Lincoln Park Performing Arts CS

Charter School Plan

07/01/2020 - 06/30/2023

Charter School Profile

Demographics

One Lincoln Park
Midland, PA 15059
(724)643-9004

Federal Accountability Designation:	none
Schoolwide Status:	No
CEO:	Patrick Poling
Date of Local Chartering School Board/PDE Approval:	6/10/2015
Length of Charter:	5 years
Opening Date:	9/5/2006
Grade Level:	7-12
Hours of Operation:	8-4
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	39
Student/Teacher Ratio:	20:1
Student Waiting List:	15
Attendance Rate/Percentage:	92.90 %
Enrollment:	794
Per Pupil Subsidy:	regular ed: $12169 special ed $25380
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	26.40 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	78

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	1.00
Black (Non-Hispanic)	69.00
Hispanic	10.00
White (Non-Hispanic)	651.00
Multicultural	45.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary

Instructional Days	0.00	0.00	0.00	0.00	0.00	186.00
Instructional Hours	0.00	0.00	0.00	0.00	0.00	1066.00

Planning Process

Our planning began in the fall of 2018.

Adminstrative Team: met weekly to identify areas of strength and weakness, developed goals, strategies, and implementation steps.

Teaching Staff: Had a meeting in February of 2019. Teachers given an activity to complete that addressed many of the areas of the comprehensive plan and to gain their input on areas of professional development and new teacher induction.

During the planning process, we have solicited information and feedback from different members of the planning team.

Mission Statement

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

Vision Statement

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

Shared Values

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

*Commitment to providing each student with rigorous, college prep academic courses.

*Commitment to fully inclusive instruction.

*Commitment to creating an academic enterprise that stands unique among arts specialty schools, grounded in a firm core crriculum that is required for all students.

*Commitment to an emphasis on an education in the arts as an interdiciplinary experience.

*Commitment to an emphasis on "process over product," wherein the primary challenge and purpose of acquiring artistic skills and expressing them is for the purpose of self-discovery and self-knowledge.

* Commitment to an emphasis on the integration of the arts in all the areas of study with the program.

*Commitment to individualized, student-centered plans as guided by artistic mentors attuned to individual student artistic goals and needs; and scholastic advisors who utilize the flexibility provided by a blend of both traditional instruction and technology-based instruction.

*Committment to providing a positive school culture that fosters an atmosphere of learning.

*Committment to providing specialized instruction to those students with health, learning, and language deficeits.

Educational Community

The Lincoln Park Performing Arts Charter School is a student-centered, public charter school offering world-class training in music, theater, dance, creative writing, media arts, pre-law and the arts, and health sciences and the arts. A tuition free course of study to Pennyslvania students with accredited academics, career exploration, pre-professional opportunities and an early college program is provided. The Lincoln Park Performing Arts Charter School currently serves students in grades 7-12.

Board of Trustees

Name	Office	Address	Phone	Email
Nora Ambrosio	President	One Lincoln Park Midland, PA 15059	7246439004	nora.ambrosio@sru.edu
Christa Brahler	Member	One Lincoln Park Midland,	724-643-9004	christajoy43@gmail.com

		PA 15059		
Betty Douglass	Member	One Lincoln Park Midland, PA 15059	7246439004	elizab@douglasartgallery.com
Richard Grimes	Member	One Lincoln Park Midland, PA 15059	7246439004	rgrimes@embarqmail.com
Phil Orend	Treasurer	One Lincoln Park Midland, PA 15059	4127167830	Porend@ondemandenergy.com
Joseph Portonova	Vice President	One Lincoln Park Midland, PA 15059	724-643-9004	scott.portonova@lppacs.org
Sonsheehray Robinson	Member	One Lincoln Park Midland, PA 15059	724-643-9004	sonsheehray97@comcast.net

Board of Trustees Professional Development

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

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

Governance and Management

The Lincoln Park Performing Arts Charter School are strong proponents of activities at the Midland Borough School District and Lincoln Park that create strong community support and bonds. Both schools attend a yearly senior banquet that honors those Midland students that are graduating. Lincoln Park also meets yearly with the 8th grade Midland students about enrollment and are given priority enrollment as Midland residents. The entire community is also strong supporters of athletics at both schools.

Midland Borough School District and the Lincoln Park Performing Arts Charter School also share some services. Lincoln Park has a MOU with Midland for gym and library usage. Midland also uses the Lincoln Park building for music and gym classes. Both boards are supportive of these shared services.

Student Enrollment

Enrollment requirements include the following:

*must be in 7-12th grade

*must reside in Pennsylvania and provide proof of residency

*must provide the driver's license of a parent the student lives with. This license must have the same address as the proof of residency.

*must be up-to-date on all immunizations and provide documentation or provide written documentation of medical or religious exemption.

*must complete the Home Language Survey.

*must complete the Parent Sworn Statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property.

Parent Communication

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

Files uploaded:

- Parent communication about enrollment.docx

Registration Policy

Registration Policy

DOC file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2012	610	594	0	Return to their home district, move, commute is too long	464
2013	669	635	0	Return to their home district, move, commute is too long	520
2014	689	668	0	Return to their home district, move, commute is too long	538
2015	706	658	0	Return to their home district, move, commute is too long	520
2016	723	660	0	Return to their home district, move, commute is too long	544
2017	760	684	0	Return to their home	559

				district, move, commute is too long	
2018	785	745	0	Return to their home district, move, commute is too long	608

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2012	0	0	0	0	0	0	0	45	57	120	128	114	130
2013	0	0	0	0	0	0	0	61	80	105	146	128	115
2014	0	0	0	0	0	0	0	59	86	117	126	147	133
2015	0	0	0	0	0	0	0	56	78	110	114	114	130
2016	0	0	0	0	0	0	0	60	82	116	133	116	97
2017	0	0	0	0	0	0	0	70	86	116	118	139	109
2018	0	0	0	0	0	0	0	77	90	120	121	123	126

Stakeholder Involvement

Name	Role
Not Applicable	Elementary School Teacher - Regular Education
Not Applicable	Elementary School Teacher - Regular Education
Holly Castelli	Administrator
Melissa Cvitkovic	Middle School Teacher - Regular Education
Ken Deem	High School Teacher - Regular Education
Robin Ferrello	High School Teacher - Special Education
Logan Glass	Business Representative
Todd Goodman	Parent
Melissa Holman	High School Teacher - Regular Education
Kristen Kovach	Middle School Teacher - Regular Education
Roylin Petties	Parent
Patrick Poling	Administrator
Brena Price	Ed Specialist - School Counselor
Lindsay Rodgers	Building Principal
Tonya Sainovich	Middle School Teacher - Regular Education

Chris Shovlin	Community Representative
Susan Statler	Ed Specialist - School Nurse

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

We do not offer a K-6 program.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies,	Not answered	Not answered

Science and Technical Subjects		
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

This narrative is empty.

Middle Level

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

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

We do not offer World Languages in the Middle School.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers
> None.

Unchecked answers
> None.

Elementary Education-Intermediate Level

Checked answers
> None.

Unchecked answers

 None.

Middle Level

Checked answers

- Arts and Humanities
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology

Unchecked answers

 None.

High School Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

 None.

Explanation for any standards checked:

HS English: We continually attempt to develop, expand, and improve the material taught to most effectively represent best practices in education.
HS and ML Math: Each math course has been reviewed to not only align with the current standards, but also expand upon them. Each course has been refreshed to include problem solving techniques, rich questions and assessment, and the integration of technogy.
ML Science: We have expanded on the standards to ensure that each topic flows well into the next and that all background information is provided. In 7th grade, additional background information is important since our students are coming from multiple different schools and have differing educaiton backgrounds.
HS Science: We are continually looking to develop, expand, and improve the existing PA Academic Standards and Core Standards. Curriculum mapping and alignment to state standards is a continous ongoing process for the science department in all subject areas and grade levels.
ML and HS Arts and Humanities: With the arts standards being broad and the extensive amount of arts courses that we offer, we feel that our curriculum far exceeds the standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

We do not have a K-6 program.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

We do not have a K-6 program.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

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

The regular education teachers work closely with the special education teachers to provide all modifications and accomodations necessary for students at all ability levels to be successful in class and master the content.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

  Checked Answers
  - Administrators

  Unchecked Answers
  - Building Supervisors
  - Department Supervisors
  - Instructional Coaches
  - Not Reviewed

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

All of the above are used to determine if the strategies have been incorporated into the curriculum. Using the unit and lesson plans and combining these with formal observations, walkthroughs, instructional coaching and PLC/department meetings are used to determine if this is continued.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered

Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

We do not have a K-6 program.

