Lehigh Valley Dual Language Charter School

Charter School Plan

07/01/2015 - 06/30/2018

Charter School Profile

Demographics

551 Thomas St.
Bethlehem, PA 18015
(610)419-3120

AYP Status:	None
CEO:	Elsie Perez
Date of Local Chartering School Board/PDE Approval:	3/18/2013
Length of Charter:	5 years
Opening Date:	8/16/2010
Grade Level:	K-7
Hours of Operation:	8:15 - 3:30
Percentage of Certified Staff:	90.00 %
Total Instructional Staff:	26
Student/Teacher Ratio:	16:1
Student Waiting List:	183
Attendance Rate/Percentage:	95.40 %
Enrollment:	450
Per Pupil Subsidy:	ASD - 8,223.91 SP.ED - 18,014.50 , BASD - 9,005.07 SP.ED - 17,903.58 , CASD - 10,530.50 SP.ED - 23,318.03 , East Penn - 9,125.06, SP. ED - 19,100.00, EASD - 9,858.05 SP.ED - 19,523.56 , Northampton - 9,585.20, SP.ED - 20,267.93, Salisbury - 11,548.19 SP.ED - 25,391.39 , S.Lehigh - 11,152.38 SP.ED - 20,788.90 , Whitehall - 8,457.49, SP.ED - 17,914.46, Wilson - 9,481.59. SP.ED - 19,859.66
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	87.10 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	42

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	23.00
Hispanic	418.00
White (Non-Hispanic)	8.00

Multicultural	0.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	175.00	175.00	0.00	180.00	180.00	0.00
Instructional Hours	507.50	507.50	0.00	1080.00	1080.00	0.00

Planning Process

The Lehigh Valley Dual Language Charter School plans to include instructional staff, non instructional staff, administrators, Board of Trustee members, parents and students when working through the Comprehensive Plan process. Grade-level team meetings are held on a regular basis to discuss Comprehensive Planning. In addition, support staff meetings are held bi-weekly, where Comprehensive Plans are discussed as well.

In addition, the LVDLCS Board of Trustees has developed the Education Committee, which meets weekly, to discuss, review, and assess the timeline of the Comprehensive Planning process. The Education Committee and school administration are primarily responsible for tracking all timelines and task completion. The Education Committee reports directly to the Board of Trustees.

All information will be shared on the LVDLCS website, Facebook page, and print communication will be sent home as determined to be needed. In addition, all information will be shared at Parent Open House events, Family Literacy Events, and also Parent-Teacher Conferences.

Mission Statement

The mission of the Lehigh Valley Dual Language Charter School (LVDLCS) is to provide an intensive and accelerated English language learning experience for students whose first language is not English and develop Spanish language skills in dominant language English speakers. This will be accomplished while simultaneously helping them achieve academic success in the content areas to prepare them to live in a global society.

The Lehigh Valley Dual Language Charter School is a dual language K-8 school with an academic and community service focus. Its instructional program deliberately and skillfully integrates students who differ in language, culture, and income, in order to promote high achievement for all. LVDLCS seeks to develop confident, curious, and compassionate young people who are multi-lingual, committed to a cooperative society, and have the academic and interpersonal skills necessary to succeed in further education and in the wider world.

Vision Statement

Our vision is a community of bilingual/bicultural life-long learners committed to excellence and dedicated to learning and leadership.

We envision a campus populated by a diverse mix of students who are:

- Learners with a high awareness of the world in which they live in.
- Communicators who can function well in multiple languages and are comfortable with and celebrate different cultures.
- Individuals who are good listeners and show respect for themselves, others, and the community.
- Decision-makers who consider the needs of the communities of which they are a part.
- Problem-solvers who ask and answer important questions.

We envision staff, parents and students working together to create a community which brings this vision alive. We propose to design a school that will:

- Create a productive learning environment for students of diverse backgrounds.
- Demonstrate that diverse learners are capable of high levels of achievement.
- Root itself in inquiry-based learning, pursuing depth of knowledge, and critical thinking
- Offer a high-quality dual language school featuring a small school environment and significant student-teacher interaction.

Shared Values

Lehigh Valley Dual Language Charter School holds the philosophy that an academically challenging school for a diverse population will yield excellent results when:

• The academic program is developed with care by committed, well-educated professionals using first-rate curriculum and instructional methods.

• The curriculum is based on rich, important, and meaningful content that aligns with PA academic standards and benchmarks.

• Teaching and learning are energetic and active.

• Teaching and learning are reflective and focus on process as well as product.

• Teaching and learning promote the importance of working in a team, and the sense of belonging that comes from being accountable to the group

• An atmosphere of mutual respect is maintained among staff, students, and parents.

The Lehigh Valley Dual Language Charter School (LVDLCS) will be an academically rich educational community creating generations of stewards who embrace our world and each other. All members of the Lehigh Valley Dual Language Charter School community are committed to creating a public education alternative that promotes citizenship with an interdisciplinary, individualized, project-based curriculum.

At the Lehigh Valley Dual Language Charter School, we believe that there exists a fundamental base of knowledge to which students must be exposed in order to become citizens capable of contributing intellectually and socially to our society. This base, or core, of cultural knowledge provides a solid foundation on which teachers can construct learning while providing members of our society with information and experiences that are both unique and capable of being shared by all. The act of sharing this knowledge provides all with common and equal experience and in doing so promotes greater tolerance and understanding among members. We believe that this transformative dimension of education will take place in our school.

We believe that an environment that ensures the sharing of common cultural knowledge will be one that provides teachers with a solid foundation upon which they can build both a dynamic and creative classroom experience. With language-focused lesson plans flowing from the curriculum, teachers in our school will be able to spend their time creatively sculpting the available information for the purpose of having it meet their students' needs. Teachers in our school will be free to teach; the excitement and motivation that come from enthused educators will elevate the school and its students.

As we build our students' base of cultural knowledge, so too will we build our students' sense of appreciation for the culture and those who contribute to it. This sense of appreciation will, we believe, drive our students to become more involved in both their local community and, hopefully, the world at large. We will support and foster this sense of appreciation through a school-wide community service/career education program. The result of this will instill in our students a better understanding of those factors affecting the community. We believe that this understanding will cause them to become more active as citizens in the greater community.

We believe that an outstanding curriculum that is supported by enthusiastic and well-trained teachers will cause our students to become excited about learning from their first day at the Lehigh Valley Dual Language Charter School. They will quickly come to see the school as a dynamic and challenging place where learning and community service are celebrated. This first exciting involvement in the educational process will, we believe, keep them engaged and thirsty for knowledge throughout their life.

