
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Lehigh Valley Academy Regional CS
Address: 1560 Valley Center Parkway
Suite 200
Bethlehem, PA 18017-2276
Phone: (610) 866-9660
Contact Name: Susan Mauser

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Lehigh Valley Academy Regional CS

Date of Local Chartering School Board/PDE Approval: January 1, 2006

Length of Charter: 6 years **Opening Date:** September 3, 2002

Grade Level: KG - 12 **Hours of Operation:** 8:00AM - 3:30PM

Percentage of Certified Staff: 91% **Total Instructional Staff:** 66

Student/Teacher Ratio: 13/1 **Student Waiting List:** about 300

Attendance Rate/Percentage: 94%

Summary Data Part II

Enrollment: 892 Per Pupil Subsidy: BASD \$8030.16 SVSD \$ 10871.40

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	37
Black (Non-Hispanic):	118
Hispanic:	232
White (Non-Hispanic):	436
Multicultural:	69

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 27.9%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 97

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	184	187	187	187	185.25
Instructional Hours	0	0	1110	1175.5	1222.25	1222.25	1182.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

Lehigh Valley Academy Regional Charter School (LVA) is a Kindergarten through 12th grade public charter school located at 1560 Valley Center Parkway, Suite 200, Bethlehem, PA 18017. For the 2009/2010 school year almost 900 students from 16 different school districts attended LVA. The student body is socio-economically, racially and religiously diverse with about 27.9% of the children qualifying for the free or reduced lunch program.

The students who attend LVA work at a variety of academic levels. There is no entrance exam. A lottery determines which students are enrolled in the school. A waiting list of about 300 students ensures that available spots are quickly filled. Class size is limited to 25 students per class at each of the grade levels. About 10% of the students qualify for special needs services.

The school is located in a corporate center in four spaces within three buildings adjacent to each other. The primary school (K-1) and the middle school (6-8) are located in one building; the elementary school (2-5) is separated by a parking lot. The high school (9-12) is on the other side of the elementary school. It is also separated by a parking lot. There are two gyms, located in the primary and elementary schools and two libraries, located in the middle and elementary schools. They are shared by all students. All specialist teachers except for the Spanish teachers have their own classrooms.

The school day starts at 8:00 am and ends at 3:30 pm. LVA's students attend school for 192 days a year, while faculty work for 200 days. The Kindergarten program is a full-day program.

LVA is proud to be considered an IB World School and to offer an authorized Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).

The academic curriculum includes teaching foreign language starting in Kindergarten. Our students all participate in a minimum of 100 minutes of Spanish instruction a week. At the Kindergarten through 5th grade level, the specialist classes (art, music and drama) take place once a week for 45 minutes with physical education being offered twice a week. At the middle and high schools (6-12), the students participate in art, music, physical education/health and design technology every other day throughout the year.

Parent involvement plays a very important part in the school. Each parent is required to participate in the education of his or her child or children. This participation can involve different things from actively volunteering at the school, being a part of a committee to attending meetings, concerts and conferences. LVA's different committees currently include a technology committee and a wellness committee, as well as other ad hoc committees.

Mission

Providing a quality choice in K-12 education, built on a global foundation of academic excellence, active parental involvement, and applied character development, by integrating technology into innovative teaching strategies and best learning practices.

Vision

Lehigh Valley Academy (LVA) will continually strive to be a quality choice in K-12 public education. At LVA, students receive a dynamic standards-grounded education solidly based in inquiry, critical thinking and problem-solving, as well as creativity, values and ethics. Through their pursuits at LVA, students engage in holistic preparation for post-secondary education and to become committed life long learners and valuable and productive contributors to the greater society.

Shared Values

1. **Respect:** Respect for self and all people through civility, tolerance, understanding, open-mindedness, caring and empathy.
2. **Responsibility:** Responsibility for self through discipline, independence, accountability, and being principled.
3. **Lifelong Learning:** Lifelong learning is experienced through thinking, curiosity, creativity, risk-taking, being knowledgeable and showing commitment.
4. **Citizenship:** Students, as well as the LVA community, demonstrate citizenship through self control, respect for one's environment, demonstrating a sense of community and an ever widening circle of responsibility to others.

Academic Standards

Lehigh Valley Academy (LVA) follows the Pennsylvania State Standards and the International Baccalaureate (IB) curriculum. LVA's curriculum has been developed to provide students with the instruction needed to acquire the skills necessary to attain proficiency in these academic standards. As teachers develop their unit plans, lesson plans and instructional materials, they

ensure that the PA State Standards are being addressed. The IB curriculum is the framework in which the standards are addressed.

Students in grades 3 through 8 and grade 11, participate in PSSA testing annually. Students who struggle in an area of instruction, receive additional support that can include small group instruction from a reading specialist or math specialist or tutoring in the area of need. Internal assessments are incorporated at each grade level to ensure that students meet or exceed the PA State Standards.

Should a student qualify for special needs services, these will be provided through the least restrictive environment which can range from itinerant support to pull-out instruction in a resource room.

Strengths and Challenges

Lehigh Valley Academy was very pleased to have achieved AYP for the eighth year consecutively. The teachers and students worked diligently in the areas of mathematics, writing, science and reading. Our reading and math specialists worked with the classroom teachers and their students to provide as much support as necessary. A key component was familiarizing the students with the format of the testing and the expectations particularly in the essay parts of the assessment.