Elementary Education-Intermediate Level

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

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

We do not have a K-6 program.

Middle Level

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

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

As a charter school, we are not required to provide gifted education.

High School Level

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

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

As a charter school, we do not provide gifted education.

Recruitment

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

When an opening at Lincoln Park occurs, it is posted first for the current staff. It is then posted on our website, and in PA Educator and/or the local newspapers. After the deadline for resume submissions, the adminstrative team reviews the resumes and narrows the field down. These candidates are interviewed. Those that score well in the interview are then brought back to teach a lesson in front of the adminstrative team and a small group of students. During this mini lesson, the adminstrative team looks for things such as differentiated instruction, lesson plans aligned to the state standards, academic rigor that is presented as to not frustrate the student, etc. The successful candidate is then presented to the Board of Directors.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	6.50	6.50	6.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Local Assessments

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

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:*Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystones, PSSA's, Final exams			X	X

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Questioning, think-pair-share, whiteboards, exit slips			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT's in PSSA and Keystone tested classes			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Teacher provides an example of an assessment used in their class as part of the formal observation.
Teachers review assessments in their PLC's. Teacher Peer review is done for new teachers in the Induction program.

Development and Validation of Local Assessments

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

Not applicable.

Collection and Dissemination

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

Title 1 coordinator collects data from the DRC reports and uses eMetric. Data is broken down by test, course alignment, and focus on standards. The information is shared with adminstration and department leaders. Department meetings are held to discuss, plan and implement changes.

Data Informed Instruction

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

Identified weaknesses are used to drive instruction to students through small goupr supplemental instruction and focus on learning what was not mastered. Mini lessons at the middle school level start with a pretest on specific content. Those identified as "proficient" do not do the lessons as opposed to those that are identified as "basic or below basic".

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Title I coordinator uses eMetric and DRC report to sort test data. Department meeting and administrative meetings are held to discuss strengths and weaknesses by standards. Department meeting are held to modify curriculum and improve instruction in standards that did not have high proficiency rates.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Annual Title I meetings, new student orientations, individual parent meetings (as requested), parent/teacher conferences are all used to distribute this information. Annual testing notices are sent home about participation through guidance newsletters, high school course syllabi, student handbook, school calendar, and report card mailings. We also put a press release on our website. This information is discussed at our monthly board meetings in which the public (including parents) are always welcome to attend.

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

The Beaver County Times publish these results yearly.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement			X	X
School-wide Positive Behavioral Programs			X	X
Conflict Resolution or Dispute Management			X	X
Peer Helper Programs				
Safety and Violence Prevention Curricula				
Student Codes of Conduct			X	X
Comprehensive School Safety and Violence Prevention Plans			X	X

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

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

Regarding Safety and Violence Prevention Curricula, we show an anti-bullying video at the beginning of the school year to the middle school students. In the 18-19 school year, we implemented the Rachel's Challenge program and give the students weekly challenges. We also show a video on school shooters to our staff at the beginning of the school year. In the 18-19 school year, we conducted an Intruder Drill. Because our suspension rate is low and we currently have not expelled any students since we opened, we have not found the need to implement a formal program for this.
Peer Helper Program: This is something that we have tried in the past but have not done in the last couple of years. It is very hard with the way our students schedules are as well as the great distances our students travel to get to school to have them stay after school. We do have our high school students participate in a peer mentoring program with students from the local elementary school.

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Charter schools are not required to provide gifted programs, and we currently do not.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

This narrative is empty.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

This narrative is empty.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

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

The responsibilities of the Charter School nurse are exactly the same as a traditional brick and mortar school. She is responsible to all of the health needs of the students including taking care

of the ill and injured, dispensing medications (following the medication policy of LPPACS), completing the health screenings, maintaining health records, and all other duties of a traditional brick and mortal school nurse. Students diagnosed with such illnesses as diabetes, asthma or life threatening allergies are permitted to carry emergency medication with written physician and parent approval.

Food Service Program

Describe unique features of the Charter School meal program

The Lincoln Park Performing Arts Charter School provides both a breakfast and lunch program.

Safety and Security

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

The Lincoln Park Performing Arts Charter School security practices are enforced with the following procedures. Limiting access to school property by locking all exterior doors. To gain access to the school, all employees have access badges that they have to swipe at the main doors to enter. All visitors must check in at the main office before gaining access. Each visitor must use the Intercom system stating their business before entry. In the event of an emergency, all classrooms have communication through the PA system from the main office. Lincoln Park employs two security personnel and a school resource officer to monitor the school's perimeters and hallways giving us an extra safety measure for our students. In addition to the security personnel, Lincoln Park has cameras throughout the buildings monitoring the students and the grounds. Fire and security protection is provided by Simplex Grinnell with 24-hour monitoring. In the 1819 School year, a SRO was also employed at the school and monitored the school campus. Lincoln Park conducts monthly fire drills and had one intruder drill in the 18/19 school year.
Chapter 10 Safe Schools report is provided to the local police and fire departments to aid in the event of an emergency that would occur at our school. The memorandum of understanding is reviewed and signed yearly between the principal and the local police chief in our borough.
Lincoln Park resides in the ten mile radius of the Shippingport Nuclear Power Plant. The school and the emergency managment agency of Beaver County have an emergency operations plan that we follow to safely evacuate our students and staff to a host school outside of the ten radius for reunification with families. The emergency operations plan also touches on winter storms, tornados, fires, hazordous materials, accidents, acts of vandalism/terrorism and enemy attack.
Lincoln Park safety department conducts regular safety inspections of school facilities and ground.

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

Wellness Policy

The school wellness policy

DOC file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- Lincoln Park WC policy.pdf
- Lincoln Park Umbrella Policy.pdf
- Lincoln Park Educators Proffessional.pdf
- Lincoln Park Commer PCK Policy (1).pdf
- Lincoln Park Accident Insurance Policy.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Lincoln Park students that reside in the seven surrounding school districts (Western Beaver, Midland, Southside, Beaver, Hopewell, Central Valley, Blackhawk) are transported to Lincoln Park by those school districts. Students living outside the ten mile radius are transported through a hub system provided by Lincoln Park. Rhodes Transportation is contracted for this service and students are not charged for this service. Any special education student needing accomodations for transportation are provided these accomodations.

Free Transportation Eligibility Requirements

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

No file has been uploaded.

Student Conduct

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

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

DOC file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Not Applicable

Elementary Education - Intermediate Level

- Not Applicable

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

The resource room teachers and/or the guidance couselors and nurse will meet with the staff to discuss interventions that are to be put in place in order to help students be successful in each class.

Community and Parent Engagement

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

The Lincoln Park Board of Trustees is very supportive of community and parent engagement in school activities. These activities are posted on our website, and flyers are placed throughout the community. We use the Remind App to send out this information to students and families.

Community Coordination

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

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

Lincoln Park does not have an elementary, preschool or after school programs. Our teachers are available for tutoring before and after school as needed.

Preschool Agency Coordination

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

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

Lincoln Park does not have an elementary or preschool program.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

Lincoln Park does not have an elementary program.

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

Lincoln Park does not have an elementary program.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level	Not answered

Material and Resources Characteristics	Status
and demonstrates relationships among fundamental concepts and skills	
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

Lincoln Park does not have an elementary program.

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

Lincoln Park does not have an elementary program.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and	Not answered

Technical Subjects	
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

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

Further explanation for columns selected "

Arts and humanities: As a performing arts school, our offerings are at a fairly high level. We believe that our resources and materials exeed that of the SAS system.

High School Level

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

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

Further explanation for columns selected "

Arts and humanities: As a performing arts school, our arts courses are at a fairly high level. We believe that our arts materials and resources exceed the SAS system.

Fiscal Solvency Policies

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

The Lincoln Park Performing Arts Charter School remains fiscally solvent through the budget process. If necessary, the school's fund balance is available to maintain solvency

Accounting Systems

Explain what accounting system the charter school uses.

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

The Lincoln Park Performing Arts Charter School utilizes CSIU-Central Susquehanna Intermediate Unit accounting software.

