*

- d. In alignment with USDOE Federal Guidance, what changes, if any, has the school made to foster a positive school climate and minimize student removal from the instructional setting.

*School Lane Charter School has not changed our approach to a positive school climate. Utilizing the Responsive Classroom as a framework for our establishment of classroom and school wide behavior management, SLCS has always approached school climate in a positive way. We continue to work with staff on the importance of teacher language and use of specific positive feedback for students. SLCS is working towards implementing Restorative Practices for our IB Campus next school year. As stated above, SLCS has made a conscious effort to rely less on suspensions as a means of a consequence for poor choices. We are implementing consequences that speak directly to helping students change behaviors rather than just getting a day off from school. We expect the trend of fewer suspensions to continue over the next few years.*

- e. Describe how your charter school tracks student discipline incident data to include student subgroups and triggers for identifying disproportionate consequences. What student discipline data is reported to the school's board and with what frequency?

*Student discipline incidents are recorded in our school-wide system called MMS. Teachers record their classroom data in MMS along with administrative infractions. Once a month each principal reviews the data as part of their report to the CEO. Review of sub-group proportionality at this time. The CEO reviews each campus data chart. The discipline numbers are reported to the board of trustees on a monthly basis along with suspension and expulsion numbers. The discipline report includes a year to date component and a year to date review from the previous year as well.*

- f. Describe the school's tracking and monitoring procedures for truancy and any changes made to ensure compliance with the new PA Truancy Law (Act 138 of 2016) during the 2017-18 school year.

*Student attendance is tracked via our MMS system. Each campus has an administrative assistant who inputs all attendance data to the system on a daily basis. The same assistant monitors for truancy on a weekly basis. Parents are notified on the second unexcused absence (new since Act 138). At the third unexcused absence parents and the sending school district are sent a letter stating students are truant. At the sixth unexcused absence parents are notified by the guidance counselor that an Attendance Improvement meeting must occur and a plan is put in place with the parent and student (new step since Act 138). SLCS continues to monitor these students on a weekly basis. For students that do not make progress improving attendance, the sending district is notified again and SLCS asks that a formal truancy hearing takes place.*

## **8. Governance**

- a. Fill in the table with Board membership during the charter term. Repeat names and add rows as needed.

	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018
Minimum Members per Bylaws/Actual Members (X/Y)	5/8	5/7	5/9	5/8	5/9
President	Peter Hyams	Peter Hyams	Peter Hyams	Peter Hyams	Peter Hyams
Vice President	Tom Buchanan	Joe Cummons	Joe Cummons	Joe Cummons	Joe Cummons
Treasurer	Joe Cummons	Bharvin Patel	Bharvin Patel	Ed Guster	Ed Guster
Secretary	Debbie Sinclair	Debbie Sinclair	Debbie Sinclair	Nicole Nelson	Nicole Nelson
Member	Bharvin Patel	Todd Fox	Todd Fox	Todd Fox	Todd Fox
Member	Chris Schoell	Chris Schoell	Chris Schoell	Chris Schoell	Chris Schoell
Member	Surya Vedula	Surya Vedula	Surya Vedula	Surya Vedula	Surya Vedula
Member	Olga Gitman		Ed Guster	Debbie Sinclair	Brian Marks
Member			Nicole Nelson		Rosita Shaw

- b. Explain the process for identifying, recruiting, interviewing, nominating and electing new Board of Trustees members.

*School Lane Charter School's Board of Trustee members are both appointed by the board an elected by the SLCS community (families, staff, board members). The Board send a letter to our families in the spring asking for nominations of possible board members. Board members may nominate a candidate they feel would be a good candidate to support the mission of the school. The nominated person can be anyone who lives in Pennsylvania and is 18 years old or older. The board interviews each person nominated. If an appointed position is open, the board members will discuss possible skill sets needed to support the Board of Trustees work. The Board determines who of the nominated candidates is chosen. If there is an elected position available all remaining candidates' names are entered on the ballot. An election is held. Members of the SLCS community or Bensalem Township may vote in the election.*

- c. Describe any Board trainings held during the charter term by year and topic and any planned trainings for the upcoming 2017-18 school year.