Our biggest challenge is making sure that there is enough scaffolding built into our program to support the students who struggle academically particularly at the high school level. Our International Baccalaureate (IB) program is very academically rigorous so all students entering 11th grade have to have the foundation in math to handle calculus. Building in school based assessments along the way will allow us to better monitor the students.

The sub group that struggles the most is our special education population. We had a limited number of students who qualified for the PSSA-M this school year and participated in that exam.

The area of reading seems to be our biggest strength.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Lehigh Valley Academy continued to focus on five strategic initiatives this school year: Global Citizen, Student Learning and Achievement, School Spirit and Culture, Support Systems and Processes, and Educational Environment. The original plan had been developed over the previous school year.

Global Citizen:

We spent the year investigating other possible languages that could be offered to our students beyond Spanish which we teach in K-12 and the French that is offered at the high school only. We have decided to pilot a Mandarin Chinese program at the Kindergarten level for the 2010/2011 school year.

Student Achievement:

Our goals in this area have focused on students continuing on to college after graduation, as well as continuing to meet AYP. This year 100% of our graduates enrolled in 4 year colleges or universities. We also had our first student to earn a full IB Diploma.

School Spirit and Culture

This year we piloted a small intramural basketball and soccer program for our middle school students. They competed against the local YMCAs and another charter school in the area.

Support Systems and Processes

Over the summer of 2010 we have combined our phone system for all of the buildings on our campus so that communication between buildings will be come much easier. We also implemented the Alert Now communication system last fall. This allows us to communicate early dismissals and other important information to our parents and faculty and staff.

Educational Environment

We completed the fit-out of the second half of the high school during the spring and summer of 2010. The additional space will meet the needs of the high school for the next three to five years.

A long-term solution continues to be our goal in this area.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
CAO	employee	Administrator	Board of Trustees
CEO	employee	Administrator	Board of Trustees
Cristal McCollum	employee	Administrator	Board of Trustees
Holly Parkinson	employee	Administrator	CEO
Karen Deichman	Employee	Administrator	CEO
Lee Merendino	Business Manager	Other	CEO
Susan Mauser	employee	Administrator	Board of Trustees
Terry Walter	employee	Administrator	Board of Trustees

Goals, Strategies and Activities

Goal: CHARACTER EDUCATION

Description: The goal of Lehigh Valley Academy is to have the LVA community demonstrate appropriate personal qualities embraced by the International Baccalaureate Learner Profile and Attitudes.

Strategy: Home/School Connection

Description: A strong connection between the home and school is developed.

Activity: Communication

Description: Dean of Students, Principals and Parental Involvement Coordinators develop communication plan.

Person Responsible Timeline for Implementation Resources

Susan Mauser Start: 1/1/2008 -
 Finish: Ongoing

Status: Not Started — Overdue

Goal: INFRASTRUCTURE AND EQUIPMENT

Description: Provide an adequate infrastructure and sufficient equipment to support student and staff productivity in all areas.

Strategy: Providing Appropriate Resources

Description: Technology Resources for teaching and learning are sufficient and conveniently located in order to maximize impact of use.

Activity: In-Service

Description: As new equipment is added to our school , we will plan, schedule and deliver in-service focused on ways to infuse daily classroom practice.

Person Responsible	Timeline for Implementation	Resources
Ed Tech Specialist	Start: 9/1/2010 Finish: 7/5/2011	\$9,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
------------------------------------	---	--

1.00	4	100
------	---	-----

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
---	-------------------------	---

Lehigh Valley Academy	• School Entity	Approved
-----------------------	-----------------	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
-----------------------------	------------------------------------	-------------------------------

The teachers will learn how to infuse the new technology into their daily classroom practice.	The teachers will learn to apply best practices as they use the technology in their	<i>For classroom teachers, school counselors and education specialists:</i>
---	---	---

classroom instruction.

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Other educational specialists

Follow-up Activities**Evaluation Methods**

- Peer-to-peer lesson discussions
- Review of participant lesson plans

Status: Not Started — Overdue

***Goal:* INSTRUCTION**

Description: The goal of Lehigh Valley Academy is to provide instruction and support in the skills mandated by the Pennsylvania State Academic Standards and the IBO philosophy.

***Strategy:* Articulation**

Description: Continual update and adjustment made to the horizontal and vertical articulation of Lehigh Valley Academy's Program of Inquiry as monitored by LVA educators and the IBNA.

***Activity:* Common planning time**

Description: Common planning time is built into the schedule. Substitute teachers are hired to allow teachers to meet.

Person Responsible Timeline for Implementation Resources

Susan Mauser	Start: 9/1/2009 Finish: Ongoing	\$2,000.00
--------------	------------------------------------	------------

Status: Not Started — Overdue

***Strategy:* Certification**

Description: Maintain that 100% of fulltime classroom educators hold valid Pennsylvania Teaching Certificates.

Activity: HR Specialist support

Description: HR specialist works with the CEO, the CAO and the principals to ensure that all teachers who are hired for core subject areas are fully certified.

Person Responsible Timeline for Implementation Resources

Susan Mauser	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Training

Description: Within 3 years of teaching at LVA, all fulltime classroom educators will attend IB Training.