Professional Education

Characteristics

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

Charter's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.			X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's				

academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.			X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.			X	X
Instructs the leader in managing resources for effective results.			X	X

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

The administrative team meets weekly throughout the year. One of the ongoing discussion points is Professional Development. We discuss administrative and teacher professional development needs for a group or for individual staff members. We also send out teacher surveys and use this information to make decisions. We do not provide gifted education.
The CEO and Dean of Academics completed the Principal's Academy and the Principal completed the new Principal Induction Program.
With regards to classroom teachers, guidance counselors and educational specialist, we ask for input on in-house professional development.   The last couple of years, we have had a school wide Google Classroom Initiative and the majority of the professional development has focused on technology. Many of our teachers have become Certified Google Educators.

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

As a charter school, we do not provide gifted education.

Professional Development

Lincoln Park Performing Arts CS
Professional Development

Title:	Room Design Challenge
Description	Current research shows a strong correlation between environment and learning. 21st Century learning promotes hands-on learning when students explore and engage with the material being taught. Still though, many times we create a single classroom set-up and stick to that throughout the year. If we are promoting collaboration and experimenting with class material in an effort to enhance exploratory learning, is this truly best achieved with desks being arranged in uniform rows? Probably not. At the same time, when we engage in a class-wide debate or discussion, are pods of desks the best means to promote the exchanges of ideas? Again, probably not. The answer, and a best practice in education, is to have flexible seating. Very simply put,

	different activities will be best executed in environments that promote the specific style of learning from those activities. Through formal and walkthrough observations and the end of the year presentations, we were able to determine that the teachers were using this information in their classrooms.
Person Responsible	Lindsay Rodgers
Start Date:	2/20/2017
End Date:	6/13/2017
Proposed Cost/Funding:	
Program Area(s):	Professional Education
Hours Per Session	7.5
# of Sessions:	2
# of Participants Per Session:	40
Provider:	Lincoln Park Performing Arts Charter School
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	The teachers were able to use this information to increase student engagement, collaboration and classroom success while reducing distractions.
Research & Best Practices Base:	Current research shows a strong correlation between environment and learning. 21st Century learning promotes hands-on learning when students explore and engage with the material being taught. Still though, many times we create a single classroom set-up and stick to that throughout the year. If we are promoting collaboration and experimenting with class material in an effort to enhance exploratory learning, is this truly best achieved with desks being arranged in uniform rows? Probably not. At the same time, when we engage in a class-wide debate or discussion, are pods of desks the best means to promote the exchanges of ideas? Again, probably not. The answer, and a best practice in education, is to have flexible seating. Very simply put, different activities will be best executed in environments that promote the specific style of learning from those activities.
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for

Within the "Proposed Cost/Funding" cell:

Start Year	End Year	Cost	Funding Source
2016	2017	150.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES

	struggling students.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• LEA Whole Group Presentation
Participant Roles:	• Classroom teachers • Principals / Asst. Principals
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Teachers were required to change up the seating at least two times during the school year. They were also presented their findings to the staff at the end of the school year.
Evaluation Methods:	• Teachers were required to change up the seating at least two times during the school year. They were also presented their findings to the staff at the end of the school year.

Lincoln Park Performing Arts CS
Professional Development

Title:	Google Certified Educator Training
Description	For educators who are new to Google tools, this course will teach you the best strategies for integrating Google in your classroom. The teachers will demonstrate that Google is being implemented as it will be required for the upcoming school year.
Person Responsible	Lindsay Rodgers
Start Date:	6/15/2017
End Date:	3/30/2018
Proposed Cost/Funding:	
Program Area(s):	Professional Education
Hours Per Session	10.0
# of Sessions:	1
# of Participants Per Session:	4
Provider:	Google for Education
Provider Type:	Individual
PDE Approved:	No
Knowledge Gain:	Teachers will be able to implement the use of Google Classroom into their classrooms.
Research & Best Practices Base:	Technology has become an integral part of society and the educational community. Lincoln Park has committed a great deal of time, energy, and finances to bring cutting edge technology into the classroom. This technology will also help to increase the amount of student engagement in the classroom.
For classroom teachers, school counselors and education specialists:	• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership	• Empowers leaders to create a culture of teaching and learning,

The Proposed Cost/Funding cell contains:

Start Year	End Year	Cost	Funding Source
2018	2019	3885.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES

roles:	with an emphasis on learning.
Training Format:	• Online-Asynchronous
Participant Roles:	• Classroom teachers
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Teachers will be required to implement the use of Google Classroom.
Evaluation Methods:	• Teachers will be required to implement the use of Google Classroom.

Lincoln Park Performing Arts CS
Professional Development

Title:	Increase Motivation and Learning In Your World Language Classroom
Description	In this seminiar, outstanding world language teacher and nationally-known presenter, Greta Lundgaard, will share practical high-leverage teaching strtegies to accelerate target language proficiency growth for your students. You'll learn how you can utilize the key concepts of motivation that will result in greater student inverstment and awnership for their learning the target language.
Person Responsible	Christina Dowd
Start Date:	1/11/2018
End Date:	1/11/2018
Proposed Cost/Funding:	

Start Year	End Year	Cost	Funding Source
2017	2018	249.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES

Program Area(s):	Professional Education
Hours Per Session	7.0
# of Sessions:	1
# of Participants Per Session:	1
Provider:	Bureau of Education and Research
Provider Type:	Bureau of Education and Research
PDE Approved:	No
Knowledge Gain:	Teacher was able to learn new ways of motivating students, ways to teach grammar and learn more about incorporate culture into the classroom.
Research & Best Practices Base:	Because we work on a block schedule, our World Language teachers are constantly looking for ways to get the kids actively involved in the language. The teacher chose to take this course to find more strategies to get the students actively involved.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.

For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• Offsite Conferences
Participant Roles:	• Classroom teachers
Grade Levels:	• High (grades 9-12)
Follow-up Activities:	• Formal and informal observations
Evaluation Methods:	• Formal and informal observations.

Lincoln Park Performing Arts CS
Professional Development

Title:	Human Trafficking
Description	This professional development was presented to the entire staff to make them aware of what human trafficking is, that it exists in Beaver County, PA, and how we as educators can help identify those involved.
Person Responsible	Holly Castelli
Start Date:	1/15/2018
End Date:	1/15/2018
Proposed Cost/Funding:	
Program Area(s):	Professional Education
Hours Per Session	1.25
# of Sessions:	1
# of Participants Per Session:	43
Provider:	Lincoln Learning Solutions and Midland Women's Club
Provider Type:	Local Women's Club and business
PDE Approved:	No
Knowledge Gain:	This was provided during a Martin Luther King day celebration to make the staff and community aware of human trafficking and how we as educators and community members can help those involved.
Research & Best Practices Base:	Making our staff aware of this issue and what we can do to help to keep our children safe and ready to learn.
For classroom teachers, school counselors and education specialists:	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	

Within the Proposed Cost/Funding cell:

Start Year	End Year	Cost	Funding Source
2017	2018	400.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES

	• LEA Whole Group Presentation
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • New Staff • Parents
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• This was an information session.
Evaluation Methods:	• This was an information session.

Lincoln Park Performing Arts CS
Professional Development

Title:	Career Conversations with Large and Small Groups
Description	Learn how to use the Career Conversations, aligned with the ASCA Midsets & Behaviors, to work with students in both large and small group formats to promote students' career and college readiness. Hear how to use the Career Conversations for the purposes of assessment, prevention and intervention, and explore examples of group activities, lesson plans and discussion questions to promote practical application.
Person Responsible	Kapeka Galazia
Start Date:	5/3/2018
End Date:	5/3/2018
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2017</td><td>2018</td><td>150.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>
Program Area(s):	Professional Education
Hours Per Session	1.0
# of Sessions:	1
# of Participants Per Session:	1
Provider:	Aemrican School Counselor Association
Provider Type:	Non-profit Organization
PDE Approved:	No
Knowledge Gain:	Counselor will learn to identify the foundational underpinnings of the ASCA Career Conversations, demonstrate the use of ASCA Career Conversations with large and small groups using case studies, and develop a plan for using the Career Conversations with a small or large group.
Research & Best Practices Base:	As we continue to develop our career and college program, this professional development will be used in curriculum development.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other	• Empowers leaders to create a culture of teaching and learning,

educators seeking leadership roles:	with an emphasis on learning.
Training Format:	• Online-Asynchronous
Participant Roles:	• School counselors
Grade Levels:	• Middle (grades 6-8)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods:	• Completion of student Career standards.

