



LEHIGH VALLEY DUAL LANGUAGE CHARTER SCHOOL

675 E Broad St

Bethlehem, PA 18018

Schoolwide Title 1 Comprehensive Plan

2022 - 2025

Steering Committee

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LEA Profile

The Lehigh Valley Dual Language Charter School (LVDLCS) is a Kindergarten through 8th grade 50:50 Dual Language Model School. Students receive instruction in both English and Spanish with instructional minutes split evenly between the two Languages. Our students learn Math and English Language Arts in English and Spanish Language Arts and Science in Spanish. Social Studies is woven into both language instruction blocks.

LVDLCS draws students from throughout the Lehigh Valley, with our major contributing school districts being the Allentown School District and the Bethlehem Area School District. Our families enroll their students in LVDLCS to expose them to formal instruction in Spanish (which may or may not be the students' first language). Families also enroll at LVDLCS because of the family and community feeling within the school - all stakeholders, across numerous indicators, have expressed great satisfaction in the feeling of being part of the "LVDLCS family".

Currently LVDLCS has 60 staff members - 75% of which are bilingual. Our total student enrollment is 450 - 97% of our students are Hispanic and 84% have Free/Reduced lunch status. English Language Learners make up 20% of our population and Special Education students make up 8% of our student body.

Our school building is on East Broad Street in Bethlehem. Our students do not live in our immediate community and receive transportation services through their local districts or their parents provide transportation. Approximately sixty families provide their own transportation and less than five families walk to our school building. We have worked to develop a strong sense of community even if our students do not live near our school building. We hold monthly family engagement activities that encourage immediate and extended family participation. These events, that included our "graduated" students work to form a tight-knit LVDLCS family.

In the past years we have made facility and programming changes based upon recommendations of staff and families. While our enrollment remains consistent at 450 students, we are consistently looking for ways to offer additional programming - which requires additional space. We have added an indoor playground (since we do not have outdoor space large enough for a physical playground structure), added an outdoor fenced in area where students can safely have outside time, and are currently finishing additional space that will serve as a community center and large group meeting space (since we currently do not have a space large enough to host all of our students at one time).

The recent realities of COVID-19 and the educational impacts have led us to have a greater focus on social emotional learning, access to mental health services, and on-site school support. We are accomplishing this by adding a part time social worker (to support our full-time social worker), utilizing outside agencies like Center for Humanistic Change and National Alliance on Mental Illness (NAMI) for student and staff educational seminars, and a plan to implement an SEL curriculum in the coming years.

As a charter school we work to be fiscally responsible and conservative. We maintain a healthy reserve that will allow us to fund the school if there were a budget crisis or a decrease in funding. We are following the current political climate and are aware that per pupil payments from districts may be impacted by future legislation. We focus on making data driven decisions for programming and are very careful to review the future financial impact as a key, relevant data source in our decision making.

Mission and Vision

Mission

The mission of LVDLCS is to create a community of bilingual, multicultural, life-long learners committed to academic excellence and leadership while celebrating diversity and identity.

Vision

Our vision is a community of bilingual and bi-cultural, life-long learners committed to excellence and dedicated to learning and leadership.

Educational Value Statements

Students

We believe that:

We are a community that is made stronger through its diversity.

Each individual within our organization has value and brings unique experiences to the community that makes us a rich learning environment.

We are creating a community where all members feel equal responsibility for the success and growth of the community and society as a whole.

The success of our school is dependent upon the contribution of the students, the staff, the families, and the community.

We are creating an environment that is safe and secure and ensures the successful learning of all students.