Educational Community

The Lehigh Valley Dual Language Charter School is an urban elementary school located within the Bethlehem Area School District with a combined population of over 71,000 people. The demographics of this community are as follows:

As of the census of 2000, there were 71,329 people, 28,116 households, and 17,094families residing in the city. The population density was3,704.4 people per square mile (1,429.9/km²). There were 29,631 housing unit sat an average density of 1,538.8/sq mi (594.0/km²). The racial makeup of the city was 81.85% White, 3.64% AfricanAmerican, 0.26% Native American,2.22% Asian, 0.03% PacificIslander, 9.44% from other races, and 2.56% from two or more races. Hispanics or Latinos of any race were 18.23% of the population. The city has been named "Pennsylvania's Fastest Growing City."

There were 28,116 households out of which 26.3% had children under the age of 18living with them, 44.1% were married couples living together, 12.8% had a female householder with no husband present, and 39.2% were non-families. 32.3%of all households were made up of individuals and 14.4% had someone living alone who was 65 years of age or older. The average household size was 2.34 and the average family size was 2.95.

In the city the population was spread out with 21.0% under the age of 18, 14.4%from 18 to 24, 26.6% from 25 to 44, 20.1% from 45 to 64, and 17.9% who were 65years of age or older. The median age was 36 years. For every 100 females there were 91.5 males. For every 100 females age 18 and over, there were 88.6 males.

The median income for a household in the city was $35,815, and the median income for a family was $45,354. Males had a median income of $35,190 versus $25,817for females.

The per capita income for the city was $18,987.About 11.1% of families and 15.0% of the population were below the poverty line, including 20.7% of those under age18 and 8.8% of those age 65 or over.

The Lehigh Valley is diverse in both its socio-economic distributions and its populations. This diversity in the Lehigh Valley presents a perfect environment for a school that seeks to unify its students through an accelerated back-to-basics curriculum that emphasizes dual language acquisition and involvement in community.

Forty years ago, the Council of Spanish Speaking Organizations of the Lehigh Valley,Inc. (the Council) started to provide community services to low-income residents of the City of Bethlehem. As a Latino Community-based non-profit organization, the focus has been on Latino families. It takes several years for a family to acculturate itself in a new society where language and cultural norms are different from "back home." As a result, the Council has provided its program services in English and in Spanish.

Education has always been of particular interest to the Council. Since its inception 40 years ago, the majority of the Board of Directors has been composed of teachers or employees of the Bethlehem School District. Over the years, the Council has offered a variety of after-school programs ranging from after-school homework clubs to enrichment summer programs, sexual abstinence programs to youth crime prevention programs, to the present Bethlehem Boxing Club. In addition, the Council has served as the primary advocate for students and parents who have needed this service. Council employees have attended Special Education I.E.P. meetings, suspension and expulsion meetings and hearings, and meetings where the outcomes were reached in a conciliatory manner.

 In conjunction with our other community programs designed as "the one-stop multi-services model," Women Infants and Children, the Basilio Huertas Seni or Center, Employment, Information and Referrals, LOP HIV/AIDS testing, Immigration Counseling, and the Bethlehem Boxing Club, and having an instrumental role in the establishment of the Donegan Family Center, it was clear to the organization that our next logical step would be the formation of a Dual Language Charter School.

Through the Dual Language School model, we believe that the Council's goals to assist families to become stronger and more stable will be enhanced. Parents will have more control over their children, homework will be more meaningful, behavior problems will decrease, grades will improve, dropout rates will decrease, and students will be better prepared to achieve more in the long run.

We believe that our school will draw parents and students who are comfortable with a curriculum that emphasizes more than just basic knowledge. This perspective will, we believe, cut across all ethnic backgrounds and income levels. Those new to our country or without the resources to provide a safe and supported learning environment will be drawn to the school because it will provide a solid grounding in the elements of our culture and development of skills in two languages. Those families able to afford access to various educational opportunities will be drawn to the school because it will also be able to provide students with the foundation for future educational requirements and involvement in a global society.

Meeting these two perspectives, the school will become the place where students will be unified in their learning experiences. As these experiences move through the sequence of course work, students will share in a true sense of equality both in their educational pursuits and in their understanding of each other. Extending this sense of understanding into the community, the school will be able to provide its students with the opportunity to feel the unity of the classroom cemented by the participation of its members as they serve to benefit the community.

Board of Trustees

Name	Office	Address	Phone	Email
Jennifer Cancel	Member	1476 Liberator Ave, Allentown, PA 18103	484-538-5224	jennifercancel@live.com
Belinda Gray	Vice President	1504 St. 4th Street, Allentown, PA	610-709-0835	belinda.gray@knbt.com
Carlos Lopez	Treasurer	104 West Paoli Street, Allentown, PA 18103	484-213-9591	carloslopezmilan@aol.com
Ismael Medina	Secretary	320 Sixth Street, Bethlehem, PA 18017	610-442-6414	tamedina54@gmail.com
Judith Rance-Roney	Member	2755 Station Avenue, Center Valley, PA	610-282-1100	judity.rance-roney@desales.edu
Raizalie Roman	Member	1703 Tacoma Court, Allentown, PA 18109	484-597-9441	raizalie.romanrosado@lvhn.org
Joshua Santana	Member	3124 Apollo Drive, Bethlehem, PA 18017	610-730-4725	mjisantana@rcn.com
Wanda Weaver	President	595 Cedar Hill Drive, Allentown, PA 18109	484-626-2640	wweaver@lafambank.com

Board of Trustees Professional Development

The Board reviews its own processes on an ongoing basis. One Board member periodically attends conferences on legal matters as it relates to Charter Schools. Legal Counsel has met with the Board to discuss bonds, statements of financial interests and personnel issues.

Governance and Management

Board of Trustee meetings are held on a monthly basis in the LVDLCS cafeteria. All meetings are held from 6:00 pm until 7:00 pm. All Board Meetings are posted on the school website and in the school's main office. Board of Trustee members are active members of the school community, participating in school events and visiting the school during the school day. LVDLCS Board of Trustees supplies the Bethlehem Area School Board with all required paperwork regarding the operations of the school. In addition, LVDLCS supplies BASD with a quarterly summary of events (both educational and extracurricular) that were completed during the quarter.

Student Enrollment

LVDLCS enrollment is open to students in grades Kindergarten through Eighth Grade of any district. Proof of residency must be supplied with the enrollment packet as well as all other items on the enrollment packet checklist (attachment provided in the Enrollment section). Kindergarten "cut-off" age requirements are dependent upon the student's home district requirements.