Lincoln Park Performing Arts CS
Professional Development

Title:	Google Pennsylvania Summit/Google Educator Level I
Description	Explore the core areas of G Suite to increase professional learning and leadership; efficiency in the classroom; and student learning and creativity. We'll explore several tools in Google's Level 1 curriculum, all of which are taught within the context of meaningful use with students and teachers. Segments include the Chrome browser, search techniques, and Google Classroom....as well as Google Drive, Docs, Slides, Spreadsheets, Forms, Calendar, Sites and Groups. Gmail, Hangouts, and YouTube are also included. In Addition to the tools, participants are exposed to critical student skill sets necessary for learning in an online environment.
Person Responsible	Lindsay Rodgers
Start Date:	6/13/2017
End Date:	6/14/2017
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2017</td><td>2018</td><td>150.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>
Program Area(s):	Professional Education
Hours Per Session	16.0
# of Sessions:	2
# of Participants Per Session:	12
Provider:	Ed Tech Team
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	As we introduce Google Classroom to Lincoln Park, this course will train the staff in it's use.
Research & Best Practices Base:	Lincoln Park is working towards keeping up with current technology in the classroom to keep in students in touch with 21st Century technology skills and to keep them motivated in the classroom.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA	

administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• Offsite Conferences
Participant Roles:	• Classroom teachers
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Teachers are required to use Google Classroom for the upcoming school year.
Evaluation Methods:	• Formal and informal observations.

Lincoln Park Performing Arts CS
Professional Development

Title:	Develop Growth Mindset in Mathematics
Description	Beatrice Moore-Luchin will provide practical strategies and solutions you can use immediately in your classroom or school to address these persistent challenges we face as math educators. Help your grades 6-12 students drop a fixed mindset and adopt a Growth Mindset. Enable your student to experience success through productive stuggle.
Person Responsible	Gwen Rankin
Start Date:	2/5/2019
End Date:	2/5/2019
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2018</td><td>2019</td><td>269.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>
Program Area(s):	Professional Education
Hours Per Session	5.0
# of Sessions:	1
# of Participants Per Session:	1
Provider:	Bureau of Education and Research
Provider Type:	Association
PDE Approved:	No
Knowledge Gain:	The teacher learned how to help a student see value and relevance in Growth Mindset, capitalize on mistakes and questions to unlock student potential, and foster student inquiry and risk taking.
Research & Best Practices Base:	As a performing arts school, many of our students struggle with math and science skills. This course will help the teacher to reach students who have developed a negative view of math.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format:	• Offsite Conferences
Participant Roles:	• Classroom teachers
Grade Levels:	• Middle (grades 6-8)
Follow-up Activities:	• Formal and informal observations
Evaluation Methods:	• Formal and informal observations.

Lincoln Park Performing Arts CS
Professional Development

Title:	Materials Science Classroom Kit
Description	This workshop was designed to help 21 teachers of 7th through 12th grades bring materials science education into the classrooms through the use of CGIF's Materials Scienc Classroom Kit. The kit makes materials science concepts relevant, interesting, and fun for young adults, and the hands-on demonstrations and labs are a proven way of getting students interested in subject matter that they will need to know as they prepare to enter the high-tech workforce of today.
Person Responsible	Caroline Dotterer
Start Date:	8/1/2018
End Date:	8/1/2018
Proposed Cost/Funding:	
Program Area(s):	Professional Education
Hours Per Session	6.0
# of Sessions:	1
# of Participants Per Session:	1
Provider:	Harbison Walker
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	The teacher was able to work on some hands-on lab demonstrations and learn to incorporate these into her classroom.
Research & Best Practices Base:	Science is one of the subjects that a large number of arts minded students have difficulty following. With that in mind, the teacher has been searching out some hands-on labs to get the students interacting with the subject matter.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other	• Empowers leaders to create a culture of teaching and learning,

Within the Proposed Cost/Funding cell:

Start Year	End Year	Cost	Funding Source
2018	2019	75.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES

educators seeking leadership roles:	with an emphasis on learning.
Training Format:	• Offsite Conferences
Participant Roles:	• Classroom teachers
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Formal and informal observations
Evaluation Methods:	• Formal and informal observations

Lincoln Park Performing Arts CS
Professional Development

Title:	#Ditch Summit
Description	The following topics were covered during this summit: *Helpling ELL Students Succeed with Tech and Tips *Dynamic, Google-Powered Learning *Practical, powerful, pedagogically-charged teaching *The Purpose of Classroom Creativity *Transformational Learning Space Design *The Purpose of Classroom Creativity *FREE Open Educational Resources for All *Solid Teaching Craftsmanship for EVERYONE *Powerful Digital Learning with HyperDocs
Person Responsible	Holly Castelli
Start Date:	9/18/2018
End Date:	9/21/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	1
# of Sessions:	9
# of Participants Per Session:	5
Provider:	Cue Craft #DitchSummit
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	As a Google Classroom school and with cutting edge technology available, our teachers search out professional development to help increase the amount of student participation in the coursework and to help struggling students.
Research & Best Practices	Our teachers have been working to try and get away from using

Base:	textbooks. Instead, they are incorporating technology into their lessons to increase student participation and provide differentiated instruction to the different learning levels.
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format:	• Online-Asynchronous
Participant Roles:	• Classroom teachers
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Formal and informal observations
Evaluation Methods:	• Formal and informal observations

Lincoln Park Performing Arts CS
Professional Development

Title:	Career Development Specialist
Description	This course will help the students to plan and develop plans for post secondary career and work. The counselor will introduce them to careers and the world of work; provide learning and experiential opportunities for the students to acquire behaviors and skills for career readiness; help them to understand the connection between school and the world of work; work with students to identify their interests, abilities, specific career clusters and postsecondary plans.
Person Responsible	Kapeka Galazia
Start Date:	8/22/2017
End Date:	5/13/2018
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2017</td><td>2018</td><td>80.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>
Program Area(s):	Professional Education
Hours Per Session	5.0
# of Sessions:	1
# of Participants Per Session:	1
Provider:	American School Counselor Association
Provider Type:	Association
PDE Approved:	No
Knowledge Gain:	The counselor will be able to help the students to: *describe outcomes/benefits associated with pre-K-12 career exploration *recognize and become familiar with different career options *Identify potential career explorations and interventions *describe the role of the school counselor in career development *Explain the theoretical foundations of the ASCA Career Conversations and Starter Questions

	*Brainstorm and implement a career program in your school *Articulate the four uses of the ASCA Career Conversations: assessment, prevention, intervention collaboration *Apply the ASCA Career Conversations to individual case studies based on the ASCA mindsets and behaviors
Research & Best Practices Base:	The couselor will use this to develop a career standard curriculum to help the students to develop plans and understand what is needed to prepare for post secondary careers.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• Online-Asynchronous
Participant Roles:	• School counselors
Grade Levels:	• Middle (grades 6-8)
Follow-up Activities:	• Creating lessons to meet varied student learning styles
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards,

	classroom environment, instructional delivery and professionalism.

Lincoln Park Performing Arts CS
Professional Development

Title:	Effective Practices for General Educators in an Inclusive Classroom
Description	Finding success in school is an important goal for any student. Likewise, classroom teachers want to feel just as successful in education as their pupils. Teaching students with special needs, in the least restrictive environment, can make that goal a challenge. The Beaver Valley Intermediate Unit wants to make that objective attainable, especially for general education classroom teachers. This training will introduce special education laws that pertain to inclusive classrooms. Participants will leave with an understanding of their role in the special education process. Our speaker will cover FERPA, IEPs, and 504 Plans. Local cases will be reviewed. We will discuss the responsibilities of the general educator in the instructional process and at IEP meetings. A panel of education professionals will field audience questions. The training staff will cover effective practices for instruction and behavior.
Person Responsible	Ryan Kacsur
Start Date:	11/19/2018
End Date:	11/19/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	6.0
# of Sessions:	1
# of Participants Per Session:	1
Provider:	Beaver Valley Intermediate Unit
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	Best practices for inclusive classrooms.
Research & Best Practices Base:	Our school is fully inclusive. This professional development will help us to provide a successful learning environment for our students.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format:	• Offsite Conferences
Participant Roles:	• Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Peer-to-peer lesson discussion
Evaluation Methods:	• Formal and informal observations.

Lincoln Park Performing Arts CS
Professional Development

Title:	Google Presentations for use in the Classroom
Description	Teachers presented lessons that they used in the classroom using Google to the teaching staff.
Person Responsible	Holly Castelli
Start Date:	8/16/2018
End Date:	8/16/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	1
# of Sessions:	1
# of Participants Per Session:	37
Provider:	Lincoln Park Performing Arts Charter School
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Teachers shared what they had done with Google in the classroom with other teachers
Research & Best Practices Base:	Google Classroom is fairly new to Lincoln Park. The teachers used Professional Learning Communities to share what they have done to use it in their classroom.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• LEA Whole Group Presentation
Participant Roles:	

	• Classroom teachers
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Teachers will be required to implement the use of Google Classroom.
Evaluation Methods:	• Formal and informal observations.