Upon the successful completion of the educational programming at Lehigh Valley Dual Language Charter School our students will:

Understand the need to be a life-long learner and build skills to persevere on an educational path

Utilize critical thinking skills and decision-making skills

Demonstrate competency in reading, writing, listening, and speaking in both English and Spanish

Demonstrate competency in math computation and math problem solving skills

Demonstrate competency in implementing the scientific method across settings

Demonstrate competency in local, regional, national, and world geography and use this knowledge to think critically about current events

Demonstrate competency in technology resources to utilize those resources to improve all other foundational skills

Demonstrate an appreciation for art and music throughout our multicultural society

Demonstrate competency in understanding the benefits of a healthy lifestyle and making appropriate choices

Display a strong sense of personal responsibility for choices and behaviors

Demonstrate an awareness and respect for our diverse, multicultural society

Utilize all foundational skills to be positive citizens in any setting

Utilize all foundational skills to be caretakers of the environment

Demonstrate an understanding of democracy and the responsibilities of being a good citizen within a democratic system.

Staff

We believe that we are a community that is made stronger through its diversity. Each individual within our organization has value and brings unique experiences to the community that makes us a rich learning environment. We are creating a community where all members feel equal responsibility for the success and growth of the community and society as a whole. The success of our school is dependent upon the contribution of the students, the staff, the families, and the community. We are creating an environment that is safe and secure and ensures the successful learning of all students. Staff is expected to support all facets of student learning to the best of their ability and be willing to continue to learn and grow to support all community stakeholders.

Staff is expected to support all facets of student learning to the best of their ability and be willing to continue to learn and grow to support all community stakeholders. All staff participates in school-wide and personal professional development throughout the calendar year. Professional development is provided

within the school setting during the school year by the LVDLCS administration or outside vendors (such as Colonial Intermediate Unit 20, Center for Humanistic Change, or curriculum companies). In addition, LVDLCS staff are required to complete 25 professional development hours of their own choosing throughout each summer. All staff are evaluated formally annually (based upon their current job description and expectations) and instructional staff are provided the opportunity to participate in formal classroom observations and action research plan completion, based upon their number of satisfactory years of service. All staff, across all settings, are expected to embody the mission and vision of LVDLCS and provide positive, meaningful interactions with students, parents, and other staff members.

Administration

We believe that we are a community that is made stronger through its diversity.
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Administration is expected to support all facets of student learning to the best of their ability and be willing to continue to learn and grow to support all community stakeholders. Administration is expected to continually assess the needs of the school community and use the assessment results to drive decision making. Administration is expected to assess staff effectiveness, through observations and evaluations, and make equitable decisions based upon those assessments. Administration is expected to maintain a facility that is warm, welcoming, and provides a safe, secure environment that places the utmost focus on student success.

Parents

We believe that we are a community that is made stronger through its diversity.
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Parents are expected to support their students to the best of their ability. In addition, all parents are expected to complete 25 hours of volunteer service to the school. These hours can be accomplished by attending school events including Open House Events, Parent Teacher Conferences, Title I Parent Meetings, and school celebration events. Parents can also earn volunteer hours by making donations to the school or classroom.

Community

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The success of our school is dependent upon the contribution of the students, the staff, the families, and the community.

We are creating an environment that is safe and secure and ensures the successful learning of all students.

LVDLCS utilizes community partnerships with Center For Humanistic Change, National Alliance on Mental Illness, DeSales University, and Kutztown University to engage the community in educational programming. In addition, Open House Events and Title I Parent Events include the opportunity for outside organizations to set up educational stations at the event to provide programming offerings and services to our parents. Examples of organizations that have participated include Valley Youth House, Center for Humanistic Change, National Alliance on Mental Illness (NAMI), Pinebrook Services, University of Pittsburgh Medical Center (UPMC), and Kidspace.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Students complete the multi-disciplinary project that requires students to utilize technology skills, writing skills, and presentation skills.	No
Portions of the MDP are completed in Spanish	Yes
Grades 3, 4, and 5 multi-disciplinary projects reinforce cultural awareness that is aligned with the school's mission and vision.	No
Continued growth according to PVAAS in ELA across grades 6 - 8 (above/well above)	Yes
Continued growth according to PVAAS in Math across grades 6 - 8 (above/well above)	Yes
Continued growth according to PVAAS in ELA in grade 5 (Meets)	Yes
Continued growth according to PVAAS in Math in grade 5 (Meets)	Yes
Continued growth over time due to focused MTSS instruction at individual student level.	No
Increased minutes within the MTSS block to "close the gap" caused by Covid-19,	Yes
Inclusion of math instruction into the Spanish block to increase the number of instructional minutes in math.	Yes
Inclusion of math instruction into the Spanish block allows EL students to demonstrate and practice math skills in their native language.	No
Use of Spanish in both 4th and 8th grade science instruction allows for greater science concept understanding.	No
The 50:50 Dual Language Model allows all EL students to access their native language to support academic content knowledge across all subject matter	Yes
The school-wide MTSS block allows for all students to receive individualized, on-level instruction based upon assessment data. MTSS groups are flexible - allowing students to move from group to group as gains are made or concerns are observed.	Yes
The social work department at LVDLCS contributes to the social emotional needs of our student population addressing mental health, family, and community challenges.	No