Parent Communication

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

Files uploaded:

- Parent Communication Policy - Comp Plan 2014.doc

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

2010	224	254	0	mobility, return to home school	0
2011	308	316	0	mobility, return to home school	0
2012	368	363	0	mobility, return to home school	2
2013	418	444	0	mobility, return to home school	2

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
2010	76	50	50	50	25								
2011	52	75	52	52	52	25							
2012	52	52	78	52	52	52	25						
2013	52	52	52	91	53	54	46	44					

Planning Committee

Name	Role
Jennifer Aponte	Elementary School Teacher - Regular Education
Amanda Bush	Ed Specialist - Other
Evelyn Deschamps	Parent
Sara Flyte	Elementary School Teacher - Regular Education
Belinda Grey	Business Representative
Carlos Lopez	Board Member
Marisa Mertz	Elementary School Teacher - Regular Education
Amber Mohring	Ed Specialist - Other
Mara Otero	Parent
Elsie Perez	Administrator
Lisa Pluchinsky	Administrator
Raquel Rivera	Elementary School Teacher - Regular Education
Ana Sainz de la Pena	Community Representative
Janirca Vazquez	Elementary School Teacher - Regular Education
Betzaida Velazquez	Parent

Wanda Weaver	Business Representative
Tia Weaver	Elementary School Teacher - Special Education
Scott Wedemeyer	Administrator
Lori Yanders	Community Representative
Kristi Yordy	Elementary School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished

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

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

We are currently working to implement a family and consumer science program into our elective program at the middle school level.

Middle Level

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

History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

We are currently working to implement a family and consumer science program into our elective program at the middle school level.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Teacher observation and evaluation, Student observation, Lesson Plan review, use of school-wide assessments and assessment calendar.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Teacher observation and evaluation, Student observation, Lesson Plan review, use of school-wide assessments and assessment calendar.

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:

As LVDLCS continues to add middle level grades we are working to ensure each new grade added is aligned in all areas mentioned above.

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.	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:

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.

Instructional support teachers work closely with classroom teachers to assure that all modifications and accommodations specifically listed on a student's IEP are being implemented within the classroom setting. In addition, all students receive differentiated instruction, flexible grouping, and a 40 minute RtII block of on-level instruction. Best practices are utilzed within the classroom to assure students of all levels receive instruction that is valuable and appropriate to their level. In addition, Achieve 3000, Aimsweb, and Study Island programming all allows for differentiation in level built right into the program.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Regular Lesson Plan Review
- Administrators

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

The administrative team conducts **4 formal observations throughout each school year**
.
Walk-throughs that focus on student engagment/achievement (by interacting directly with the student) are utilized throughout the year.
Each teacher meets with the administration team at the end of each school year to determine if their annual contract will be renewed.
Facilitators from the Intermediate Unit are utilized to provide monthly coaching to the K-2 teachers and aides to implement the RtII model.

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

As teachers within LVDLCS community gain experience in their own craft we would like to develop a peer review process. Currently however, many of our teachers are new or in their second year which does not allow for a quality peer review system to be implemented.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School 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

This narrative is empty.

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.

LVDLCS works with community partners as well as college/university partners to recruit highly qualified teachers. Teacher assignment is based on experience, grade-level certifications, and also knowledge of social and academic Spanish.

Assessments

Local Graduation Requirements

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work					X	
Civics and Government		X				
Common Core Standards: English Language Arts	X	X	X	X	X	
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	X	X	X	X	X	
Common Core Standards: Mathematics	X	X	X	X	X	
Economics					X	

Environment and Ecology		X	X			
Family and Consumer Sciences					X	
Geography		X			X	
Health, Safety and Physical Education	X	X			X	
History	X	X			X	
Science and Technology and Engineering Education		X	X		X	
Alternate Academic Content Standards for Math					X	
Alternate Academic Content Standards for Reading					X	
World Language	X	X		X	X	

2015 and beyond Graduation Requirement Specifics

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

English Language Arts

No methods have been identified for this standard.

Algebra I

No methods have been identified for this standard.

Biology

No methods have been identified for this standard.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Unit Tests	X	X	X	
Quizzes	X	X	X	
Portfolio	X	X	X	
Projects	X	X	X	
PSSA		X	X	
WIDA	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Aimsweb Fluency	X	X	X	

Spanish Aimsweb Fluency	X	X	X	
Aimsweb Comprehension	X	X	X	
Aimsweb Math	X	X	X	
Treasures Comprehension Benchmark	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Portfolio Check	X	X	X	
Individual Conference	X	X	X	
Exit Ticket	X	X	X	
Student Journal	X	X	X	
Teacher Observation	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Spelling Inventory	X	X	X	
WIDA	X	X	X	
IU Evaluation Tools	X	X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Teachers are required to submit assessments for review.

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.

Submission of assessments and lesson plans are required throughout the school year for review by administration and Education Committee of the Board of Trustees. Assessments are also reviewed during data meetings to assure validity. Finally, LVDLCS has an external audit completed each year -- this auditor also examines assessments as part of the evaluation.

Collection and Dissemination

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

Quarterly, professional development days are utilized to review data. All Aimsweb and benchmark data is reviewed at that time. In addition, LVDLCS utilzes google docs to store and access internal benchmarks as well as Aimsweb - which provides immediate reports for review to each classroom teacher.

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.

All data at LVDLCS is utilized for flexible grouping both within the classroom and also within our school-wide RtII block. Students who are not demonstrating appropriate achievement are monitored by the RtII teacher, Reading Specialist, and Instructional Support Teachers. The data team for that child works to determine additional strategies that they child may need. Parents are included in these conversations as well. If the student moves through the safety nets provided, then we assure that enough substantial data has been collected for a referral for an evaluation.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
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.				
Instructional practices modified or adapted to				

increase student mastery.				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

Provide brief explanation of the process for incorporating selected strategies.

All data is posted directly on the website, including links to PDE or other related sites. PSSA data is sent directly to the students' home as well as distributed during parent/teacher conferences. Letters regarding the school's success and/or challenges are mailed home on an annual basis.

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

Both the school calendar and the course studies are available on our website -- which directly states the school performance profile. We are currently working to increase our exposure in the press and will be providing press with information regarding the school's success and/or challenges.

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

We are currently exploring the inclusion of a peer helper and conflict resolution program within the school.

Developmental Services

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

Wellness/Health Appraisal	X	X	X	

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	
Home/Family Communication	X	X	X	
Managing Chronic Health Problems				
Managing IEP and 504 Plans	X	X	X	

Referral to Community Agencies	X	X	X	
Staff Development	X	X	X	
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	
System Support				
Truancy Coordination	X	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				
Directing Public to the PDE & Test-related Websites	X	X	X	
Individual Meetings	X	X	X	
Letters to Parents/Guardians	X	X	X	
Local Media Reports				
Website	X	X	X	
Meetings with Community, Families and Board of Directors	X	X	X	
Mass Phone Calls/Emails/Letters	X	X	X	
Newsletters	X	X	X	
Press Releases	X	X	X	
School Calendar	X	X	X	
Student Handbook	X	X	X	

Communication of Student Health Needs

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

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

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

Our nurse takes care of daily needs of students (both emergent and non-emergent). In addition, she completes all required state and local reports. She also coordinates with the Bethlehem Area School District nurse, who visits LVDLCS weekly to assess and assure we are completing all requirements. Finally, she coordinates with a local doctor and parents to schedule in-school health assessments as needed.