Lincoln Park Performing Arts CS
Professional Development

Title:	IU Contact Meeting Special Education Updates and PaTTAN Information
Description	All IU contact meetings allow Special Education Departments to keep up with the latest information on Special Education Law and procedures. Also, they allow participation in county wide discussion on issues facing the area and problem solving strategies.
Person Responsible	Robin Ferrello
Start Date:	10/31/2018
End Date:	3/21/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	3.5
# of Sessions:	3
# of Participants Per Session:	1
Provider:	Beaver Valley Intermediate Unit
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	All IU contact meetings allow Special Education Departments to keep up with the latest information on Special Education Law and procedures. Also, they allow participation in county wide discussion on issues facing the area and problem solving strategies.
Research & Best Practices Base:	These information sessions provide our teachers with needed information to provide the most up-to-date services to our students.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	

	• Offsite Conferences
Participant Roles:	• Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Shares information with outher special education teacher and school administration.
Evaluation Methods:	• Shares information with other special education teacher and school administration.

Lincoln Park Performing Arts CS
Professional Development

Title:	Getting to Know AT
Description	This presentation provided an overview of the different types of assistive technology available.
Person Responsible	Robin Ferrello
Start Date:	4/25/2018
End Date:	4/25/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Special Education
Hours Per Session	2.5
# of Sessions:	1
# of Participants Per Session:	1
Provider:	Beaver Valley Intermediate Unit
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	Provided the teacher with a list of technology and it's uses.
Research & Best Practices Base:	Keeping up-to-date with assistive technology will help the teacher to be able to offer all that will help our students to be successful.
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format:	• Offsite Conferences

Participant Roles:	• Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Shares information with outher special education teacher and school administration.
Evaluation Methods:	• Shares information with other special education teacher and school administration.

Lincoln Park Performing Arts CS
Professional Development

Title:	Child Abuse: Identification & Intervention
Description	The multimedia rich course provides information about child abuse and neglect related to their professional role, related statistical data, descriptions of various types of abuse and neglect, indicators to assist in identifying abuse and neglect, legal responsibilities related to reporting abuse and neglect, suggestions for handling student disclosures of abuse and neglect, examples of the relationship between child abuse, substance abuse, children with disabilities, and animal abuse, and child abuse prevention strategies.
Person Responsible	Holly Castelli
Start Date:	8/15/2019
End Date:	9/30/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	
Hours Per Session	0.5
# of Sessions:	1
# of Participants Per Session:	90
Provider:	Safe Schools Training
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	This course is used to reinforce the information presented in the mandatory reporter training.
Research & Best Practices Base:	This course is used to reinforce the information presented in the mandatory reporter training
For classroom teachers, school counselors and education specialists:	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	

	• Online-Asynchronous
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • Classified Personnel • New Staff • Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• This course is to act as a course to reinforcement of mandatory reporter training.
Evaluation Methods:	• This course is to act as a course to reinforcement of mandatory reporter training.

Lincoln Park Performing Arts CS
Professional Development

Title:	Accelerate Your Students Communicative Proficiency: Practical Strategies for Maintaining 90% Language Use in Your World Language Classroom
Description	Specifically designed for World Language Educators serving grades 6-12: Classroom teachers, department heads, curriculum specialists, and administrators. Practicals ways to achieve ACtFL's goal of at least 90% use of the target language in your world language classroom. Ready-to-use ideas and powerful methods to increase instructional time in the target language that is comprehensible and accessible. Motivate even reluctant language learners while providing a safe classroom environment where all students will want to use the target language for real communicative purposes.
Person Responsible	Christina Vanhartogh
Start Date:	11/30/2017
End Date:	11/30/2017
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2017</td><td>2018</td><td>249.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>
Program Area(s):	Professional Education
Hours Per Session	7.0
# of Sessions:	1
# of Participants Per Session:	1
Provider:	Burea of Education & Research
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	Strategies to achieve 90% use of the language in the classroom.
Research & Best Practices Base:	The best way to help students build speaking and communicative proficiency is byimmersing them in the language, providing ample comprehensible input and giving them multiple opportunities to practice using the language in authentic and meaningful ways.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.

For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format:	• Offsite Conferences
Participant Roles:	• Classroom teachers
Grade Levels:	• High (grades 9-12)
Follow-up Activities:	• Peer-to-peer lesson discussion
Evaluation Methods:	• Formal and informal observations.

Lincoln Park Performing Arts CS
Professional Development

Title:	2017 Academic MTSS Implementers Forum Welcomes STEM: Innovation, Implementation and Evolution in PA
Description	This year, the MTSS Academic Inititative welcomes STEM! School practitioners K-12, administrators and families will have multiple opportunities to engage in meaningful professional learning sessions across ALL disciplines, including science, technology and engineering! Attend this year's forum to gain deep content, move forward with sound implementation across the tiers and expand you continuum of data based decision making tools and evidence bases practices.
Person Responsible	Lauren Buckwalter
Start Date:	10/17/2017
End Date:	10/19/2017
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2017</td><td>2018</td><td>100.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>
Program Area(s):	Professional Education
Hours Per Session	6.5
# of Sessions:	3
# of Participants Per Session:	1
Provider:	PaTTAN
Provider Type:	PaTTAN
PDE Approved:	Yes
Knowledge Gain:	See above
Research & Best Practices Base:	As a fully inclusive school, our staff will use the information presented at this conference to strengthen the curriculum and provide various modes of differentiated instruction.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format:	• Offsite Conferences
Participant Roles:	• Classroom teachers
Grade Levels:	• Middle (grades 6-8)
Follow-up Activities:	• Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Lincoln Park Performing Arts CS
Professional Development

Title:	Grief and Loss Specialist Training
Description	Upon completion of this training you should be able to: *explain ways that student at different development stages understand death and grieve. *Identify ways to support grieving children and adolescents *Identify ways to help a student cope with death *Brainstorm ways to implement a grief support group *Discuss how the school as a whole can help students through grief. *Develop a school intervention plan for your school community after a death *Recognize when outside help is needed *Respect different cultural attitudes toward loss and grief
Person Responsible	Henry Ford
Start Date:	10/1/2017
End Date:	6/30/2018
Proposed Cost/Funding:	

Start Year	End Year	Cost	Funding Source
2017	2018	99.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES

Program Area(s):	Professional Education
Hours Per Session	50.0
# of Sessions:	1
# of Participants Per Session:	1
Provider:	American School Counselor Association
Provider Type:	American School Counselors Association
PDE Approved:	No

Knowledge Gain:	See above
Research & Best Practices Base:	This course will help our counseling staff to develop a program for helping students that are dealing with the death of a family member or friend.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• Online-Asynchronous
Participant Roles:	• School counselors
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Share information with other counselors
Evaluation Methods:	• Formal and informal observations

Lincoln Park Performing Arts CS
Professional Development

Title:	SAP Coordinators Meeting
Description	In Pennsylvania, every school district is required to have a plan for identifying and assisting students who experience "barriers to learning." The Secretary of Education established the Student Assistance Program as a Pre-K through 12th Grade system for assisting parents and school personnel in removing these barriers. A SAP team made up of school and agency staff is available to help access school and community services for the student. These SAP Coordinators meeting are used to network and share with other counselors and Prevention Network staff.
Person Responsible	Brena Price
Start Date:	10/25/2018
End Date:	3/22/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	
Hours Per Session	3.0
# of Sessions:	2
# of Participants Per Session:	1
Provider:	Prevention Network
Provider Type:	Non-profit Organization
PDE Approved:	No
Knowledge Gain:	Network and share ideas with other counselors and Prevention Network staff members and learn ways to help remove the barriers to learning.
Research & Best Practices Base:	Helping students and families remove barriers to learning will help the student succeed in school.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to

	Pennsylvania's academic standards.
Training Format:	• Offsite Conferences
Participant Roles:	• School counselors
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Share information with other counselors and members of the SAP team
Evaluation Methods:	• share information with other counselors and members of the SAP Team.