Quarterly data meetings including all members to determine individual needs and whole-group instructional needs	Yes
Individualized professional development based upon teacher identified need	No
School-wide MTSS blocks to provide individual and small group instruction with flexible grouping	No
School social workers designated to meet the social/emotional needs of the community	Yes
Stakeholders within LVDLCS continuously provide feedback about the strong sense of family and community.	Yes

Challenges

Challenge	Consideration In Plan
Continued focus on strong Spanish instruction across all grade levels using Santillana curriculum to reinforce all four domains of language acquisition.	Yes
Continued focus on strong Spanish instruction across all grade levels using Santillana curriculum to reinforce cultural awareness and education that focuses on the rich multi-culturalism within the Hispanic race.	Yes
Grade 4 is well below growth targets in both ELA and Math as measured by PVAAS	Yes
Student achievement levels in ELA continued to be below the state targets as measured by the PSSA before the pandemic.	Yes
Attendance during Covid virtual days decreased opportunities to learn during the 2019-2020 and 2020-2021 school year.	No
Student achievement levels in Math continued to be below the state targets as measured by the PSSA before the pandemic.	Yes
Attendance during Covid virtual days decreased opportunities to learn during the 2019-2020 and 2020-2021 school year.	No
Attendance during Covid virtual days decreased opportunities to learn during the 2019-2020 and 2020-2021 school year.	No
Student achievement levels in Science continued to be below the state targets as measured by the PSSA before the pandemic.	No
Continued improvement of social services, social emotional programming, and mental health services.	Yes
Increase EL staff and support staff to provide a greater staff to student ratio for our EL students.	No
Consistent annual Curriculum Map / Guide review and revision	No

Most Notable Observations/Patterns

Discussion throughout the process revolved around three key areas: First, improving student achievement in ELA and Math as measured by all assessments. Second, continue positive growth scores ---- students who stay throughout their time at LVDLCS make consistent and measured academic growth. Third, our students leave LVDLCS being biliterate - not just understanding Spanish, but speaking, reading, and writing in Spanish as well. However, we still would like to improve our Spanish program. Finally, the other area of consistent concern is meeting the social emotional needs of our students - especially after the Covid-19 pandemic.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Portions of the MDP are completed in Spanish	
Continued growth according to PVAAS in ELA across grades 6 - 8 (above/well above)	
Continued growth according to PVAAS in Math across grades 6 - 8 (above/well above)	
Continued growth according to PVAAS in ELA in grade 5 (Meets)	
Continued growth according to PVAAS in Math in grade 5 (Meets)	
Increased minutes within the MTSS block to "close the gap" caused by Covid-19,	
Inclusion of math instruction into the Spanish block to increase the number of instructional minutes in math.	
The 50:50 Dual Language Model allows all EL students to access their native language to support academic content knowledge across all subject matter	
The school-wide MTSS block allows for all students to receive individualized, on-level instruction based upon assessment data. MTSS groups are flexible - allowing students to move from group to group as gains are made or concerns are observed.	
Quarterly data meetings including all members to determine individual needs and whole-group instructional needs	
School social workers designated to meet the social/emotional needs of the community	
Stakeholders within LVDLCS continuously provide feedback about the strong sense of family and community.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Continued focus on strong Spanish instruction across all grade levels using Santillana curriculum to reinforce all four domains of language acquisition.		Yes	Review Spanish curriculum and instructional practices, including MTSS, to determine if instructional schedule, resources, teacher placement, and community expectations ensure success of all students.
Continued focus on strong Spanish instruction across all grade levels using Santillana curriculum to reinforce cultural awareness and education that focuses on the rich multi-culturalism within the Hispanic race.		No	
Grade 4 is well below growth targets in both ELA and Math as measured by PVAAS		No	
Student achievement levels in ELA continued to be below the state targets as measured by the PSSA before the pandemic.		Yes	Review ELA curriculum and instructional practices, including MTSS, to determine if instructional schedule, resources, teacher placement, and community expectations ensure success of all students.
Student achievement levels in Math continued to be below the state targets as measured by the PSSA before the pandemic.		Yes	Review Math curriculum and instructional practices, including MTSS, to determine if instructional schedule, resources, teacher placement, and community expectations ensure success of all students.
Continued improvement of social services, social emotional programming, and mental health services.		Yes	Collect and use data from Social Services Surveys, PAYS survey, stakeholder surveys, social work referral data, discipline data, and SAP data to determine program offerings. Implement Second Step Curriculum