Activity: Professional Development

Description: Teachers are sent to IB training.

Person Responsible Timeline for Implementation Resources

Susan Mauser	Start: 1/1/2008	\$45,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: INSTRUCTIONAL RESOURCES

Description: Provide staff and students with appropriate instructional software and web based resources.

Strategy: Provide Professional Development

Description: Provide workshops on school applications.

Activity: Community Member Technology Training

Description: Provide training to community members as well as increase our software selections as technology needs change and grow.

Person Responsible	Timeline for Implementation	Resources
Ed Tech Specialist	Start: 9/1/2010 Finish: 8/19/2013	\$18,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	150

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Valley Academy	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

The parents and students will be trained to access the record keeping and communication technology.

For classroom teachers, school counselors and education specialists:

- Empowers educators to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity

Role

- Principals / asst. principals

Follow-up Activities	Evaluation Methods
----------------------	--------------------

- use of system
- use of system

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Professional Development

Description: The math specialist works with teachers to help them to become familiar with the PSSA math test. She also assists them in integrating problem solving skills into their instruction.

Activity: Common Planning Time

Description: Teachers are freed up to meet with the math specialist. Substitutes cover classes as necessary.

Person Responsible Timeline for Implementation Resources

Terry Walter	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
--------------	------------------------------------	------------

Status: Not Started — Overdue

Goal: PARENTAL INVOLVEMENT

Description: The goal of Lehigh Valley Academy is to promote parental involvement at home and in school which supports the character development and academic achievement of each child while creating a strong sense of community between children, parents, administrators, teachers, support staff and the community at large.

Strategy: Opportunities

Description: Provide a diverse list of opportunities by providing monthly calendar listing volunteer opportunities

Activity: Parental Involvement Coordinator

Description: Parental Involvement Coordinator develops and communicates opportunities for parents to get involved in their child's education.

Person Responsible Timeline for Implementation Resources

Susan Mauser	Start: 9/1/2009 Finish: Ongoing	\$5,000.00
--------------	------------------------------------	------------

Status: Not Started — Overdue

Strategy: Survey

Description: Parents are surveyed to determine their interests and ways in which they would like to get involved.

Activity: Parental Involvement Coordinators

Description: Parental Involvement Coordinators are actively involved with the connection between home and school.

Person Responsible Timeline for Implementation Resources

Susan Mauser	Start: 9/1/2009 Finish: Ongoing	\$5,000.00
--------------	------------------------------------	------------

Status: Not Started — Overdue

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Professional Development

Description: Reading Specialists work with teachers to develop familiarity with the PSSA reading test, as well as assisting them in integrating these skills into their curriculum.

Activity: Common Planning Time

Description: Teachers are freed up to meet with the reading specialists. Substitutes cover classes as necessary.

Person Responsible Timeline for Implementation Resources

Terry Walter	Start: 9/1/2009 Finish: Ongoing	\$1,000.00
--------------	------------------------------------	------------

Status: Not Started — Overdue

Goal: STANDARDS INTEGRATION

Description: Integrate National, State and International Baccalaureate standards to help students gain information, communication, and technology skills that they will need to be successful in a Digital Age.

Strategy: Utilize Technology to enhance and support student learning and increase opportunities for students to demonstrate proficiency of the standards.

Description: Increase usage of various applications to integrate technology so that students may demonstrate learning according to the standards.

Activity: Integrate Technology

Description: Encourage teaching staff to integrate technology using some of the following tools: produce media, web, or presentation products; conduct online research; classroom response systems, use drill and practice or tutorial software; Collaborate with students in or beyond their school; visually represent or investigate concepts; use digital and peripheral devices to enhance learning or school work.

Person Responsible Timeline for Implementation Resources

Ed Tech Specialist	Start: 9/1/2010 Finish: Ongoing	\$60,000.00
--------------------	------------------------------------	-------------

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Lehigh Valley Academy (LVA) embraces the International Baccalaureate (IB) philosophy and curriculum. The Primary Years Programme (PYP), which is designed for students in the elementary school grades, focuses on the total growth of each developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children. Throughout the past eight years, LVA educators teaching Kindergarten through Grade 5 have worked diligently to learn as much as possible about the PYP curriculum. This has been accomplished through a variety of resources which include, attending PYP Level 1, Level 2, or Level 3 Teacher Training Workshops; meeting weekly with the PYP Coordinator; and observing one another's

classrooms. In 2006, the International Baccalaureate Organization (IBO) visited LVA in search of evidence of LVA's knowledge, commitment and financial resources to support the IB philosophy and curriculum and determined that LVA provided sufficient evidence to earn authorization in the area of PYP. In September 2009, the International Baccalaureate Organization (IBO) returned to LVA for an evaluation visit; they determined that LVA's educators continue to strengthen the Primary Years Programme. An Evaluation Report is available upon request.

At the Middle School, the educators who taught the students in grades 6 — 10 attended training in the IB's Middle Years Programme (MYP). The MYP philosophy provides a challenging academic program by means of infusing transdisciplinary collaborative strategies and critical life skills. The MYP focuses on five Areas of Interaction which allows the students to learn to recognize how best they learn; how important it is to reflect on supporting one's community through a commitment to community and service; to recognize the importance of one's environment; the importance of physical and social education; and human ingenuity, where students learn to appreciate human creativity. Common planning time was incorporated into the schedule allowing teachers to plan collaboratively, as well as to discuss the specific needs of students. The IBO visited LVA in 2008 to review the MYP documentation and practices in place. As a result of that visit, MYP authorization was granted to LVA.