*During the 2017-2018 school year, board training occurred on January 25, 2018. In addition the SLCS solicitor provides monthly legislative and legal case updates as part of our executive session.*

- d. Describe established protocols to ensure that the Board of Trustees acts in accordance with the Sunshine Act, addressing all of the following: how meetings are publicized (which newspaper, where at school, on website), for what purposes



executive session has been used and how it is announced, and the process for public participation and comment at board meetings.

*The board meeting calendar is developed and approved at a public board meeting no later than April for the upcoming fiscal year. The meetings are published in the Courier Times in its entirety in June each year. The board meeting yearly calendar is also posted at the front entrance of each of School Lane's campuses, on our monthly calendar, and on our website.*

*School Lane has held an executive session to discuss real estate, personnel and/or legal concerns on an as needed basis. Each of those sessions was 45 – 75 minutes in length.*

*Public participation is invited at two different times during the public board meeting. First, after administration board reports and prior to discussion of motion items and second, after new business. These two strategic times allow the public to comment on items discussed by the administration or prior to upcoming motion items (which are made public prior to the board meeting) and after new business where a topic of concerns or congratulations might want to be offered.*

- e. If any provisions of the Board's bylaws were not implemented as outlined during the charter term (number of members, terms, officers/committees, elections, actions requiring Board approval), please describe these circumstances and steps taken to come into compliance.

*There are no provisions of the Board's bylaws that were not implemented as outlined during the charter term.*

- f. Describe how the Board Treasurer (and finance committee if applicable) engages with relevant parties (school leadership, charter management organization, financial manager) to execute fiduciary oversight.

*The Board Treasurer engages with the school leadership, CEO and Business Manager, to execute fiduciary oversight by reviewing and approving the monthly financial statements prepared by the Business Manager and presented at the monthly board meeting, providing oversight in the yearly process of developing a fiscally stable budget, and by assuring all bond covenants are followed. The Board Treasurer also reviews all payments to vendors, salaried and hourly employee payments each month. He reviews the check registry from the previous month as well. In addition, the school's leadership team abides and follows all financial and internal control policies and procedures set by the Board.*

- g. Describe how the Board handles and addresses any potential conflicts of interest. Please identify and discuss any overlapping Board membership across related parties, any related individuals between the Board and school/related party staff, and any other potential conflicts of interest.

*Prior to a board member being sworn into office, each member is given a Conflict of Interest Statement which provides a definition, facilitation of disclosure, and procedures for managing a conflict of interest. The board member is asked to disclose any potential conflicts of interest known to them at that time and sign the form stating they will notify the board if any occur in the future.*

*At present there are no conflicts of interest and/or any overlapping Board membership across related parties, any related individuals between the Board and school/related party staff.*

- h. Describe the process for members of the school community to present complaints and concerns to the Board. In what ways, if any, has the grievance policy and process changed during the charter term?

*The process for members of the school community for presenting complaints and concerns to the Board is as follows:*

*School community members may email the board through the School Lane website with a complaint or concern and/or address a letter to the Board via the CEO. Once received the board investigates the complaint or concern and/or speak to the community member. The discussion of the investigation and/or conversation occurs at a public board meeting or executive session depending on the topic to be addressed. If necessary the investigation might be performed by legal counsel (depending on complaint and/or topic). The Board determines action steps and formally responds to the school community member, via mail, email, phone call or in person. This process has remained the same during this charter term.*

## 9. Personnel

- a. Provide an overview of the leadership structure, roles and responsibilities at the school. Have there been any changes over the charter term in organizational structure of leadership personnel? If so, please identify and indicate reasons for turnover.