Goal Setting

Priority: Review Spanish curriculum and instructional practices, including MTSS, to determine if instructional schedule, resources, teacher placement, and community expectations ensure success of all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Other	LVDLCS will improve student Spanish reading proficiency across all grade levels as measured by the Aimsweb Spanish Fluency Assessment. Ninety percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	Spanish Achievement	LVDLCS will improve student Spanish reading proficiency across all grade levels as measured by the Aimsweb Spanish Fluency Assessment. Seventy percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	LVDLCS will improve student Spanish reading proficiency across all grade levels as measured by the Aimsweb Spanish Fluency Assessment. Eighty percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	LVDLCS will improve student Spanish reading proficiency across all grade levels as measured by the Aimsweb Spanish Fluency Assessment. Ninety percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	LVDLCS students will complete the Spanish Fluency Assessment Benchmark. Staff will analyze and begin progress monitoring within the Spanish Instructional block.	LVDLCS will improve student Spanish reading proficiency across all grade levels as measured by the Aimsweb Spanish Fluency Assessment. Fifty percent of all students will improve from the Fall to Winter benchmark at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	Progress Monitoring will continue within MTSS groups with a focus on students who did not meet the ROI goal.	LVDLCS will improve student Spanish reading proficiency across all grade levels as measured by the Aimsweb Spanish Fluency Assessment. Ninety percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.

Priority: Review ELA curriculum and instructional practices, including MTSS, to determine if instructional schedule, resources, teacher placement, and community expectations ensure success of all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	LVDLCS will improve student reading proficiency across all grade levels as measured by the Aimsweb Reading Battery. Ninety percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	Reading Proficiency Goal	LVDLCS will improve student reading proficiency across all grade levels as measured by the Aimsweb Reading Battery. Seventy percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	LVDLCS will improve student reading proficiency across all grade levels as measured by the Aimsweb Reading Battery. Eighty percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	LVDLCS will improve student reading proficiency across all grade levels as measured by the Aimsweb Reading Battery. Ninety percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	LVDLCS students will complete the Reading Battery Benchmark. Staff will analyze and begin progress monitoring within the MTSS groups.	LVDLCS will improve student reading proficiency across all grade levels as measured by the Aimsweb Reading Battery. Fifty percent of all students will improve from the Fall to Winter benchmark at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	Progress Monitoring will continue within MTSS groups with a focus on students who did not meet the ROI goal.	LVDLCS will improve student reading proficiency across all grade levels as measured by the Aimsweb Reading Battery. Seventy percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.