At the High School, IB's Diploma Programme (DP) for students entering grades 11 and 12 has been implemented. This rigorous 2-year curriculum challenges highly motivated students to reach their ultimate academic potential. The DP is recognized by many universities around the world. The educators who will teach students in grades 11 and 12 were sent to DP training in order for them to have the knowledge to write curriculum documents, which will become each area's subject specific content guide. These documents, driven by Pennsylvania State Academic Standards, as well as the IB requirements, have been submitted to the IBO and as a result, an authorization visit from IBO was held in the fall of 2007. Full authorization was granted to Lehigh Valley Academy in the area of DP in 2007.

At the PYP level, the Reading, Writing, Speaking and Listening and Mathematics Pennsylvania State Academic Standards are strongly evident at each grade level due, in part, to the fact that one of the tools that LVA utilizes is the Pennsylvania edition of the Scott Foresman Reading and Mathematics series. Both of these series utilizes a strong scope and sequence, which are LVA's backbones in these areas.

Throughout the past eight years, the PYP educators at each grade level, Kindergarten through grade 5, have been dedicated to creating six six-week Units of Inquiry. These Units are based on the Pennsylvania State Academic Standards in the areas of Civics and Government, Economics, Environment and Ecology, Family and Consumer Sciences, Geography, History, and Science and Technology. A notebook containing documentation detailing the grade and Unit of Inquiry when specific content standards are addressed is located in the elementary school.

LVA's Specialists have created their scope and sequence following the Arts and Humanities and the Health, Safety and Physical Education Academic Standards.

All students in grades 6 — 12 were taught based on the Pennsylvania State Academic Standards. At this MYP and DP level, the subjects were taught separately with each teacher focusing his/her instruction on the standards. In addition, appropriate textbooks and other resources and materials were purchased to support the state standards.

The IB curriculum is presented utilizing pre-assessments, on-going formative assessments, and a summative assessment. Through these tools, the teacher has a clear understanding of each of the student's developmental and academic needs as he/she progresses through the

assignments, activities and projects. The on-going formative assessments are particularly important, as they assist the teachers reflect on their instruction, as well as the needs of the students. The summative assessment allows the students to apply and demonstrate the knowledge and skills that they have attained.

In the beginning of the school year, the teachers administered reading, spelling and math inventories as well as a writing sample to all of the students in grades 1 - 12. The Developmental Reading Assessment (DRA) was used for the reading inventory. Math inventories were based on assessments from the Scott Foresman textbook. This information provided teachers with a baseline of information about their students. At the end of the school year the students were assessed again using the same tool, which allowed the teachers to clearly see the areas of growth and the areas that were still in need of improvement.

In the spring, the PSSA's were administered to the students in grades 3 — 8 and 11 and the Iowa Tests of Basic Skills were administered to students in grade 2. The test scores have not been received at this point in time. The results will be carefully disaggregated as soon as they arrive and the results will be available upon request.

The philosophy of our school and the IB curriculum is founded in inquiry-based instruction. The teaching of questioning skills and research skills is at the forefront of every unit of study. As the students learn about a topic they are asked to develop questions related to this idea. The student questions as well as the teacher questions then guide the instruction as well as the direction that this unit of study takes. The students are empowered and learn the skills necessary to question, make connections and develop theories and knowledge related to a topic or central idea.

The IB curriculum is very open-ended and encourages higher order thinking skills. Rather than offering a pullout program for gifted students, we include this program into the daily instruction for the entire class. This way all students have an opportunity to benefit from these creative and challenging activities.

During the 2009/2010 school year, the students who experienced difficulties in the areas of math or reading received support inside, as well as outside of the classroom. The teachers differentiated instruction whenever necessary. Students with IEP's were pulled out for small group instruction with the Special Education Teachers; three teachers supporting students in Kindergarten through grade 5 and two additional teachers supporting our students at the Secondary School. LVA employs three full-time Reading Specialists, who offered small group or one-on-one reading support to all students who needed additional help; these students included those who had IEPs and those who did not. LVA also employs one full time and one part time Math Specialists, who assisted the students when necessary throughout the year. In addition, they modeled math lessons for teachers using the traditional Scott Foresman series, as well as the Investigations series. Our teaching assistants, who were fully certified teachers, also provided this support on a daily basis for students who struggled in the areas of either literacy or mathematics and did not have an IEP.

During the 2009/2010 school year, LVA continued to work diligently to establish a Response to Instruction and Intervention (RtII) program in the PYP. The Math Specialists, Reading Specialists, the School Psychologist and the Principal met weekly to share the academic data that drove this program. When students were determined to be in need, the Math Specialists and Reading Specialists worked with small groups of students to strengthen their academic skills. The students were evaluated on a 6 week cycle; they moved in and out of Tier 1, Tier 2 and Tier 3. Parents were notified of this movement through formal letters and parent meetings.