Food Service Program

Describe unique features of the Charter School meal program

The Food Service Program at LVDLCS is supplied through the Bethlehem Area School District. LVDLCS completes all NSLP requirements and was recently audited by the 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:

LVDLCS has a Safety and Security Plan in place that includes all required parts. The Safety and Security Committee meets as required and is certified by the Commonwealth of PA, Department of Labor and Industry. In addition, fire drills are held monthly, intruder drills are held annually, and inclement weather drills are held annually. In addition, LVDLCS implements a SWPBIS program that outlines behavior expectations, rewards, and consequences for the entire school. In addition, the Parent-Student Handbook includes all requirements for the parents in regards to visiting the school, signing students in and out, and all Health Record information. In order to gain entry into the building all visitors must buzz into the building, sign in in the main office, and wear a visitors pass when in the school. In addition, there are cameras in every classroom, hallway, and at every entranceway. These cameras are monitored in the main office and as needed by administrators.

School Safety Plan is available for review at LVDLCS.

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

No file has been uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- Assurant Benefit policy - 2014-2015.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.

Transportation is provided by the local sending school districts. Bethlehem Area School District, Easton Area School District, and Whitehall-Coplay School District utilize their own buses. East Penn School District, Allentown School District, and Salisbury School District utilize transportation companies. All students from Allentown, East Penn, Salisbury, Easton and Whitehall are provided transportation. Students within the Bethlehem School District are provided with transportation based upon their home address and its proximity to the school. Special Education students are permitted accommodations to their transportation if it is clearly stated as needed within their IEP.

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	Yes

conveyance?	
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

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- Never

Collaboration for Interventions

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

Administration, classroom teachers, RtII teachers, Learning Support Teachers, English Language Learner Teachers, and the school Guidance Counselor all meet to review academic data and, when necessary, social data to determine the needs of students considered "at risk".

Community and Parent Engagement

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

LVDLCS Board of Trustees works to promote opportunities for community and parent engagement in school activities by effectively communicating the planned activities, planning activities during and after school hours, and planning Saturday activities as well. In addition the LVDLCS BOT works to encourage all families to complete their 25 LVDLCS required volunteer hours during each school year. The Board offers parents a variety of options to complete their hours including volunteering in the classroom, completing teacher requested work at home (cutting, laminating), donating supplies and resources, attending any LVDLCS school functions, as well as continuing their own education. The LVDLCS BOT works to provide facilities and staff to support the Parent Teacher Organization as well.

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

The Hispanic Center of the Lehigh Valley coordinates 21st Century Programming at LVDLCS. This includes after school tutoring and enrichment programming. In addition, LVDLCS provides Saturday tutoring as well. We have direct contact with several child care and pre-K facilities in our neighborhood. Local centers transport LVDLCS students to the school throughout the school year and for extended school day programming.

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.

All local Pre-K and preschool programs that send students to LVDLCS work with the parents and LVDLCS to supply LVDLCS with all related files and paperwork to assure that the transition of services from the Early Intervention to the school-based program is smooth. LVDLCS has a direct working relationship with the local centers to maintain open communication and assure students have access to LVDLCS programming.

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

Provide explanation for processes used to ensure Accomplishment.

Each year teachers meet with administration to assure that materials and resources ordered for the following school year are aligned with the school's goals and objectives. Teacher input is taken into great account when supplying LVDLCS with the needed resources.   Learning Support and ELL teachers are given access to classroom materials and supplies, but also meet with administration to assure their students' individual needs are met through the materials and resources.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts	Accomplished

and skills	
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Each year teachers meet with administration to assure that materials and resources ordered for the following school year are aligned with the school's goals and objectives. Teacher input is taken into great account when supplying LVDLCS with the needed resources.   Learning Support and ELL teachers are given access to classroom materials and supplies, but also meet with administration to assure their students' individual needs are met through the materials and resources.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Each year teachers meet with administration to assure that materials and resources ordered for the following school year are aligned with the school's goals and objectives. Teacher input is taken into great account when supplying LVDLCS with the needed resources.   Learning Support and ELL teachers are given access to classroom materials and supplies, but also meet with administration to assure their students' individual needs are met through the materials and resources.

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	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.

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	Implemented in 50% or more 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
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

	classrooms

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

	classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

LVDLCS will need to explore Family and Consumer Science programming for the Middle School students.

High School Level

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

Further explanation for columns selected "

This narrative is empty.

Fiscal Solvency Policies

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

LVDLCS administration, business office, external accounting office and Board of Trustees closely monitor the fiscal status of the school and make any and all adjustments as necessary.

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.

Taylor and Repice monitor and implement the accounting system for LVDLCS.

Professional Education

Characteristics

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

parents and community partners.				

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

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

LVDLCS works closely with CIU20 to provide quality professional development opportunities for teachers, teacher aides, and other support staff. In addition, teachers are asked annually for input on professional development session topics. Administration participates in professional development and also attends PILS course work.

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

The gifted population at LVDLCS is primarily addressed through our dual language model, however in the future working to incorporate gifted strategies will be planned.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Working closely with the local Intermediate Unit to review data, teacher input, and school-wide initiatives help select and steer professional development activities. Professional development strategies are directly linked to the teachers 4 formal professional observations. Teachers complete evaluations of professional development sessions and provide input on topics for upcoming events.

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

LVDLCS will be working with the IU to develop a formal implementation evaluation outside of the directed portion of the teacher's evaluations.

Induction Program

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

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

Our Induction program includes 5 full days of professional development before the rest of the staff reports -- during this time LVDLCS school-wide procedures, expectations, and educational programming are reviewed. In addition, SAS is explored extensively during this week. Then, teachers meet monthly with learning support teachers, ELL teachers, and teacher leaders who present specific to their skills. New teachers must meet with mentor teachers monthly and journal their meetings. Finally, they are required to complete a portfolio of their first year of teaching in direct relation to the four domains of the Danielson Model.

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

This narrative is empty.

Needs of Inductees

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

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

- Student PSSA data.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

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

Implementation of our thorough and intense Induction program ensures the completion of these characteristics for identifying needs.