Priority: Review Math curriculum and instructional practices, including MTSS, to determine if instructional schedule, resources, teacher placement, and community expectations ensure success of all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	LVDLCS will improve student math computation and math problem solving proficiency across all grade levels as measured by the Aimsweb Math Battery. Ninety percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	Math Proficiency Goal	LVDLCS will improve student math computation and math problem solving proficiency across all grade levels as measured by the Aimsweb Math Battery. Seventy percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	LVDLCS will improve student math computation and math problem solving proficiency across all grade levels as measured by the Aimsweb Math Battery. Eighty percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	LVDLCS will improve student math computation and math problem solving proficiency across all grade levels as measured by the Aimsweb Math Battery. Ninety percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	LVDLCS students will complete the Math Battery Benchmark. Staff will analyze and begin progress monitoring within the MTSS groups.	LVDLCS will improve student math computation and math problem solving proficiency across all grade levels as measured by the Aimsweb Mathematics Battery. Fifty percent of all students will improve from the Fall to Winter benchmark at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.	Progress Monitoring will continue within MTSS groups with a focus on students who did not meet the ROI goal.	LVDLCS will improve student math computation and math problem solving across all grade levels as measured by the Aimsweb Math Battery. Seventy percent of all students will improve at a rate equal to or greater than the national Rate Of Improvement Target set by Aimsweb for each grade level.

Priority: Collect and use data from Social Services Surveys, PAYS survey, stakeholder surveys, social work referral data, discipline data, and SAP data to determine program offerings. Implement Second Step Curriculum

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School Safety	LVDLCS students will demonstrate a 50% decrease in disciplinary incidents within the academic calendar year as measured by the number of students that receive administrative disciplinary write ups. Benchmark year: 2021-2022	Decrease in Disciplinary Write Ups	LVDLCS students will demonstrate a 10% decrease in disciplinary incidents within the academic calendar year as measured by the number of students that receive administrative disciplinary write ups. Benchmark year: 2021-2022	LVDLCS students will demonstrate a 30% decrease in disciplinary incidents within the academic calendar year as measured by the number of students that receive administrative disciplinary write ups. LVDLCS students will demonstrate a 50% decrease in disciplinary incidents within the academic calendar year as measured by the number of students that receive administrative disciplinary write ups. Benchmark year: 2021-2022	LVDLCS students will demonstrate a 50% decrease in disciplinary incidents within the academic calendar year as measured by the number of students that receive administrative disciplinary write ups. Benchmark year: 2021-2022	LVDLCS students will demonstrate a 10% decrease in Q1 disciplinary write ups (Benchmark Q1 2021-2022)	LVDLCS students will demonstrate a 10% decrease in Q2 disciplinary write ups (Benchmark Q2 2021-2022)	LVDLCS students will demonstrate a 10% decrease in Q3 disciplinary write ups (Benchmark Q3 2021-2022)	LVDLCS students will demonstrate a 10% decrease in disciplinary incidents within the academic calendar year as measured by the number of students that receive administrative disciplinary write ups. Benchmark year: 2021-2022

Social emotional learning	100% of LVDLCS students will receive Social Emotional Learning instruction through the use of the Second Step Curriculum.	Second Step Instruction	Students in grades K - 4 will receive Social Emotional Learning Instruction through the use of Second Step Curriculum	Students in K - 6 will receive Social Emotional Learning Instruction through the use of Second Step Curriculum	100% of LVDLCS students will receive Social Emotional Learning instruction through the use of the Second Step Curriculum.	Teachers will implement Second Step Emotional learning curriculum as directed in Professional Development	Administrative will observe and provide feedback to K - 2 staff specific to the Second Step emotional learning curriculum.	Administrative will observe and provide feedback to 3 - 5 staff specific to the Second Step emotional learning curriculum.	Students in grades K - 4 will receive Social Emotional Learning Instruction through the use of Second Step Curriculum
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Action Plan