The students are continuously asked to actively participate in the learning process. They are a part of the planning process where they are expected to drive the units of study through their questioning. They are part of the daily instruction where they actively discuss and discover new

ideas and they are part of the reflection process where they have opportunities to revisit what they have learned.

Built into the calendar were 10 teacher in-service days. Six days were scheduled at the beginning of the school year, with four ½ day and 2 full day In-service opportunities taking place during the course of the year. The professional development for the school year 2009/ 2010 focused primarily on the International Baccalaureate curriculum, methodology and philosophy. Discipline, assessment and meeting the needs of a diverse student population were also addressed at in-service sessions, as well as during other meetings scheduled after school. In January, a teacher in-service was led by Sue Mowery, an educational leader in the field of reading. All of the in-service sessions were required for all of the teachers and were open to any support personnel who wished to attend. The educators were awarded Act 48 hours for their time spent in curriculum development, as well as other important Professional Development opportunities.

During the 2009/ 2010 school year, LVA educators were sent to training for the Primary Years Programme, the Middle Years Programme and the Diploma Programme. LVA educators also attended workshops dedicated to the mathematics. Our nurse and our special needs teachers also attended training sessions and conferences specific to their areas of expertise.

LVA offered a tuition reimbursement program to its faculty and staff. Please see the attached policy for more information.

LVA continued to have a two-year Induction Program. The decision was made to move in this direction in order to adequately prepare our new educators; two years is the essential time frame necessary to provide guidance and support, as well as the leadership and skills we seek in our staff. LVA's Administration led a very successful Teacher Induction Program. This program took place after-school during 10 sessions, which were each taught by experienced teachers or administrators from the school. Each session focused on a different topic such as record keeping or classroom management, as outlined in our induction plan. An experienced teacher was assigned to each new teacher and acted as his/ her mentor throughout the course of the school year. As the second year of the program begins, LVA will be providing peer coaching opportunities along with formal and informal meetings for all to continue the dialogue.

Rigorous Instructional Program - Attachments

- Induction Plan
- Professional Development Plan
- Educational Assistance Policy

English Language Learners

At Lehigh Valley Academy families complete a home language survey upon enrollment. If a language other than English is spoken in the home more than 50% of the time, the child's English language skills are assessed. Should a child need ELL services, the level of need is addressed on an individual basis.

For the 2009/2010 school year Lehigh Valley Academy increased the hours for our part-time ESL teacher to support our students through pull-out and push-in instruction. The ESL teacher also administered the appropriate assessments. For the upcoming school year, a second part-time ESL position has been budgeted.

English Language Learners - Attachment

- PIMS ELL Report 2010

Graduation Requirements

Starting in the 9th grade, a student earns high school credits for each course that was completed with a passing grade of 70. Credits vary by course depending on the total number of hours spent in the classroom and on the academic rigor. Over the four year span of high school, from 9th through 12th grade, the students must earn a minimum number of credits in each subject area in order to qualify for a Lehigh Valley Academy high school diploma. The requirements are listed below.

All high school students at LVA have to complete at least a minimum number of service learning hours each year and a graduation project (either Extended Essay or MYP Personal Project). The students must also demonstrate proficiency in the areas of reading, mathematics and writing on the PSSA or a local assessment.

The International Baccalaureate Diploma is earned upon completion of the required courses and satisfactory results on the IB exams.

Core Subject Credits Required:

Language A (English)	6
Language B	5
Mathematics.....	5-6
Science	5-6
Humanities.....	6
Total Core Subject Credits required: 27	

Elective Credits Required:

Design Technology	1
The Arts.....	3.5
Health & Physical Education.....	1.5
Total Elective Credits required: 6	

Special Education

LVA offers special needs services that include accommodations made in the classroom, itinerant support and instruction in a resource room. We have two teachers and a part-time teaching assistant working with students in grades Kindergarten through 5. Two full-time teachers, one part-time teacher and a part-time teaching assistant worked with students in grades 6 through 8

and one teacher worked with students in grades 9 through 11. Each Individualized Education Plan (IEP) determines the level of support that a student needs and receives. The goal is always to work with the least restrictive environment that allows the student to be successful.

For the 2009/2010 school year, Lehigh Valley Academy contracted out services for speech and occupational therapy through Therapy Source. We also contracted with the IU for Hearing services. A full-time School Psychologist is employed by the school to complete all of LVA's testing.

The IB curriculum is very open-ended and encourages higher order thinking skills. Rather than offering a pullout program for gifted students, we include this program into the daily instruction for the entire class. This way all students have an opportunity to benefit from these creative and challenging activities.