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

We will continue to look to grow our Induction program without, at the same time, overwhelming our new teachers.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentors within LVDLCS are those teachers who demonstrated quality classroom management, teaching (of students of all levels) and the use of data within the classroom setting. In addition, mentors should have similar certification and experience with the inductee.

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

LVDLCS will look to provide a mentor training session before the 2014-2015 school year.

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Administration coordinates the New Teacher Induction Week and is active participants throughout the week. In addition, each induction meeting is attended by an administrator. Attendance is taken at all meetings. Mentor Journals are expected to be submitted by the end of the school year and portfolios are expected to be submitted by the beginning of the next school year. If any portion of the program was not completed to an acceptable standard the candidate will be expected to repeat that portion of the program in their second year. When a teacher successfully completes the program a letter is placed in their personnel file and the teacher is given a copy.

Recording Process

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

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

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

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

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

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

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system

- Acceptable Use Policy for Technology Resources

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

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Student growth across the grades in fluency during 2011-2012, 2012-2013, and 2013-2014 as measured by Aimsweb. (In 2013-2014 National Norm for Growth: .96 Sounds/Words per week. LVDLCS Average Growth: .99 Sounds/Words per week).

Accomplishment #2:

Student growth across the grades in Spanish vocabulary acquisition and fluency during 2011-2012, 2012-2013, and 2013-2014 as measured by Aimsweb.

Accomplishment #3:

100% participation rate in PSSA testing.

Accomplishment #4:

98% of ELL students showed growth on WIDA in 2011-2012.

Charter School Concerns

Concern #1:

Student achievement in entire school population in Reading as measured by the PSSA.

Concern #2:

Student achievement in entire school population in Math as measured by the PSSA.

Concern #3:

5th Grade performance on all portions of the PSSA was significantly lower than other grades.

Concern #4:

Number of students in the entire school population that are reading below grade level as measured by Aimsweb, Spelling Inventory Data, and classroom observations.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

> **Aligned Concerns:**

>> Student achievement in entire school population in Reading as measured by the PSSA.

>> Student achievement in entire school population in Math as measured by the PSSA.

>> 5th Grade performance on all portions of the PSSA was significantly lower than other grades.

>> Number of students in the entire school population that are reading below grade level as measured by Aimsweb, Spelling Inventory Data, and classroom observations.

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

> **Aligned Concerns:**

>> Student achievement in entire school population in Reading as measured by the PSSA.

>> Student achievement in entire school population in Math as measured by the PSSA.

>> 5th Grade performance on all portions of the PSSA was significantly lower than other grades.

>> Number of students in the entire school population that are reading below grade level as measured by Aimsweb, Spelling Inventory Data, and classroom observations.

Systemic Challenge #3 *(System #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

Student achievement in entire school population in Reading as measured by the PSSA.

Student achievement in entire school population in Math as measured by the PSSA.

5th Grade performance on all portions of the PSSA was significantly lower than other grades.

Number of students in the entire school population that are reading below grade level as measured by Aimsweb, Spelling Inventory Data, and classroom observations.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: Spelling Inventory Data

Specific Targets: Monthly Data Meetings with Reading Specialist and grade level teams

Quarterly Data Meetings with Reading Specialist, grade level teams, and school principal

Student achievement targets will be set for each grade/student

Student achievement targets will be met for each grade at a level of 75%

IEP goal meetings held monthly with Instructional Support Teacher and grade level team

IEP goal meetings held monthly with Instructional Support Teacher and principal

Type: Interim

Data Source: Aimsweb Reading Fluency, Aimsweb Reading Comprehension, Aimsweb Math Calculation, Aimsweb Math Computation

Specific Targets: Monthly Data Meetings with Reading Specialist and grade level teams

Quarterly Data Meetings with Reading Specialist, grade level teams, and school principal

Student achievement targets will be set for each grade/student

Student achievement targets will be met for each grade at a level of 75%

IEP goal meetings held monthly with Instructional Support Teacher and grade level team

IEP goal meetings held monthly with Instructional Support Teacher and principal

Type: Interim

Data Source: IEP Goals

Specific Targets: Monthly Data Meetings with Reading Specialist and grade level teams

Quarterly Data Meetings with Reading Specialist, grade level teams, and school principal

Student achievement targets will be set for each grade/student

Student achievement targets will be met for each grade at a level of 75%

IEP goal meetings held monthly with Instructional Support Teacher and grade level team

IEP goal meetings held monthly with Instructional Support Teacher and principal

Type: Annual

Data Source: PSSA Assessments

Specific Targets: Grade level specific "Closing the Achievement Gap" targets are met

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Phonological Awareness Training

Description: Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is a precursor to reading. Phonological awareness training without letter knowledge training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds. WWC reports that when coupled with Letter Knowledge Training, Phonological Awareness Training has positive effects upon: print knowledge, phonological processing, and early reading/writing; it has no discernible impact upon cognition; it has potentially negative effects on oral language. (Source:

SAS Alignment: Instruction

Implementation Steps:

Student Data Collection

Description:

Data for each student will be collected at key benchmark times throughout the school year.

Start Date: 8/25/2014   **End Date:** 6/9/2017

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

Supported Strategies:

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

- Differentiating Instruction

- Phonological Awareness Training

Quarterly Data Review

Description:

Each data source will be reviewed by the grade level team, reading specialist, instructional support staff, English Language Learner staff, and principal

Start Date: 9/8/2014   **End Date:** 6/9/2017

Program Area(s): Special Education, Student Services

Supported Strategies:

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

- Differentiating Instruction

- Phonological Awareness Training

Benchmark Goal Setting

Description:

Utilizing information from Data Collection and Data Meeting, new benchmark goals will be set.

Start Date: 9/8/2014   **End Date:** 6/9/2017

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

Supported Strategies:

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

- Differentiating Instruction

- Phonological Awareness Training

Data Based RtII Flexible Grouping

Description:

Benchmark data and discussion at data meetings will be utilized to group (flexibly) students into small RtII groups based upon similar data levels. Groups will be reevaluated for individual goal achievement and regrouping will be completed after each new benchmark assessment and follow-up data meeting.

Start Date: 9/8/2014   **End Date:** 6/9/2017

Program Area(s): Special Education, Student Services

Supported Strategies:

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

- Differentiating Instruction

- Phonological Awareness Training

Early Literacy Instruction Professional Development

Description:

Provide all level teachers, teacher aides, and support personnel professional development in the need for early literacy instruction at each grade level based on individual need. Provide follow up, sustained classroom support through visits to the classroom upon request by the Reading Specialist and monthly by CIU20 consultant. Effectiveness of professional development will assessed through teacher input forms and further implementation of professional development activities will be determined based upon teacher feedback and student achievement.