*SLCS has experienced tremendous growth during this charter term. We had a strategic plan for increasing the leadership team as our enrollment and facilities expanded. The following is the growth pattern over the last five years (new positions or change of personnel in the position are bold):*

	<b><i>Elementary Campus</i></b>	<b><i>IB Campus</i></b>
<b>2013-2014</b>	CEO/Principal Vice Principal Learning Support Vice Principal Grades K-4 Vice Principal Grades 5-8 <b>Curriculum &amp; MYP Coordinator</b>	Not Open Yet
<b>2014-2015</b>	CEO/Principal Vice Principal Learning Support Vice Principal Grades K-4 Vice Principal Grades 5-8 <b>Curriculum &amp; MYP Coordinator</b>	<b>Principal – IB Campus</b>
<b>2015-2016</b>	CEO/Principal <b>Vice Principal Learning Support</b> Vice Principal Grades K-3 <b>Vice Principal Grades 4-6</b> Vice Principal Grades 7-8	Principal – IB Campus Vice Principal Learning Support Curriculum & MYP Coordinator
<b>2016-2017</b>	CEO/Principal Vice Principal Learning Support	Principal – IB Campus Vice Principal Learning Support

	<b><i>Vice Principal Grades K-3</i></b> <i>Vice Principal Grades 4-6</i>	<i>Vice Principal Grades 7-10</i> <i>Vice Principal Grade 11 &amp; MYP &amp; DP Coordinator</i>
<b>2017-2018</b>	<b><i>CEO</i></b> <b><i>Principal – Elementary Campus</i></b> <i>Vice Principal Learning Support</i> <i>Vice Principal Grades K-3</i> <b><i>Vice Principal Grades 4-6</i></b>	<i>Principal- IB Campus</i> <i>Vice Principal Learning Support</i> <i>Vice Principal Grades 7-10 &amp; MYP Coordinator</i> <i>Vice Principal Grade 11-12 &amp; DP Coordinator</i>

*In 2013-14 SLCS added the position of Curriculum and MYP coordinator and promoted teacher Victoria Fairburn. Ms. Fairburn returned to teaching at SLCS and Carol Walsh was hired in 2014-15 as Curriculum & IB MYP Coordinator. In addition, in 2014-2015 SLCS opened its ninth grade class and we hired Mattias Van't Hoenderdaal to be the principal. In 2015-16 SLCS added an additional Vice Principal Learning Support and hired teacher Michelle Stride for the elementary building and moved Lee Ann Gordon, long term VP Learning Support to the IB Campus. We also added the position of Vice Principal for grades 4-6 to the Elementary Campus and hired David Robinson to fill that role. In 2016-2017 when VP Grades K-3 Vince D'Andrea took a position at a private school, SLCS hired James Munizza as VP K-3. In 2017-2018 SLCS established the role of CEO as a singular position. Long term CEO/Principal, Karen Schade, became the CEO. David Robinson was promoted to Principal at the Elementary Campus, K-6, and we hired Sarah Minutelli as VP Grades 4-6.*

- b. **Describe any talent pipeline partnerships in place to attract and hire certified, qualified teachers and professional staff.**

*School Lane Charter School works closely with the University of Pennsylvania's Graduate School of Education when training and hiring for leadership positions. Currently, 4 of our principals and vice principals hold Master's Degree in School Leadership from Penn GSE, and SLCS has supported 4 staff members in furthering their education through Penn's GSE School Leadership Program. Mrs. Schade works as a University Mentor in the School Leadership Program at Penn as well. From a teaching perspective, SLCS works closely with Cairn University's education program to provide student teaching positions at both our elementary and high school campuses. We have also provided student teaching positions for students from Temple, Drexel and Holy Family.*

*SLCS uses the services of PAREAP when positing teaching and professional staff. PAREAP is the premier job posting board for teachers with Pennsylvania certification.*

- c. **Please use the following table to provide specific figures related to annual teacher turnover during the charter term.**

	<b>Year 1 2013-14</b>	<b>Year 2 2014-15</b>	<b>Year 3 2015-16</b>	<b>Year 4 2016-17</b>	<b>Year 5 2017-18</b>
# Teachers Employed	61	74	76	85	91



# Teachers Returning from Prior Year	41	62	75	73	84
# Teacher Vacancies <sup>1</sup> during the Year	0	0	0	0	0

- d. If the percent of certified professional staff fell below the 75% required by law at any point during the charter term, please explain such circumstance and efforts taken to come into compliance.