Special Education - Attachments

- Interagency Coordination
- Placement Considerations
- Special Education Procedures
- IEP Process

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Posipanko	1.00	Learning Support	Elementary School (K-5)	12	N/A
Laffey	1.00	Learning Support	Elementary School (K-5)	9	N/A
Rothenberger	1.00	Learning Support	High School (9-11)	17	N/A
Keiser	1.00	Learning Support	Middle School (6-8)	16	N/A
McGinley	1.00	Learning Support	Middle School (6-8)	13	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	N/A	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	Whole school	1.00
Special Needs Coordinator	Elementary School	0.38
Special Needs Coordinator	Secondary School	0.50

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Speech Therapist	2 days
Therapy Source	Speech Therapist	2 days
Therapy Source	Occupational Therapist	1 day
IU 20	Hearing Support Services	0.5 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Iowa Test of Basic Skills	No	No	Yes	No	No	No
PSSA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No

Student Assessment

In the beginning of the school year, the teachers administered reading, writing, and math inventories to all of the students. The DRA was used for the reading inventory; math inventories were based on assessments from the Scott Foresman textbook or teacher developed assessments based on the Pennsylvania State Academic Standards. This information provided teachers with a baseline of information about their students. At the end of the school year, the students were assessed again using the same tool, which allowed the teachers to clearly see the areas of growth and the areas that were still in need of improvement. It is LVA's goal to have the students demonstrate academic growth of at least 1 grade level throughout the course of the school year. We have been tracking the students who have been exposed to the IB curriculum and have seen significant growth in those students. In order to assure this growth, DRA's, as well as math assessments, have been administered mid-year, in addition to those at the beginning and ending of the year. Those students who struggled during the school year were provided with additional support through our Reading and Math Specialists, and if need be, were referred to our Response To Instruction and Intervention (RtII) team. In the spring, the Iowa Test of Basic Skills was administered to students in grades 2 and the PSSA's were administered to the students in grades 3 — 8 and 11. The Iowa Test of Basic Skills test scores have not been received; the results will be carefully disaggregated when they arrive. Our PSSA scores indicate that our student achievement plan is effective and providing the support and enrichment necessary within our school.

Lehigh Valley Academy utilized authentic assessments, project-based assessments and group work to demonstrate their proficiency in all subject areas; however, traditional tests were also utilized. The combination of these tools provided our teachers with the knowledge of each student's improved academic performance. If there was a decline in a student's academic performance, steps were taken to provide additional support and/or individual tutoring by grade level or subject specific teachers. Should our tests indicate our students require support above

and beyond our current scenario, LVA would make every effort to locate the financial means to provide it.

The Student Achievement Plan began with reading, writing and math assessment data collected during the first few weeks of school. This provided teachers with a baseline of information about their students. As the year progressed, the teachers used their observations, as well as information gathered in student journal entries, as forms of on-going formative assessments. The students, with the assistance of their teachers created portfolios, which were shared at their Parent/ Student/ Teacher Conferences. This documented the students' progress throughout the course of the school year. Each teacher also created authentic assessments in each core subject area. All of this data was incorporated with their summative assessments when teachers compiled grades for their students' Report Cards.

Report Cards at the Elementary level are reviewed yearly and revisions made when necessary. The document is strongly based on the state academic standards in the areas of math and reading. Copies of this document are available upon request. Our Secondary School educators utilize GradeQuick as their electronic grade book. The students' Report Cards are generated using School Minder.

Student Assessment - Attachment

- Assessment Handbook

Teacher Evaluation

The teachers at the Lehigh Valley Academy Regional Charter School were assessed through formal and informal observations during the 2009/2010 school year. The evaluation procedure included a pre-conference, as well as a post-conference with the administrator who provided the evaluation. Teachers were asked to reflect on the lesson and list areas of strength and areas needing improvement. The administrator who completed the observation also commented on the lesson and completed a written observation report.

The PDE Form 426 / 426A was completed twice during the year for all Level I educators and 428 /428A was completed twice during the year for all Level II educators; several educators also moved from Level I to Level II and PDE Form 427 / 427A was completed and submitted to PDE. These forms combined the information gathered during all observations, as well as during informal visits and discussions.

The teachers at Lehigh Valley Academy developed a rubric that was used to determine their Merit Pay during the 2009/2010 school year. The rubric is scheduled to be reviewed by the faculty each year. This document is utilized as a self-evaluation tool for teachers and was a factor in determining teacher salary raise for the upcoming school year. The merit pay process also included parent surveys.

The Principals completed all of the teacher observations during the 2009/2010 school year. Parent surveys were sent out at the end of the school year and the information gathered was carefully reviewed. Each teacher thoughtfully completed the rubric for the merit pay and presented his/her completed rubric to his/her building principal.

The CAO and the Principals of the school are trained in the Primary Years Programme (PYP) / Middle Years Programme (MYP) / Diploma Programme (DP), which are the philosophy and approach to teaching that the charter school is implementing. The CAO has had several years of experience teaching the curriculum overseas and has completed extensive training in this area.

The Principals have had years of teaching experience at the elementary school / middle school / high school levels. Each has received official IB training in her area of expertise, assuring that each would learn the appropriate skills and techniques to search for within the formal and informal observations.

Teacher Evaluation - Attachment

- Policy regarding Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Dr. Barry G. Cohen stepped down from the position of Chief Executive Officer in August 2009. Susan Mauser continued in her position as CAO and high school principal and was appointed to the position of CEO while the Board of Trustees completed a search to permanently fill the position. Terry Walter continued in the position of Elementary School Principal, and Cristal McCollum continued in the position of Middle School Principal. Aldo Cavalli was appointed to the position of CEO in July 2010.