Lincoln Park Performing Arts CS
Professional Development

Title:	2019 PMEA/NAfME Eastern Division Conference
Description	This conference is geared towards those serving as music educators. Through workshops and seminars, the participants will be exposed to various music education topics.
Person Responsible	Adam Leatherman
Start Date:	4/4/2019
End Date:	4/5/2019
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2018</td><td>2019</td><td>185.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>
Program Area(s):	Professional Education
Hours Per Session	6
# of Sessions:	2
# of Participants Per Session:	1
Provider:	PMEA/NAfME
Provider Type:	Association
PDE Approved:	No
Knowledge Gain:	The teacher was exposed to various topics in music education.
Research & Best Practices Base:	As we continue to build our music program, this conference will help the teacher to learn about new and upcoming ideas in music education.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• Offsite Conferences

Participant Roles:	• Classroom teachers
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Share information with other music educators
Evaluation Methods:	• share information with other music educators

Lincoln Park Performing Arts CS
Professional Development

Title:	Conference on College Composition and Communication
Description	The Conference on College and Communication is committed to supporting the agency, power, and potential of diverse commincators inside and outside of post secondary classrooms. CCCC advocates for broad and evolving definitions of literacy, communication, rhetoric, and writing (including multimodal discourse, digital communication, and diverse language practices) that emphasize the value of these activities to empower individuals and communities. CCCC promotes intellectual and pedagogical freedom and ethical scholarship and communication.
Person Responsible	Holly Castelli
Start Date:	3/14/2018
End Date:	3/15/2018
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2017</td><td>2018</td><td>320.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>
Program Area(s):	Professional Education
Hours Per Session	6.0
# of Sessions:	2
# of Participants Per Session:	2
Provider:	Conference on College Composition and Communication
Provider Type:	Association
PDE Approved:	No
Knowledge Gain:	The participants will learn different methods of teaching literacy, communications, rhetoric and writing to diverse learners.
Research & Best Practices Base:	The information provided in this professional development will help those attending to provide differentiated instruction within the classroom.
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other	• Empowers leaders to create a culture of teaching and learning,

educators seeking leadership roles:	with an emphasis on learning.
Training Format:	• Offsite Conferences
Participant Roles:	• Classroom teachers
Grade Levels:	• High (grades 9-12)
Follow-up Activities:	• Formal and informal observations
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Lincoln Park Performing Arts CS
Professional Development

Title:	The Essentials of Music Copyright Law with Ethics
Description	This course provides an overview of music copyright law and cases featuring many of rock's most famous artists.
Person Responsible	Mia Frank
Start Date:	9/28/2018
End Date:	9/28/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	7.5
# of Sessions:	1
# of Participants Per Session:	1
Provider:	Duquese University School of Law
Provider Type:	College or University
PDE Approved:	No
Knowledge Gain:	The teacher learned the following: -what is a copyright law and how to get one -why it is important to register your work -the two copyrights in every song -the exclusive rights you get with every copyright -all the money streams songs can generate including music licensing -how changes in technology affect those money streams -what are music publishers and their importance -who is the author of a song or a sound recording -what is a "work made for hire" -the standards in music copyright infringement cases

	-the ethical issues in representing a band
Research & Best Practices Base:	Because Lincoln Park is a performing arts school and has started a new Pre-Law program, this professional development will help to educate the teacher in presenting this pertinent information to the students.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• Offsite Conferences
Participant Roles:	• Classroom teachers
Grade Levels:	• High (grades 9-12)
Follow-up Activities:	• Curriculum development
Evaluation Methods:	• Curriculum development

Lincoln Park Performing Arts CS
Professional Development

Title:	Active Shooter
Description	This course intends to prepare personnel for "active shooter" situations by providing information on how they occur and how they may be more effectively prevented. The course will review facts and history, prevention strategies, preparedness, and what to do if an "active shooter" incident happens.
Person Responsible	Lindsay Rodgers
Start Date:	10/8/2018
End Date:	10/8/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	1
# of Sessions:	1
# of Participants Per Session:	64
Provider:	Safe School Training
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	This course provides general information for the staff with regards to an active shooter and to help them prepare should this occur.
Research & Best Practices Base:	Keeping our staff informed of new strategies to prevent and prepare for an active shooter.
For classroom teachers, school counselors and education specialists:	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Instructs the leader in managing resources for effective results.
Training Format:	• Online-Asynchronous
Participant Roles:	

	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Active intruder drill
Evaluation Methods:	• Active intruder drill

Lincoln Park Performing Arts CS
Professional Development

Title:	Bullying: Recognition & Response
Description	Bullying continues to be a pressing problem in schools today, the effects of which can often last a lifetime for students. This course provides users with a better understanding of bullying basics, identifying bullying behavior, how bullying works and effective ways to address the problem. Also hear from real students on their experiences with bullying, how it affected them and what they think schools could do to help them.
Person Responsible	Lindsay Rodgers
Start Date:	10/9/2018
End Date:	10/9/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	0.8
# of Sessions:	1
# of Participants Per Session:	91
Provider:	Safe Schools Training
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	This course was offered to help staff recognize bullying behavior and how to address the problem.
Research & Best Practices Base:	We have this course presented to the staff to keep them current on identifying and addressing issues so that it can hopefully be prevented so that students can learn effectively.
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles:	• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	

	• Online-Asynchronous
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff • Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• This issue is addressed each year during in-service.
Evaluation Methods:	• This issue is addressed each year during in-service.

Lincoln Park Performing Arts CS
Professional Development

Title:	Conflict Management: Managing the Angry Parent
Description	This course is designed for any school staff member who may need to address the concerns of an angry parent. Topics include an explanation of "de-escalation" and a list of de-escalation strategies, an overview of the four basic Conflict Management models, and a description of effective interpersonal communication strategies.
Person Responsible	Lindsay Rodgers
Start Date:	10/9/2018
End Date:	10/9/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	0.3
# of Sessions:	1
# of Participants Per Session:	91
Provider:	Safe Schools Training
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	This course was offered to try to provide staff members with effective techniques in handling angry parents.
Research & Best Practices Base:	We work very hard to create and maintain a positive school culture. We offered this course to help teachers deal with an angry parent so that the end result is positive.
For classroom teachers, school counselors and education specialists:	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Instructs the leader in managing resources for effective results.
Training Format:	• Online-Asynchronous

Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• As needed conferences.
Evaluation Methods:	• Participation in parent meetings.

Lincoln Park Performing Arts CS
Professional Development

Title:	FERPA: Confidentiality of Records
Description	This course addresses training needs relating to student education records. It covers important legal terms related to the Family Educational Rights and Privacy Act (FERPA), the general responsibilities of staff members under FERPA, FERPA's rules regarding confidentiality and disclosure, and the rights of students to access and inspect their own education records kept by the school.
Person Responsible	Lindsay Rodgers
Start Date:	10/9/2018
End Date:	10/9/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	0.25
# of Sessions:	1
# of Participants Per Session:	91
Provider:	Safe Schools Training
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	The general responsibilities of staff members under FERPA. FERPA's rules regarding confidentiality and disclosure Rights of students to access and inspect their own education records kept by the school.
Research & Best Practices Base:	We use this course to remind the staff of the importance of FERPA.
For classroom teachers, school counselors and education specialists:	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Instructs the leader in managing resources for effective results.

Training Format:	• Online-Asynchronous
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Yearly reminder of FERPA
Evaluation Methods:	• Yearly reminder of FERPA

**Lincoln Park Performing Arts CS
Professional Development**

Title:	HIPPA Overview
Description	This course provides staff members with a basic understanding of current HIPAA regulations. The course will review the definition of HIPAA, whom HIPAA applies to, what HIPAA requires of you, and discuss the consequences of HIPAA violations. This course does not serve as legal advice, nor is it meant to be comprehensive.
Person Responsible	Lindsay Rodgers
Start Date:	10/9/2018
End Date:	10/9/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	0.25
# of Sessions:	1
# of Participants Per Session:	91
Provider:	Safe Schools Training
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	Staff members were assigned this course to brush up on all of the requirements and obligations associated with HIPAA regulations.
Research & Best Practices Base:	This course was assigned to staff members so that they are continually given information regarding HIPAA regulations.
For classroom teachers, school counselors and education specialists:	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Instructs the leader in managing resources for effective results.
Training Format:	• Online-Asynchronous
Participant Roles:	

	• Classroom teachers
	• Principals / Asst. Principals
	• Supt / Ast Supts / CEO / Ex Dir
	• School counselors
	• Paraprofessional
	• New Staff
	• Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• This course was used to provide continued education on HIPAA
Evaluation Methods:	• This course was used to provide continued education on HIPAA