*The percentage of certified professional staff never fell below the 75% required by law at any point during the charter term.*

- e. If the percent of highly qualified professional staff fell below the 100% required by law in 2013-14 through 2016-17, please explain such circumstance and efforts taken to come into compliance.

*SLCS only had one year in which the percentage of highly qualified teachers was not 100% and that year was 2016-2017. During the school year SLCS had two teachers leave our employment for another job. One teacher was special education. We hired a very qualified teacher who happened to complete her senior practicum at SLCS. She did not have her special education certification at that time. The second teacher was our 5<sup>th</sup> and 6<sup>th</sup> grade Spanish teacher. Certified Spanish teachers have been very difficult to identify. After completing an extensive search, SLCS hired a person who was fluent in Spanish but did not hold a teaching certificate. We made the position part time (2 days a week) rather than full time. The remaining 3 days we hired a highly qualified English teacher to provide additional instruction in writing.*

## **10. Food, Health and Safety**

- a. If areas of noncompliance were raised in a PDE food service administrative review during the charter term, please address and indicate how the school has or is responding to such findings.

*Finding 1: School Lane did not complete the on-site reviews of the lunch and snack program before February 1, 2015.*

*Action: SLCS set-up yearly meetings to establish dates for all on-site review*

*Finding 2: School Lane Charter School did not provide ample training to the Lunch provider on properly observing the POS to determine if lunches were reimbursable or not. SLCS did not oversee production reports to verify the numbers stated were actual numbers.*

*Action: SLCS reviewed and trained staff, as well as increased adult presence both at the register and at the food line. SLCS also hung posters for students to better understand what components were required to make a meal. SLCS required daily submittal of production reports from vendor and began more informal observations of daily lunch program. SLCS hung whiteboards at front of each service line for meals options to be posted daily.*

*Finding 3: SLCS did not provide proper oversight of a vendor to insure that options for milk were provided on a daily basis. SLCS did not provide oversight of a vendor in ensuring all meals meet the USDA standards for a healthy meal.*

*Action: SLCS met with vendor to set-up pre-determined milk delivery schedule to ensure the proper variety of milk was available on a daily basis. SLCS now does*

*daily checks of milk cooler to ensure proper milk is available. SLCS implemented daily checks of the milk cooler to ensure proper variety of milk is available. SLCS implemented the use of Primero Edge for all meal planning and set up monthly meetings with vendor to review menus one month in advance.*

*Finding 4: SLCS did not have proper posters and signage explaining Offer verse Serve.*

*Action: SLCS hung the USDA poster at the beginning of each cafeteria line along with the use of the newly hung whiteboards to help explain and promote the Offer vs. Serve program.*

*Finding 5: SLCS did not have water available for lunch service with-in the required distance.*

*Action: SLCS installed water coolers in the cafeteria space to correct this issue.*

*Finding 6: SLCS did not have a formal HACCP Plan in place for its food program.*

*Action: SLCS in conjunction with the new food service vendor wrote and approved a formal HACCP plan in place for its food service.*

*While the review specifically concentrated on our temporary high school site, SLCS determined it was in its best interest to review and institute best practices across all campuses and lunchrooms. All corrective action was accepted by PDE on June 10, 2015.*

- b. Please describe the health services offered for all students, including medical examinations, dental examinations, vision screenings, hearing screenings, and height/weight measurements – please specify by whom and how often such services are provided. Identify any health professionals and their credentials employed by the school during the charter term.**

*Vision, height and weight screenings are performed every year for all students enrolled at SLCS. These screening are performed by our school nurses. Hearing screenings are performed on all kindergarten, first, second, third and eleventh grade students. This screening is also performed by our school nurses. Scoliosis screening is performed on students in grades six and seven. This screening is performed by our certified school nurse. For students who are required by law to have a dental and physical exam but have not had said exams completed by their own dentist or physician, SLCS provides dental screenings for students in kindergarten, grade 3 & 7 and physical exams for students in kindergarten and sixth grade. These screenings are performed by a PA licensed dentist and a nurse practitioner.*

*SLCS has two nurses in its employ. Our nurse at the Elementary Campus is an RN and is a school certified nurse. Our nurse at the IB Campus is an RN.*

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<sup>1</sup> Please count a vacancy as any teaching position that remains unfilled for at least one month. Please exempt any employee on permissible medical or personal leave.