LVA is governed by a nine member Board of Trustees shown below. Eva Burkhart was President and Joseph Kipp was Vice President during the 2009/10 school year. Paula Margraf joined the Board of Trustees in July 2009 when Donald Hoffman had completed his second term.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Eva Burkhart	President
Joseph Kipp	Vice-President
Brian Bortz	Secretary
Dennis Capozzolo	Treasurer
William Parkinson	
Richard Gorton	
Eric Ervin	
Paula Margraf	
Jack Toy	

Professional Development (Governance)

The Board reviews its own processes on an ongoing basis. One of the board members periodically attends conferences on legal matters related to charter schools. Legal Counsel met with the Board to discuss Municipal Bond Financing and Statements of Financial Interest.

Coordination of the Governance and Management of the School

At a minimum, the Board of Trustees met bi-monthly with LVA's Chief Executive Officer. The Board members were in contact with various functions of the school, as needed.

The Bethlehem Area School District (BASD) Board of Directors and the Saucon Valley School District (SVSD) Board of Directors have a standing invitation to visit Lehigh Valley Academy. Mr. Mike Karabin, a Saucon Valley Board Member, frequently attends the Lehigh Valley Academy Board Meetings.

In addition, throughout the course of the school year, the LVA administrative staff was in contact with the Business Manager and the Transportation Director of the Bethlehem Area School District, as well as the Saucon Valley School District.

Coordination of the Governance and Management of the School - Attachment

- BOT Meetings Schedule

Community and Parent Engagement

The LVA Board of Trustees oversaw a variety of ad-hoc committees, which were comprised of parents of students from LVA as well as faculty and staff members. In addition, LVA hosted regular outreach/informational meetings.

The Parental Involvement plan requires parents to be involved in their child's education regularly.

The LVA Board of Trustees supported the development of a Parent Teacher Organization (PTO). The PTO initially emphasized fund raising to support school activities, particularly field trips. For the 2009/2010 school year, its primary focus was on strengthening and support parent engagement in the school. This was accomplished through a variety of events like Fun Fest and workshops.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Major fundraising activities held during the year included the sales of Entertainment and KidsStuff books, "Sally Foster" and Basket Bingo, and each provided money to support field trips and other school programs. Many of these same fundraisers are planned again for the next school year.

Fiscal Solvency Policies

Expenditures are reviewed by the CEO and CAO for reasonableness and by the Business Manager for budget compliance. Significant expenditures (i.e.: new hires, financing arrangements, etc.) are approved by the Board of Trustees before being incurred. The School maintains an unreserved undesignated fund balance that is available to cover any shortfalls that may exist.

Accounting System

During the 2009/2010 school year we subcontracted a part-time Business Manager. The school uses the QuickBooks accounting system, which is approved by the independent auditors. This is a general ledger accounting system. Accounting is reported on an accrual basis. Internal financial reports were prepared and submitted to the school's Board of Trustees on a monthly basis.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenue-Expenditures-Fundbalances 2010

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Buckno, Lisicky & Company CPAs completed audit fieldwork on 12/1/09 for the 2008-2009 school year. The firm issued an unqualified opinion with no findings resulting from the audit. The 2009-2010 audit is scheduled to begin in the fall of 2010.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- 2009 Audit Report

Citations and follow-up actions for any State Audit Report

The Department of the Auditor General began an audit of our school in May 2010. As of the date of this report that audit has not been completed.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

During the school year 2009/2010, the Lehigh Valley Academy rented space from Liberty Property Trust in three buildings of a local corporate center. The buildings have been fit-out to meet the needs of the school.

During the 2009-2010 school year there was the addition of a multi-purpose room to use as a cafeteria and for other school activities. Included as purchased was the renewal of software programs for both educational and administrative purposes. Other improvements were made in technology to better serve the students and faculty of the school.

Future Facility Plans and Other Capital Needs

The spaces that the school was located in for the 2009/2010 school year met the needs for that year. As of the preparation of this report, the school is fitting out additional classroom and office space in its current facility for the growth of the high school. The school does have a lease in its current location until the year 2017. Additional space that will meet the needs of the school's future growth will be made available during that time.

Lehigh Valley Academy will be looking to purchase a building or land to build on in the years to come. Understanding the necessity to be able to show financial stability, future facilities plans are being incorporated into the strategic plan of Lehigh Valley Academy.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

LVA has complied with the safety requirements by holding monthly fire or emergency drills and by working closely with the local fire department to make sure that safety standards are in place. The local fire department visits our school twice a year; every October during "Fire Prevention Month" for an inspection, drill and program for our Primary School students and in the spring for a Middle or High School fire drill. This year a Lehigh Valley Academy Crisis Planning Committee consisting of administration, staff and parents developed and implemented an emergency flip chart with our procedures for each classroom and office in our schools. The flip chart consists of procedures for many situations including fire drills, bomb threats, lockdowns, weather emergencies, suicide, weapons, family crisis, and medical emergencies.

Student health and immunization records are on file in the nurse's office. LVA provides opportunities for the students to get their physicals and dentals on site. Students who do have the state mandated immunizations are excluded from school until their required immunizations have been completed.

The Request for Reimbursement and the Report of School Health Services for the 2009/2010 school year is due in October of 2010. The 2008/2009 report was completed and submitted on time.

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

- Wellness Policy

Current School Insurance Coverage Policies and Programs

The school has continuously held insurance coverage for general and excess liability, workers compensation and employer's liability insurance, and property insurance. Since 2005, LVA also holds policies for student accident insurance and sexual harassment liability coverage.