Lincoln Park Performing Arts CS
Professional Development

Title:	Sexual Harassment: Staff-to-Staff
Description	This course provides staff members with a basic understanding of staff-to-staff sexual harassment as well as strategies to maintain a harassment-free environment in the workplace. Topics covered include defining sexual harassment and sexual harassment in the workplace.
Person Responsible	Lindsay Rodgers
Start Date:	10/9/2019
End Date:	10/9/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	0.5
# of Sessions:	1
# of Participants Per Session:	91
Provider:	Safe Schools Training
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	Each year, Lincoln Park provides training in areas that help to keep the staff and students safe. This course was assigned to address sexual harassment in the workplace.
Research & Best Practices Base:	Hopefully, by us providing this professional development, staff members will understand appropriate behavior in the workplace and to handle themselves accordingly.
For classroom teachers, school counselors and education specialists:	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Instructs the leader in managing resources for effective results.
Training Format:	• Online-Asynchronous

Participant Roles:	
	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Yearly reminder of employee appropriate behavior
Evaluation Methods:	• Yearly reminder of employee appropriate behavior

Lincoln Park Performing Arts CS
Professional Development

Title:	Sexual Misconduct: Staff-to-Student
Description	While the vast number of school staff members are competent, capable and caring professionals, sexual misconduct by staff members involving students unfortunately does happen. Sexual misconduct has a profound and lasting impact on the student, school, community and staff member as well. In this course, you'll learn about the obligation of every staff member to provide an appropriate level of care for all students. Specifically, this course will explore the definition of sexual misconduct, the legal obligations of school staff members, signs of sexual misconduct by staff members and how to create clear professional boundaries that protect you as well as students.
Person Responsible	Lindsay Rodgers
Start Date:	10/9/2018
End Date:	10/9/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	0.5
# of Sessions:	1
# of Participants Per Session:	92
Provider:	Safe Schools Training
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	This course is used to provide another avenue on educating our staff members on sexual misconduct. It is our hopes that this course will remind the staff of appropriate behavior within the school and in life.
Research & Best Practices Base:	This course is used to remind staff of appropriate behavior around children by reminding them of this yearly.
For classroom teachers, school counselors and education specialists:	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership	• Instructs the leader in managing resources for effective results.

roles:	
Training Format:	• Online-Asynchronous
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Yearly reminder of employee appropriate behavior
Evaluation Methods:	• Yearly reminder of employee appropriate behavior

Lincoln Park Performing Arts CS
Professional Development

Title:	Youth Suicide: Awareness, Prevention and Postvention
Description	The goal of this course is to provide staff members with information that will help them reduce the likelihood of suicide among students. This course covers the scope of the problem of youth suicide, common risk factors related to youth suicide, successful strategies for youth suicide prevention, the immediate steps a staff member should take if they encounter a student who is threatening suicide, and best practices for intervention after a suicide.
Person Responsible	Lindsay Rodgers
Start Date:	8/18/2018
End Date:	8/18/2018
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	1
# of Sessions:	1
# of Participants Per Session:	92
Provider:	Safe Schools Training
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	Lincoln Park reviews youth suicide each year during our beginning of the year in-service. This year, we provided it through the Safe Schools Training so that they were able to get information from another source other than our guidance department. It is our hopes that hearing this from another source will help in educating them on the subject.
Research & Best Practices Base:	Lincoln Park provided this training as a way to further educate our staff on youth suicide. We feel it is important that they hear this information from multiple sources and in multiple methods.
For classroom teachers, school counselors and education specialists:	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership	• Instructs the leader in managing resources for effective results.

roles:	
Training Format:	• Online-Asynchronous
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Yearly education on youth suicide
Evaluation Methods:	• Yearly education on youth suicide.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/16/2013 3 hours
6/13/2016 3 hours
The LEA plans to conduct the required training on approximately:
6/13/2021

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

Questions
The LEA has conducted the training on:
2/20/2017 30 minutes
8/17/2018 30 minutes
8/15/2018 65 minutes
The LEA plans to conduct the training on approximately:
10/14/2019

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

Lincoln Park uses all of the above strategies to determine the need/type of professional development that our staff needs. Given all of the requirements and changes made by PDE (child abuse training, suicide awareness training, PVAAS, EVAAS, PAetp, etc), it has been more difficult to provide as much professional development and time to drill down into the data to determine the vertical and horizontal pathways of our student.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

- Inductees will know the details of the special education program in place at Lincoln Park. Inductees will develop a working knowledge of IEP's and 504 Plans.

Unchecked answers

None.

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

A copy of the induction plan is given to each inductee and mentor along with detailed guidelines and checklists for each goal, objective, and competency. Through an extensive series of meetings, review sessions, and observations and conferences, each inductee is carefully and thoroughly guided through each objective. Reviews and observations are frequent to ensure all elements of the induction plan are understood and implemented.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

Unchecked answers

None.

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

The adminstrative team and department chairpersons work closely with mentors and inductees to monitor progress and evaluate the plan. The series of observations, conferences, review meetings, and data and survey information collection ensures that the inductee is properly progressing through the plan. The constant communication and observations of the inductee by mentor, administrator and department chairperson provides three valuable perspectives of the inductees progress.

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

This narrative is empty.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

All potential mentors are evaluated based on the above checked characteristics by a team of adminstrators and department leadership and the most suitable mentor is assigned to the inductee.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

All of the above topics are part of the initial meetings and in-service programs prior to the start of school. Each topic is explained and discussed at the beginning of the school year in August and September. As the school progresses, the inductee, mentor and adminstrator engages in a comprehensive engagement with each individual topic. The chart above indicates when the extensive examination of each topic occurs during the school year. All the topics are presented intially in August and September.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

A team of administrators and faculty department chairpersons evaluate each member of our pool of possible mentors using the checklist of characteristics regarding certifications, assignments, compatible schedules, professional knowledge, ability, and experience. The most suitable mentor is selected with input and agreement from both mentor and inductee.
The goals, objectives, and competencies contained in our induction plan are thoroughly explained, demonstrated, and discussed with each mentor and inductee. A written copy of the induction plan is given to mentor and inductee. The written copy includes outlines, checklists and explanations of each objective.
The program is closely monitored through numerous meetings, observations, pre and post observation conferences, and review sessions. The induction program is evaluated using a wide vairety of assessment data from standardized test results, formative and summative classroom data, inductee and mentor surveys as well as a review of lesson plans and instructional practices.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))

- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))

- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))

- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))

- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))

- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))

- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))

- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))

- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))

- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))

- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))

- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))

- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))

- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))

- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))

- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))

- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))

- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))

- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))

- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-17232-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:
Graduation rate has remained near 100% annually.

Accomplishment #2:
Graduation rate for special education students is near 100%.

Accomplishment #3:
Our enrollment has increased each year.

Accomplishment #4:
Low incidence of discipline issues.

Accomplishment #5:
State testing participation is always high with less than 3% opting out.

Accomplishment #6:
Graduating class of 2019 recieved over 2.4 million dollars in scholarship money.

Accomplishment #7:
Our partnership with the Community College of Beaver County has allowed us to offer 14 college courses for our 10th-12th grade students.

Accomplishment #8:
Dance students can obtain an Associate Degree in Dance through the Community College of Beaver County.

Accomplishment #9:
Lincoln Park has become a Google Classroom School with many of our teachers being a Certified Google Educator.

Accomplishment #10:
Lincoln Park has a set of 30 Chromebooks in each academic class.

Accomplishment #11:
Lincoln Park has SmartBoards in each academic classroom.

Accomplishment #12:

In 2018, Lincoln Park started a Pre-Law program which has 23 students.

Accomplishment #13:

For the 2019-2020 school year, Lincoln Park started music technology as part of the music department.

Accomplishment #14:

During the summer of 2019, Lincoln Park built a darkroom on campus.

Charter School Concerns

Concern #1:

Since we do not receive funding for transportation, we must divert a large sum of our financial resources that would normally go to academic enhancement to this transportation funding issue.

Concern #2:

Lincoln Park has students that travel from seven different counties each day. Some of the students are riding the bus of two hours each direction. Because of this long commute, if a student misses the bus or has a doctor's appointment, they ussually are not able to attend school.

Concern #3:

Students that are artistically inclined tend to struggle in math and science.

Concern #4:

Due to curricular alignment issues and our college prep curriculum, many students are coming in unprepared for the grade level expectations of our school.

Concern #5:

With the increase in enrollment and the addition of new courses, Lincoln Park is in the need of additional classroom space.