Start Date: 8/13/2014   **End Date:** 6/12/2015

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

Supported Strategies:

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

- Differentiating Instruction

- Phonological Awareness Training

Spelling Inventory Professional Development

Description:

Teachers, teacher aides, and administration will receive professional development in the proper administration, scoring, and analysis of a school-wide Spelling Inventory to determine specific student literacy needs. Utilizing assessment data to flexibly group students for school-wide RtII will also be reviewed.

Start Date: 8/14/2014   **End Date:** 8/14/2014

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

Supported Strategies:

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

- Differentiating Instruction

- Phonological Awareness Training

Utilize Study Island as an additional data source

Description:

Utilize Study Island programming for student practice and as an additional data source.

Start Date: 8/18/2014   **End Date:** 6/17/2016

Program Area(s): Educational Technology

Supported Strategies:

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

- Differentiating Instruction

Utilize Achieve 3000 as a data source

Description:

Utilize Achieve 3000 to encourage practice of nonfiction skills, comprehension, and as an additional data source for student lexile levels.

Start Date: 8/18/2014   **End Date:** 6/10/2016

Program Area(s): Educational Technology

Supported Strategies:

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

- Differentiating Instruction

Utilize Aimsweb to Benchmark and Monitor Student Progress

Description:

Continue to utilize Aimsweb benchmarking in Reading Fluency, Reading Comprehension, Math Computation, and Math Problem Solving.

Start Date: 8/18/2014   **End Date:** 6/16/2017

Program Area(s): Educational Technology

Supported Strategies:

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

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

Indicators of Effectiveness:

Type: Interim

Data Source: Lesson Plan, Walk-through observation, Formal observation

Specific Targets: Teacher lesson plans will reflect instruction observed within the classroom during walk-through and formal observations

Type: Interim

Data Source: Walk-Through Observations

Specific Targets: One walk through observation with written feedback will be completed for each teacher each marking period.

Type: Interim

Data Source: Formal Observations

Specific Targets: One formal observation with written feedback will completed for each Level I certified teacher each marking period.

Type: Interim

Data Source: IEP Goals, IEP review meetings

Specific Targets: Monthly IEP meetings will be held to review goals and provide teacher support for adjusting lessons and instruction to student individual needs.

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts

and Evidence,
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ;
Differentiated Instruction: Effective classroom practices report,
http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ;
Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ;
WWC: Assisting Students Struggling with Reading: Response to Intervention
and Multi-Tier Intervention in the Primary Grades,
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499;
Investigating the Impact of Differentiated Instruction in Mixed Ability
Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based
practices into classrooms by working with teachers and other school leaders.
The Pennsylvania Institute for Instructional Coaching focuses on evidence-
based literacy strategies and claims instructional coaching has a positive
impact upon student achievement. (Source:
http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-
coach) WWC has identified at least one instructional coaching model that has
a positive impact on achievement at the secondary level.)Source:
http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.p
df)

SAS Alignment: Instruction

Substantial Professional Development

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

SAS Alignment: Instruction

Teacher Evaluation with a focus on Teaching and Learning

Description:

Implementing a consistent, quality educator effectiveness evaluation program that focuses on student engagement and achievement within the classroom setting.

SAS Alignment: Curriculum Framework, Instruction

Implementation Steps:

Quarterly Instructional Walk-Throughs

Description:

Each marking period each educator will have one instructional walk-through completed by the LVDLCS principal. Each quarterly walk-through will have a specific focus (in relation to one of the four Danielson Domains). Each quarterly walk-through will have specific written feedback provided in reference to the focus domain. Each year feedback will be received by the instructional staff to determine necessary improvements/suggestions regarding the walk-through process.

Start Date: 9/2/2014   **End Date:** 6/17/2016

Program Area(s):

Supported Strategies:

- Instructional Coaching
- Differentiating Instruction
- Teacher Evaluation with a focus on Teaching and Learning

Quarterly Formal Educator Evaluations

Description:

Each marking period all instructional staff will have a formal evaluation (including pre and post observation meeting). Each formal evaluation will encompass all portions of the Danielson Framework and will be based upon PDE's Rubric for teacher effectiveness. Teachers will be observed for, at minimum, 45 minutes during each observation. Teacher observations will be given a specific focus based upon the walk-through observations completed the previous marking period). At minimum, one formal evaluation per year will be data-focused, based upon both student achievement and engagement data.

Start Date: 9/2/2014   **End Date:** 6/16/2017

Program Area(s):

Supported Strategies:

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

- Instructional Coaching

- Differentiating Instruction

- Teacher Evaluation with a focus on Teaching and Learning

Teacher-Peer Observations

Description:

Each teacher, throughout the year, is encouraged to visit other professionals within the building. Administration will arrange substitute coverage for the teacher (up to 4 observations per school year). While a voluntary program the first year, compulsory observations will be required in the following years. Written reflection of the observation and/or verbal feedback of the observation will be provided at quarterly observation post-observation meetings. This will be reevaluated each year to determine additional ways to improve/adjust the offered peer observation.

Start Date: 8/18/2014   **End Date:** 6/12/2015

Program Area(s): Teacher Induction

Supported Strategies:

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

- Instructional Coaching

- Differentiating Instruction

Teacher Professional Development Offerings - Outside LVDLCS

Description:

Each teacher will be offered the ability to attend professional development sessions provided outside the LVDLCS planned professional development activities. LVDLCS will arrange for substitute coverage for one day and pay any necessary costs to attend the professional development session.

Start Date: 8/18/2014   **End Date:** 6/17/2016

Program Area(s): Professional Education

Supported Strategies:

- Teacher Evaluation with a focus on Teaching and Learning

Student Learning Objective Implementation and Training

Description:

During the 2014-2015 school year, all LVDLCS certified teachers will complete the SLO process. Goals, performance measures, performance indicators, and all appropriate data will be approved by an administrator. All SLO Data will be included in the 2014-2015 teacher evaluation process on the appropriate educator effectiveness workbook.

Start Date: 10/13/2014   **End Date:** 5/15/2015

Program Area(s): Professional Education

Supported Strategies:

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

- Differentiating Instruction

- Teacher Evaluation with a focus on Teaching and Learning

Focused Professional Development

Description:

LVDLCS instructional staff will have both English and Spanish professional development offered (staff attending each session will be dependent upon the language instructed by that staff member), at minimum, on 8 Saturdays per year. Focus of professional development will be language acquisition, early literacy skills, and instructional strategies to best improve reading for all levels of students within the classroom. Program will be evaluated annually to determine needs for the following academic year.