- c. Please describe the school's process for and frequency of facility inspections and walkthroughs to ensure facility compliance and safety.

*Facility walk-throughs occur on a daily basis prior to students arriving for the day. On a monthly basis the Director of Operations provides a report to the CEO and Board of Trustees regarding maintenance of facilities and equipment that occurred during the month along with upcoming maintenance and facility concerns. Fire equipment is inspected by an outside certified vendor on a yearly basis. The Bensalem Township Fire Department provides a yearly inspection and review of emergency evacuation procedures. School Lane Charter School has a MOU with the Bensalem Township Police Department. We also meet once a year to review sheltering in and intruder drills along with emergency preparedness procedures. Health inspector makes the required inspections at both campuses as well.*

#### **11. Charter Management Organization (if applicable)**

- a. Identify the process for, frequency of and data utilized to evaluate the performance of the CMO. Who is responsible for conducting this evaluation? What were the results of the most recent performance evaluation?

*School Lane Charter School does not work with any type of management organization.*

### **FINANCIAL HEALTH AND SUSTAINABILITY**

#### **12. Financial Health**

- a. As part of the renewal process, a series of financial metrics and ratios will be calculated from independent audits, including total margin, current ratio, cash on hand, net position, fund balance and debt ratio, to determine if your charter school is in sound financial health. Please provide a self-reflection of the school's fiscal health during the charter term and comment on the most recent ACE evaluation.

*For the year ended June 30, 2017, the School's net position totaled \$2,005,852. Total assets were \$45,737,074 and deferred outflows of resources were \$6,684,055. Total liabilities were \$50,259,277 and deferred inflows of resources were \$167,000. Over the last five years School Lane has maintained a positive fund balance. Because of School Lane's growth in the last five years, from fiscal year 2014 to fiscal year 2017, total capital assets have increased by \$12,938,527.*

*In December 2016, The School issued \$28,230,000 in Revenue Bonds. The purpose of this bond issue was to refund the Revenue Bonds that were issued in 2007 and to refinance two loans that were originally used to renovate 2350 Bristol Pike as well and second loan which was used to purchase and renovate two buildings at Tillman Drive.*

*In the last four fiscal years Debt Service Coverage Ratio (DSCR) was between 1.94 and 3.13 based on governmental activities. Days cash on hand has been steadily increasing from 166.69 in FY 2014 to 189.11 in FY 2017 from both governmental and business type activities. Total margin was 11.02 in fiscal year 2014 and 30.00 in the most recent audited fiscal year 2017. Current ratio for the most recent audited fiscal year 2017 has been growing to 10.34 and was 3.64 in fiscal year 2014.*

#### **13. Acceptable Standards of Fiscal Management**

- a. If any deficiencies or findings were noted in any of the annual independent audits, please note such deficiencies or findings and describe how they were corrected in a timely manner.

*There were no significant deficiencies and material weakness noted in the past four years and only a few recommendations were made. During fiscal year 2014 there was a deficiency in*

internal control policy which did not include a debt management policy and a disaster recovery procedure. Both policies were written, approved and implemented. Debt management policy was created and formally approved by the Board of Trustees. School Lane has purchased significant amount of IT related equipment in order to be able to duplicate server processes and improve recovery times in the event of a server failure. Now that the school has a second location, full disaster recovery is now in place. Other recommendations that were made are continuously being improved on and there are always opportunities for continuing strengthening internal controls and operating efficiency

- b. Discuss how your charter school has avoided creating conflicts of interest in a clear and transparent manner. Please address any related parties or individuals, including management company, landlord, and other associated non-profits (apart from any previously cited in section 2.6.f).

*School Lane has implemented and updated conflict of interest policy. Currently there is no management company or leased properties from related parties. Statement of Financial interest forms are completed annually by Board Members and employee at the level of Lead Teacher and above.*

- c. Describe how the charter school specifically implements its internal controls policy, addressing all of the following and including responsible parties for each: budget preparation and planning, bank accounts, purchase requests, authorized check signers, competitive bidding, credit/debit cards, and petty cash.