Action Plan for: MTSS - Multi Tiered Systems of Support

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Spanish Achievement Math Proficiency Goal Reading Proficiency Goal 		Completed benchmark assessments Teacher/staff participation in data meetings Progress monitoring data Over all student growth and achievement scores Evaluations of MTSS instruction with admin feedback			Monitoring of this action plan will take place by the principal and the reading specialist. Completion of all assessments, MTSS grouping and regrouping, participation/notes from data meetings, teacher MTSS evaluation forms, and all relevant sign in sheets for meetings will be used to monitor and evaluate action plan.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
LVDLCS will complete fall benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar.	09/01/2022	09/30/2022	Principal	Aimsweb Assessments Spelling Inventory Assessments COACH Assessments	Yes	Yes
LVDLCS will analyze completed benchmark assessments in Math, Reading and Spanish at September and November Data Meetings.	09/30/2022	11/08/2022	Principal / Reading Specialist	Fall Benchmark Assessment Results	No	No
LVDLCS will utilize MTSS and the Spanish Instructional Block to provide targeted reading interventions in both English and Spanish and progress monitor student growth and mastery of skills. In addition, math interventions will also be added.	09/06/2022	02/15/2023	Principal / Reading Specialist / MTSS Teachers	Progress Monitoring Assessments Reading intervention activities	No	No
LVDLCS will complete winter benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar.	01/09/2023	01/27/2023	Principal	Aimsweb Assessments Spelling Inventory Assessments	No	Yes
LVDLCS will analyze completed winter benchmark assessments in Math, Reading and Spanish at	02/17/2023	02/17/2023	Principal / Reading Specialist	Fall and Winter Benchmark Assessment Results	No	No

February Data Meetings.						
LVDLCS will regroup/use flexible grouping within the MTSS and the Spanish Instructional Block to provide targeted reading interventions in both English and Spanish and progress monitor student growth and mastery of skills from the Fall to the Winter Benchmark. Math data will also be reviewed. Student data, teacher observations, and growth will be taken in to account when regrouping students for MTSS and small group Spanish instruction.	02/27/2023	06/09/2023	Principal	Progress Monitoring data	No	No
LVDLCS will complete Spring benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar.	05/01/2023	05/26/2023	Principal	Aimsweb Assessments Spelling Inventory Assessments COACH Assessments	No	Yes
LVDLCS will analyze completed benchmark assessments in Math, Reading and Spanish at End of Year Data Meetings with a focus on student growth and program review	06/09/2023	06/09/2023	Principal / Reading Specialist	All Data sources from throughout the school year.	Yes	No

Action Plan for: Social Emotional Learning

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Decrease in Disciplinary Write Ups Second Step Instruction 		Completed Second Step curriculum resources and activities Discipline reports with a decrease in administrative referrals Social work reports with a decrease in referrals			Observation of classroom SEL lessons with administrative feedback Discipline reports Social Work reports Student Achievement data Student Surveys	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement Professional Development for Second Step Curriculum	08/25/2022	08/25/2022	Principal	Second Step Professional Development Coursework	Yes	Yes
Implement Second Step Curriculum within the classroom setting	09/06/2022	06/07/2023	Classroom Teachers	Second Step Curriculum	No	No
Review discipline data quarterly and compare to 2021-2022 school year and pre-pandemic school year 2018-2019 looking for trends and areas for increased SEL instruction.	11/08/2022	06/07/2023	Assistant Principal	Powerschool Discipline Reporting Data Meeting Feedback	Yes	No
Review quarterly social work referrals/data quarterly and compare to 2021-2022 school year and pre-pandemic school year 2018-2019 looking for trends and areas for increased SEL instruction.	11/08/2022	06/07/2023	Social Worker	Social Work Referral Reports Data Meeting Feedback	Yes	No
Utilize quarterly social work referrals to provide additional, relevant student programming through community organizations such as Center for Humanistic Change or National Alliance on Mental Illness	11/08/2022	06/07/2023	Social Worker	Social Work Referral Reports Data Meeting Feedback	No	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS - Multi Tiered Systems of Support	<ul style="list-style-type: none"> • LVDLCS will complete fall benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar. • LVDLCS will analyze completed benchmark assessments in Math, Reading and Spanish at End of Year Data Meetings with a focus on student growth and program review
Social Emotional Learning	<ul style="list-style-type: none"> • Implement Professional Development for Second Step Curriculum • Review discipline data quarterly and compare to 2021-2022 school year and pre-pandemic school year 2018-2019 looking for trends and areas for increased SEL instruction. • Review quarterly social work referrals/data quarterly and compare to 2021-2022 school year and pre-pandemic school year 2018-2019 looking for trends and areas for increased SEL instruction.