Start Date: 9/20/2014   **End Date:** 6/13/2015

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

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

- Substantial Professional Development

- Differentiating Instruction

Goal #3: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Interim

Data Source: Spelling Inventory Data

Specific Targets: Monthly Data Meetings with Reading Specialist and grade level teams

Quarterly Data Meetings with Reading Specialist, grade level teams, and school principal

Student achievement targets will be set for each grade/student

Student achievement targets will be met for each grade at a level of 75%

IEP goal meetings held monthly with Instructional Support Teacher and grade level team

IEP goal meetings held monthly with Instructional Support Teacher and principal

Type: Interim

Data Source: Aimsweb Reading Fluency, Aimsweb Reading Comprehension, Aimsweb Math Calculation, Aimsweb Math Computation

Specific Targets: Monthly Data Meetings with Reading Specialist and grade level teams

Quarterly Data Meetings with Reading Specialist, grade level teams, and school principal

Student achievement targets will be set for each grade/student

Student achievement targets will be met for each grade at a level of 75%

IEP goal meetings held monthly with Instructional Support Teacher and grade level team

IEP goal meetings held monthly with Instructional Support Teacher and principal

Type: Interim

Data Source: IEP Goals

Specific Targets: Monthly Data Meetings with Reading Specialist and grade level teams

Quarterly Data Meetings with Reading Specialist, grade level teams, and school principal

Student achievement targets will be set for each grade/student

Student achievement targets will be met for each grade at a level of 75%

IEP goal meetings held monthly with Instructional Support Teacher and grade level team

IEP goal meetings held monthly with Instructional Support Teacher and principal

Type: Annual

Data Source: PSSA Assessments

Specific Targets: Grade level specific "Closing the Achievement Gap" targets are met

Strategies:

Family Literacy Activities

Description: Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3.
(Source:http://lincs.ed.gov/publications/pdf/lit_interventions.pdf)

SAS Alignment: Instruction

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source:

http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Organize Functioning PTO

Description:

LVDLCS will organize a Parent Teacher Organization that will meet monthly and coordinate at least 2 activities during the 2014-2015 school year. Meeting Dates, times, and minutes will be recorded as evidence. In addition, a feedback report on each event will be generated.   The organization's functionality will be assessed at the end of each year to determine areas of strength and weakness.

Start Date: 8/18/2014   **End Date:** 6/12/2015

Program Area(s): Student Services

Supported Strategies:

- Social and Emotional Wellness Programs

Family Literacy Nights

Description:

LVDLCS will utilize Partners in Print and other resources to host 6 Family Literacy Nights throughout the 2014-2015 school year. Partners in Print focuses on building literacy skills. Sign in sheets, meeting dates and times, and staff participants will be recorded as evidence of the completion of the activities. The program will be evaluated each year to determine areas of strength and weakness through parent and teacher surveys.

Start Date: 8/18/2014   **End Date:** 6/12/2015

Program Area(s): Student Services

Supported Strategies:

- Family Literacy Activities

Plan and Implement Annual Health Fair

Description:

LVDLCS Health and Wellness staff will plan and implement a health fair annually that focuses on the overall health, social, and emotional welfare of our students, parents, and community. Outside organizations will be sought to participate in the annual health fair. Sign in sheets, lists of outside vendors, and surveys will be evidence of completion. The event will be assessed upon completion to address areas of strength and areas of weakness.

Start Date: 11/10/2014   **End Date:** 5/22/2015

Program Area(s): Student Services

Supported Strategies:

- Social and Emotional Wellness Programs

Plan RtII Home Liaison Program

Description:

Work with Board of Trustees and Education Committee to plan home visitation of qualified staff to work with identified students on early literacy and other learning goals.

Start Date: 9/8/2014   **End Date:** 10/17/2014

Program Area(s): Special Education, Student Services

Supported Strategies:

- Family Literacy Activities

Interview/Hire Qualified RtII Home Liaisons

Description:

Qualified applicants will be interviewed for the position of RtII Home Liaison. Interview notes, dates, and times will be recorded as evidence of the completion of this step.

Start Date: 11/10/2014   **End Date:** 11/21/2014

Program Area(s): Special Education

Supported Strategies:

- Family Literacy Activities

Train RtII Home Liaisons

Description:

Qualified personnel will train all hired RtII Home Liaisons on appropriate strategies for home education including the parents. Sign in sheets, dates, and times of trainings will be recorded.

Start Date: 12/15/2014   **End Date:** 12/19/2014

Program Area(s): Special Education, Student Services

Supported Strategies:

- Family Literacy Activities

Analyze Data to determine qualifying students for RtII Home Liaison Program

Description:

Student data will be analyzed and qualifying students will be identified for participation in the RtII Home Liaison program.

Start Date: 11/10/2014   **End Date:** 11/14/2014

Program Area(s): Special Education, Student Services

Supported Strategies:

- Family Literacy Activities

Team Meetings to determine Individual Instructional Goals for each student

Description:

LVDLCS administration, reading specialist, classroom teachers, learning support teachers, and home liaisons will meet to determine individual instructional goals for each student for the duration of the RtII Home Liaison program.

Start Date: 12/15/2014   **End Date:** 12/19/2014

Program Area(s): Special Education, Student Services

Supported Strategies:

- Family Literacy Activities

Implement RtII Home Liaison Visitation Program

Description:

LVDLCS RtII Home Liaison Instructors will visit the homes of no more than 5 students with individualized specific goals. Visits will last for one hour. There will be a maximum of 10 visits per student. The target goal is 50 students to be served by 10 RtII Home Liaison Instructors.

Start Date: 1/5/2015   **End Date:** 6/12/2015

Program Area(s): Special Education, Student Services

Supported Strategies:

- Family Literacy Activities

Post Visitation Data Analysis and Program Review

Description:

Individual student data will be reviewed to determine if students met their individual instructional goals. Success of the program will be measured based upon the individual achievement or growth towards goals. Surveys of parents will also be conducted and reviewed. Surveys of teachers will also be conducted and reviewed. All data will be reviewed to determine effectiveness of program and implementation ideas for upcoming school years.

Start Date: 6/15/2015   **End Date:** 6/19/2015

Program Area(s): Special Education, Student Services

Supported Strategies:

- Family Literacy Activities

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Differentiating Instruction Strategy #3: Phonological Awareness Training

Start	End	Title	Description
8/13/2014	6/12/2015	Early Literacy Instruction Professional Development	Provide all level teachers, teacher aides, and support personnel professional development in the need for early literacy instruction at each grade level based on individual need. Provide follow up, sustained classroom support through visits to the classroom upon request by the Reading Specialist and monthly by CIU20 consultant. Effectiveness of professional development will assessed through teacher input forms and further implementation of professional development activities will be determined based upon teacher feedback and student achievement.

Person Responsible	SH	S	EP	Provider	Type	App.
Reading Specialist, CIU20 Consultant	6	1	45	Reading Specialist - Amber Mohring	School Entity	Yes

Knowledge	All staff will understand the importance of basic early literacy skills in the development of reading skills. Staff will also understand how to implement instruction of early literacy skills based activities into their daily lesson plans, regardless of the age of the student.