Budget Preparation

*Starting January each Vice Principal prepares its own budget for their specific department. Each department's budget is reviewed by the Principal and CEO. The Business Manager then compiles each department's budget and prepares the overall budget. The initial budget is reviewed by Treasurer & finance committee. The proposed budget is presented to the Board of Trustees at a public meeting usually by the end of March. The finance committee and public meet three times for public comment. Adjustment might be made prior to the final budget presentation to the Board of Trustees. Final budget is adopted by the Board of Trustees by the end of June.*

Accounts Payable Process

*A purchase order is filled out and submitted for approval to a specific Principal for their review and signature. The CEO then approves the purchase order. All purchase orders must have the signature of the CEO prior to purchasing or ordering items. Once the purchase orders are approved, an invoice is received after the product or service is rendered. Recurring services, such as rent or utilities, do not require purchase orders. The receptionist opens the mail and date stamps all invoices with the date received. The invoice is then forwarded to the Administrative Assistant at the Business Office for review. The Administrative Assistant reviews the invoices and compares them to the purchase orders. If there are minor mistakes/changes she corrects them. For any major issues she must have the changes approved by the Principal/CEO. Once the changes are made and approved, the invoice is entered into accounting software by the Business Administrative Assistant. Business Manager then reviews invoices for accuracy and ensures that they are entered in accounting system appropriately. Checks are generated at least twice per month and brought before the board for approval before signature. Checks need the signature of two board members. The CEO may sign checks under \$5,000 with one additional Board Member signature. Checks over \$5,000 must have an email approval by a board member other than signor prior to the CEO being able to sign as the second signature. The CEO only signs checks when a second board member is unavailable for signature. The checks are then released.*

*Bank reconciliation is performed with each monthly bank statement by the Business Manager. CEO and Board of Trustees review each bank register report on a monthly basis.*

*Bank Transfers*

*Cash transfers are only permitted between school accounts. The Business Manager will initiate the transfer. The CEO is notified when transfers are made.*

*Credit Card*

*There is a business credit card for items or services that do not allow for a payment by check. The CEO and the Purchasing Administrative Assistant have authorization to use this card. School does not have a debit card.*

*Competitive Bidding*

*For construction, reconstruction, repairs and maintenance or work performed on the school building or grounds up to \$4000.00 no competitive bid process is performed. Written or telephone price quotations are obtained from at least three qualified and responsible contractors for competitive bidding for work/services/products up to \$10,000.00. All construction, reconstruction, repairs and maintenance or work of any nature upon the school building or property in excess of \$10,000 is conducted through Request for Proposal that are approved by the Board of Trustees, publicly announced and publicly opening of valid bids. The Board of Trustees approves final award of the lowest qualified bidder.*

*Petty Cash*

*Petty Cash is kept locked in the safe. The CEO, the Business Manager, and Business Administrative Assistant, are the only employees authorized to access the safe. The Business Manager maintains the Petty Cash account. Petty cash form must be approved by CEO along with receipts are required to support the cash removed. Transactions are posted to accounting software. Petty Cash is reconciled on a monthly basis. When cash supplies are low, a transaction summary is printed and a check is issued made payable to Petty Cash. The replenishment check is approved and signed by board members.*

**OPTIONAL:** If any challenges or obstacles across academic success, organizational compliance and viability, or financial health and sustainability were faced by the charter school and Board of Trustees during the charter term and not described previously, please provide a description and steps taken below.

**FUTURE PLANNING/MATERIAL CHARTER MODIFICATIONS**

- a) Describe any material changes requested by the charter school, which may require a charter amendment in the following areas:
- Changes to grade levels and/or number of students served
  - Change in building location or addition of a new facility
  - Name change
  - Significant change to mission, organizational structure or educational program
  - Change in charter management organization

Additional supporting documentation may be requested at a later date in order to conduct comprehensive evaluations of any requests.

*School Lane Charter School is not making any material changes to our charter nor do we expect to in the near future.*