Professional Development Activities

Aimsweb Assessment Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> LVDLCS will complete fall benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar. 	LVDLCS Teacher, teacher aides, and administration	Aimsweb Assessment, Spelling Inventory Assessment, Coach Assessment with fidelity	Accurate completion of the Behcnmark Assessments throughout the school year.	Principal	08/22/2022	08/22/2022
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Inservice day	One time				Language and Literacy Acquisition for All Students	

English Language Learner and Special Education Data Review

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> LVDLCS will analyze completed benchmark assessments in Math, Reading and Spanish at End of Year Data Meetings with a focus on student growth and program review 	Teachers, Teacher Aides, and administration	EL Monitoring Data, Special Education Accommodations and Modifications, Educational Benefit Review	Participation in Data meetings, Data Meeting Sign in Sheets	Principal	11/08/2022	06/11/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	4 times each year		Teaching Diverse Learners in an Inclusive Setting
Classroom/school visitation	2 times each year (formal)		Teaching Diverse Learners in an Inclusive Setting

Second Step Curriculum Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement Professional Development for Second Step Curriculum Review discipline data quarterly and compare to 2021-2022 school year and pre-pandemic school year 2018-2019 looking for trends and areas for increased SEL instruction. Review quarterly social work referrals/data quarterly and compare to 2021-2022 school year and pre-pandemic school year 2018-2019 looking for trends and areas for increased SEL instruction. 	Teachers, Teacher Aides, Administration	All topics related to Second Step Curriculum implementation	Second Step instruction within the classroom setting	Principal, Second Step Curriculum Training	08/22/2022	12/16/2022

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually		Trauma Informed Training (Act 18)
Professional Learning Community (PLC)	Quarterly		Trauma Informed Training (Act 18)

Communications Action Steps

Evidence-based Strategy	Action Steps
MTSS - Multi Tiered Systems of Support	<ul style="list-style-type: none"> • LVDLCS will complete fall benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar. • LVDLCS will complete winter benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar. • LVDLCS will complete Spring benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar.
Social Emotional Learning	<ul style="list-style-type: none"> • Implement Professional Development for Second Step Curriculum

Communications Activities

Create and Share Assessment Calendar with staff, students, and parents.

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> LVDLCS will complete fall benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar. LVDLCS will complete winter benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar. LVDLCS will complete Spring benchmark assessments in Math, Reading and Spanish as planned on the assessment calendar. 	Staff, students, and parents	Assessment types and assessment windows for all grade levels.	Principal	08/29/2022	05/20/2023
Communications					
Type of Communication			Frequency		
Presentation			At Open House for Parents (1 time)		
Newsletter			Assessment window included in newsletter 3 times each year		
Posting on district website			One time - at the beginning of the year.		

Professional Development Schedule

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff	Schedule and expectations for the Second Step Curriculum Professional Development	Principal and Second Step Trainer	08/22/2022	08/26/2022
Communications					
Type of Communication			Frequency		
Email			Twice in August before the Professional Development		
Presentation			1 time - Professional Development Preview presentation.		
Blog			1 time - Professional Development Preview presentation.		

Professional Development For Second Step

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff	Schedule and expectations for Second Step Professional Development	Principal / Second Step Trainer	08/22/2022	08/26/2022

Communications

Type of Communication	Frequency
Email	Staff email sent twice before the professional development activity
Presentation	Professional Development Preview Presentation at the beginning of the first day of PD week.