Supportive Research
Building early literacy skills required for on-grade level reading.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Training Format
LEA Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Lesson modeling with	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment

mentoring

data other than the PSSA
Classroom student assessment data
Participant survey
Review of participant lesson plans

LEA Goals Addressed:	#1 Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Differentiating Instruction Strategy #3: Phonological Awareness Training

Start	End	Title	Description
8/14/2014	8/14/2014	Spelling Inventory Professional Development	Teachers, teacher aides, and administration will receive professional development in the proper administration, scoring, and analysis of a school-wide Spelling Inventory to determine specific student literacy needs. Utilizing assessment data to flexibly group students for school-wide RtII will also be reviewed.

Person Responsible	SH	S	EP	Provider	Type	App.
Reading Specialist	3.0	1	45	Amber Mohring - Reading Specialist	School Entity	Yes

Knowledge   Teachers, Aides, and administration will all understand the administration and use of school-wide spelling inventory to determine student's individual literacy needs.

Supportive Research   Data-driven instruction.

Designed to Accomplish

For classroom teachers, school

Increases the educator's teaching skills based on research on effective practice, with

counselors and education specialists:

attention given to interventions for struggling students.

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

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

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

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

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

Training Format

LEA Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	#1 Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Differentiating Instruction

Start	End	Title	Description
8/18/2014	6/10/2016	Utilize Achieve 3000 as a data source	Utilize Achieve 3000 to encourage practice of nonfiction skills, comprehension, and as an additional data source for student lexile levels.

Person Responsible	SH	S	EP	Provider	Type	App.
Lisa Pluchinsky, Teachers, Teacher Aides	6	6	40	Achieve 3000 Professional Development Department	For Profit Company	Yes

Knowledge	School staff will understand how to implement Achieve 3000 in the classroom and how to access and analyze the data provided. This will be accomplished through modeled lessos withiin the classrooms as well as meetings with small groups of teachers.
Supportive Research	Educational Technology, Data-Focused Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other educators seeking leadership roles:		Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

LEA Goals Addressed:	**#1 Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional**	**Strategy #1: Teacher Evaluation with a focus on Teaching and Learning**

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

Start	End	Title	Description
8/18/2014	6/17/2016	Teacher Professional Development Offerings - Outside LVDLCS	Each teacher will be offered the ability to attend professional development sessions provided outside the LVDLCS planned professional development activities. LVDLCS will arrange for substitute coverage for one day and pay any necessary costs to attend the professional development session.

Person Responsible	SH	S	EP	Provider	Type	App.
Lisa Pluchinsky and Scott Wedemeyer	8.0	1	1	Assorted	IU	Yes

Knowledge	Each individual educator will be able to select a professional development session outside of the school setting to attend based upon their specific areas of growth.
Supportive Research	Assorted

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other	Provides leaders with the ability to access and use appropriate data to inform decision-making.

educators seeking leadership
roles:

Offsite Conferences

Training Format

Participant Roles	Classroom teachers Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Journaling and reflecting	**Evaluation Methods**	Review of written reports summarizing instructional activity Completion of Professional Development feedback form for each session attended

LEA Goals Addressed:	**#1 Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Differentiating Instruction** **Strategy #3: Teacher Evaluation with a focus on Teaching and Learning**

Start	End	Title	Description
10/13/2014	5/15/2015	Student Learning Objective Implementation and Training	During the 2014-2015 school year, all LVDLCS certified teachers will complete the SLO process. Goals, performance measures, performance indicators, and all appropriate data will be approved by an administrator. All SLO Data will be included in the 2014-2015 teacher evaluation process on the appropriate educator

effectiveness workbook.

Person Responsible	SH	S	EP	Provider	Type	App.
Lisa Pluchinsky	3.0	2	40	Lisa Pluchinsky	School Entity	Yes

Knowledge

Teachers will have a clear understanding of the SLO writing process, measuring process, and how the SLO fits into their annual evaluation.

Supportive Research

Student Learning Objectives reflect teacher effectiveness specific to their individual classroom.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Training Format

LEA Whole Group Presentation

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)

	Principals / Asst. Principals Paraprofessional	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

LEA Goals Addressed:	**#1 Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Substantial Professional Development** **Strategy #3: Differentiating Instruction**

Start	End	Title	Description
9/20/2014	6/13/2015	Focused Professional Development	LVDLCS instructional staff will have both English and Spanish professional development offered (staff attending each session will be dependent upon the langauge instructed by that staff member), at minimum, on 8 Saturdays per year. Focus of professional development will be language aquisition, early literacy skills, and instructional strategies to best improve reading for all levels of students within the classroom. Program will be evaluated annualy to determine needs for the

following academic year.

Person Responsible	SH	S	EP	Provider	Type	App.
Lisa Pluchinsky and Elsie Perez	4.0	4	15	Ana Sainz de la Pena	Individual	Yes

Knowledge

Teachers will understand language acquisition (in either Spanish or English). Teachers will understand the implementation of classroom methods designed to build language acquisition skills.

Supportive Research

Sustained Professional Development

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format

Series of Workshops

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)

	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex Dir		Middle (grades 6-8)

Follow-up Activities	Creating lessons to meet varied student learning styles Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

LEA Goals Addressed:	**#1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.**	**Strategy #1: Family Literacy Activities**

Start	End	Title	Description
12/15/2014	12/19/2014	Train RtII Home Liaisons	Qualified personnel will train all hired RtII Home Liaisons on appropriate strategies for home education including the parents. Sign in sheets, dates, and times of trainings will be recorded.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**

| Lisa Pluchinsky and Elsie Perez | 3 | 1 | 10 | Lisa Pluchinsky | | School Entity | Yes |

Knowledge   RtII Home Liaisons will gain knowledge regarding home visits, home instruction, and parental involvement. RtII Home Liaisons will also gain knowledge on socially appropriate interactions with families in the home setting.

Supportive Research   RtII focused instruction. Parental involvement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format   Department Focused Presentation

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

Follow-up Activities   Creating lessons to meet
varied student learning styles

Evaluation Methods   Classroom student assessment data
Participant survey
Review of participant lesson plans

Charter School Level Affirmations

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

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

Affirmed by Lisa Pluchinsky on 10/21/2013

President, Board of Trustees

Affirmed by Lisa Pluchinsky on 10/21/2013

Chief School Administrator

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

The Lehigh Valley Dual Language Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/

Affirmed by Lisa Pluchinsky on 10/21/2013

President, Board of Trustees

Affirmed by Lisa Pluchinsky on 10/21/2013

Chief School Administrator