Concern #6:

Lincoln Park is in the need for science labs. We currently only have one for our chemistry classes.

Concern #7:

Charter Schools are under constant attack from traditional school districts because of the charter schol funding issues. This is an ongoing battle.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #0)* Lincoln Park Performing Arts Charter School will continue to improve language and literacy acquisition and mathematics and science skills.

>   **Aligned Concerns:**
>
>   > Since we do not receive funding for transportation, we must divert a large sum of our financial resources that would normally go to academic enhancement to this transportation funding issue.
>
>   --
>
>   > Students that are artistically inclined tend to struggle in math and science.
>
>   --
>
>   > Due to curricular alignment issues and our college prep curriculum, many students are coming in unprepared for the grade level expectations of our school.

Systemic Challenge #2 *(Guiding Question #0)* Lincoln Park Performing Arts Charter School is limited with the amount of classroom space available and does not have enough science labs and dance studios.

>   **Aligned Concerns:**
>
>   > Since we do not receive funding for transportation, we must divert a large sum of our financial resources that would normally go to academic enhancement to this transportation funding issue.
>
>   --
>
>   > With the increase in enrollment and the addition of new courses, Lincoln Park is in the need of additional classroom space.
>
>   --
>
>   > Lincoln Park is in the need for science labs. We currently only have one for our chemistry classes.

Systemic Challenge #3 *(Guiding Question #0)* Lincoln Park Performing Arts Charter School will continue to work to improve student attendance.

Aligned Concerns:

Lincoln Park has students that travel from seven different counties each day. Some of the students are riding the bus of two hours each direction. Because of this long commute, if a student misses the bus or has a doctor's appointment, they ussually are not able to attend school.

Systemic Challenge #4 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Due to curricular alignment issues and our college prep curriculum, many students are coming in unprepared for the grade level expectations of our school.

Charter School Level Plan

Action Plans

Goal #1: The Lincoln Park Performing Arts Charter School will increase attendance over the course of the next 3 years.

> **Related Challenges:**
>
> - Lincoln Park Performing Arts Charter School will continue to work to improve student attendance.
>
> **Indicators of Effectiveness:**
>
> Type: Annual
>
> Data Source: Attendance rate
>
> Specific Targets: 92.94% attendance rate for the 2018-2019 school year.

Strategies:

Through multiple means, the Lincoln Park Performing Arts Charter School will look to increase attendance to 93%.

> **Description:**
>
> On of the hallmarks to success in school is daily attendance. Students that do not attend school regularly will have difficulty mastering concepts, will see a slip in standardized test scores and also have a higher dropout rate. With this in mind, the Lincoln Park Performing Arts Charter School will use multiple means to increase the student's attendance rate by enforcing the attendance policy, using social probabation for those chronically absent, and providing interactive, engaging, and differentiated instruction.
>
> **SAS Alignment:** None selected

Implementation Steps:

Enforce the attendance policy

Description:

The Lincoln Park Performing Arts Charter School will increase student attendance through student meetings, phone calls, letters, and parent meetings.

Start Date: 8/21/2019   **End Date:** 6/10/2022

Program Area(s): Student Services

Supported Strategies:

- Through multiple means, the Lincoln Park Performing Arts Charter School will look to increase attendance to 93%.

Social Probation

Description:

Those students identified as chronically absent will be placed on social probation and will not be permitted to attend or participate in extracurricular activities.

Start Date: 8/26/2015   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Through multiple means, the Lincoln Park Performing Arts Charter School will look to increase attendance to 93%.

Credit Loss

Description:

Those students with chronic unexcused absences will not receive credit for missing more than 15% of their classes.

Start Date: 8/21/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies: None selected

Goal #2: Lincoln Park Performing Arts Charter School will continue to improve language and literacy acquisition and mathematics and science skills.

Related Challenges:

- Lincoln Park Performing Arts Charter School will continue to improve language and literacy acquisition and mathematics and science skills.

Indicators of Effectiveness:

Type: Annual

Data Source: State assessment scores, previous grades, placement test.

Specific Targets: Increase in literacy, mathematics, and science PSSA scores.

Increase in literacy, mathematics, and science grades.

Strategies:

Title I

Description:

The Lincoln Park Performing Arts Charter School will continue to offer the Title I program to those students that are identified as not having all of the skills necessary to be successful in the literacy, mathematics, and science state assessments.

SAS Alignment: None selected

Science Labs

Description:

Lincoln Park Performing Arts Charter School has only one science lab. Because we believe that hands-on learning, especially in the sciences, is so very important, Lincoln Park is planning to construct a new building that will provide additional science labs.

SAS Alignment: None selected

Develop new courses to meet the needs of our student body

Description:

Lincoln Park will develop and offer an additional math class that will meet the needs of some of our students that are struggling in math. We will also develop and offer a number of STEAM based classes that will help to engage students in math, sciences, and the arts.

SAS Alignment: None selected

Implementation Steps:

Comprehensive Math, Science and Literacy small group tutoring

Description:

These small group tutoring are designed to identify a student's area of weakness and to reteach these concepts using a multimodal approach. Student's are identified through prior PSSA/Keystone results, and classroom performance. Once identified, the students are placed in these small groups.

Start Date: 8/21/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Title I

Lincoln Park Performing Arts Charter School will implement a 7th grade math class

Description:

Due to curricular alignment issues with new students in mathematics, Lincoln Park will implement a 7th grade math class.

Start Date: 8/21/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Develop new courses to meet the needs of our student body

Identify and remediate those students with gaps in language and literacy acquistion.

Description:

Through the use of the iXL, Lincoln Park will identify and remediate those students with gaps in language and literacy acquistion.

Start Date: 8/21/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Title I

Lincoln Park Performing Arts Charter School will provide an increase in the number of STEAM electives and other science related activities to our middle school students.

Description:

Lincoln Park has introduced the following STEAM electives to help increase math, science, and literacy skills. The classes offered are Future City, STEAM, Maker Space, Coding, Mythology, Forensic Science, Money Math, Spanish, Debate, Geography Bee, Music, Theater, Media, Health and PE.

Start Date: 8/21/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Develop new courses to meet the needs of our student body

Lincoln Park will construct a new building with additional science labs and much needed classroom space.

Description:

Currently, Lincoln Park only have one science lab. In order to increase hands-on activities in sceince and provide additional classroom space, Lincoln Park will construct a new building.

Start Date: 8/21/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Science Labs

Class size reduction

Description:

Lincoln Park works yearly to reduce class size in the areas of math, science, and language arts.

Start Date: 8/21/2019   **End Date:** 9/1/2022

Program Area(s):

Supported Strategies:

- Title I

Goal #3: Lincoln Park Performing Arts Charter School will construct a new building that will house science labs, dance studios, and additional classroom space.

Related Challenges:

- Lincoln Park Performing Arts Charter School is limited with the amount of classroom space available and does not have enough science labs and dance studios.

Indicators of Effectiveness:

Type: Annual

Data Source: Actual construction of the new building

Specific Targets: Completion of a new building.

Strategies:

Classroom Size Reduction

Description:

Very large class-size reductions, on the order of magnitude of 7-10 fewer students per class, can have significant long-term effects on student achievement and other meaningful outcomes. These effects seem to be largest when introduced in the earliest grades and for students from less advantaged family backgrounds. Reduced class size is statistically, positively correlated with higher academic performance at the secondary level but with less significance at the elementary level. (Sources: Class Size Reduction)

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Lincoln Park will construct a new building with additional science labs.

Description:

Lincoln Park has struggled for classroom space for the last couple of years. We also are lacking science labs. Therefore, we will be constructing a new building that will house additional classroom space and science labs. This completion should be for the 2021 school year.

Start Date: 3/1/2020   **End Date:** 9/1/2021

Program Area(s):

Supported Strategies:

- Classroom Size Reduction

Goal #4: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Each year, we are adding and changing courses to meet the needs of our students that are coming from 9 different counties.

Specific Targets: 100% course alignment.

Strategies:

Curriculum Mapping/alignment

Description:

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: Getting Results with Curriculum Mapping)

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

Lincoln Park will continue to work to align current and newly created courses to the state standards.

Description:

The teaching staff will continue to align new and current courses to the state standards. Each year, we adjust our courses to the needs of the students. We

pull in students from 9 different counties and find that there are always curricular issues to address.

Start Date: 9/1/2019   **End Date:** 9/1/2023

Program Area(s):

Supported Strategies:

- Curriculum Mapping/alignment