All faculty and staff members who work more than 25 hours a week are eligible for the school's

benefit package which includes health coverage for medical, dental, prescription drug, and vision. The benefit package also includes life insurance and short/long term disability coverage.

Current School Insurance Coverage Policies and Programs - Attachment

- Liability Insurance Coverage

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2009/2010 school year, the Lehigh Valley Academy Regional Charter School employed 60 teachers as core subject area teachers and specialists. The specialist category includes teachers who taught music, art, drama, reading, math, physical education, and design technology. The special needs department included 5 full-time teachers, one part-time teacher and a school psychologist. LVA also employed a certified school nurse and a certified school librarian.

Of the teachers employed for the 2008/2009 school year, 9 employees resigned their positions. One teacher moved out of state, two moved from a part-time position at LVA to full-time positions in a local school district and the others were offered positions in nearby school districts.

Quality of Teaching and Other Staff - Attachments

- PDE 414 2009-2010
- PIMS ELL Report 2010

Student Enrollment

Lehigh Valley Academy (LVA) follows the state law for its enrollment policies and procedures. Our enrollment process for the next school year begins in January. Students who are currently enrolled in the school are first permitted to move up. Any openings are then offered to siblings of currently enrolled students. If we have more siblings interested in enrolling, than available spots, then a sibling lottery is held. The general enrollment process starts in February with Information Sessions. It also includes a public lottery which is run by an independent accounting firm. The new students are divided into two groups, those residing in Bethlehem Area School District (BASD) or Saucon Valley School District (SVSD), our two chartering school districts and those residing in other school districts in the state of Pennsylvania. During the lottery, BASD and SVSD students' names are drawn first and the students are placed in available spots at each of the grade levels. Then this process is followed for the students from the other school districts. Once the available spots are filled, the students' names are placed on the waiting list in the order that their names were drawn. In the course of the school year, through the end of January, the family of the next student on the waiting list is contacted as a spot becomes available. The waiting list does not carry over from school year to school year.

Kindergarten students must be five years old by October 1 in order to be eligible for enrollment at LVA.

As of October 1, 2009, LVA had an enrollment of 892 students.

Through the school year 2009/2010 we had openings for one hundred students each at Kindergarten through 3rd grade, seventy-five students for 4th through 7th grade, fifty students in grades 8 through 11 and twenty-five students in grade 12. Classes in grades Kindergarten through nine were filled. We did have a few openings in the high school throughout the school year.

Due to the fact that the International Baccalaureate Diploma Programme is a two year program, enrollment in this grade level is limited to those who completed grade 11 at Lehigh Valley Academy. Six students completed grade 12 during the course of the 2009/2010 school year.

There are currently no supporting documents selected for this section.

Transportation

The transportation of Lehigh Valley Academy's students was handled by the students' sending school districts. A total of 22 buses or vans transported our students from 11 different districts to and from school. Many of the districts are now using contracted bus services. We have direct contact with both the school districts' Transportation Departments and the contracted bus companies' supervisors. We have developed a strong relationship with the districts over the last several years, including our biggest busing district, Bethlehem Area School District. We work with all of the districts, bus drivers, staff and students to provide a safe, secure experience for all involved by reviewing safety procedures, bus drills and through constant communications. We do not have any students at this time who require any specialized transportation.

Food Service Program

Lehigh Valley Academy offered a hot lunch program for students and participated in the free and reduced lunch program. Lehigh Valley Academy contracts its food service through O'Brien's Really Good Food from Allentown, Pa. They are approved as a Food Service Vendor by the Department of Education's National School Lunch Program.

They deliver lunch daily to the Main Cafeteria which serves the Primary, Elementary and Middle School students and the High School Cafeteria just prior to lunch service. The food is kept at correct temperature by utilizing steam tables and warmers for hot food and refrigerators and milk coolers for cold foods. Lehigh Valley Academy employs lunch servers in cafeteria that ensure that the correct menu items are served at the correct temperature using appropriate portion sizes.

Student Conduct

Lehigh Valley Academy (LVA) expects students to be internationally minded by striving to be principled, open-minded, caring, and respectful. The aims of the IB Learner Profile are integrated into the curriculum, so that they become part of the instructional day. If students make a poor choice, they are asked to reflect on their decisions and are asked to develop a different plan of action should they find themselves in a similar situation. Minor discipline issues are handled in the classroom by the teachers, while larger issues are addressed by the the Principals. Consequences vary according to the incident.

The attached Code of Conduct was adopted by the Board of Trustees in 2003 and is currently being reviewed and revised.

LVA did not expel any students during the 2009/2010 school year.

Student Conduct - Attachment

- Code of Conduct 2009-2010

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Lehigh Valley Academy Regional CS within Colonial IU 20 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

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

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Aldo Cavalli **Title:** CEO
Phone: 610-866-9660 **Fax:** 484.821.2934
E-mail: a.cavalli@lvacademy.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: Eva L. Burkhardt **Title:** Board of Trustees, President
Phone: 610-866-9660 **Fax:** 484.821.2934
E-mail: e.burkhardt@lvacademy.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Susan Mauser **Title:** CAO
Phone: 610-866-9660 **Fax:** 484.821.2934
E-mail: s.mauser@lvacademy.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Pages 2010