
Pennsylvania Department of Education



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

Charter Annual Report

Tuesday, May 07, 2013

(Last Accepted: Tuesday, May 29, 2012)

Entity: Lehigh Valley Dual Language Charter School

Address: 551 Thomas St.
Bethlehem, PA 18015-1804

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Lehigh Valley Dual Language Charter School

Date of Local Chartering School Board/PDE Approval: July 23, 2010

Length of Charter: Three years **Opening Date:** August 23, 2010

Grade Level: K-5 **Hours of Operation:** 8:30 AM to 3:30 PM

Percentage of Certified Staff: 88% **Total Instructional Staff:** 17

Student/Teacher Ratio: 25:1 **Student Waiting List:** 190

Attendance Rate/Percentage: 94.6

Second Site Address, Phone Number and Site Director:
N/A

Summary Data Part II

Enrollment: 317 **Per Pupil Subsidy:** BASD R \$8,538.82; Sped \$16,390.93 - ASD R \$ 8,610.23; Sped \$16,946.36

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	4.4%
Hispanic:	89.2%
White (Non-Hispanic):	3.4%
Multicultural:	3%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
95%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 14

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	189	189	0	0	189
Instructional Hours	0	0	1071	1071	0	0	1071

SECTION I. EXECUTIVE SUMMARY

Educational Community

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

As of the census of 2000, there were 71,329 people, 28,116 households, and 17,094 families residing in the city. The [population density](#) was 3,704.4 people per square mile (1,429.9/km²). There were 29,631 housing units at an average density of 1,538.8/sq mi (594.0/km²). The racial makeup of the city was 81.85% [White](#), 3.64% [African American](#), 0.26% [Native American](#), 2.22% [Asian](#), 0.03% [Pacific Islander](#), 9.44% from [other races](#), and 2.56% from two or more races. [Hispanics](#) or [Latinos](#) of any race were 18.23% of the population. The city has been named "Pennsylvania's Fastest Growing City."

There were 28,116 households out of which 26.3% had children under the age of 18 living with them, 44.1% were [married couples](#) living together, 12.8% had a female householder with no husband present, and 39.2% were non-families. 32.3% of all households were

made up of individuals and 14.4% had someone living alone who was 65 years of age or older. The average household size was 2.34 and the average family size was 2.95.

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

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

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

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

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

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

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

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

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

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

Mission

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

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

Vision

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

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

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

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

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

Shared Values

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

- The academic program is developed with care by committed, well-educated professionals using first-rate curriculum and instructional methods.
- The curriculum is based on rich, important, and meaningful content that aligns with PA academic standards and benchmarks.
- Teaching and learning are energetic and active.
- Teaching and learning are reflective and focus on process as well as product.
- Teaching and learning promote the importance of working in a team, and the sense of belonging that comes from being accountable to the group
- An atmosphere of mutual respect is maintained among staff, students, and parents.

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

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

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

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

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

Academic Standards

The curriculum mirrors the Bethlehem Area School District (<http://www.beth.k12.pa.us/ci/curriculum.lasso>) in terms of core content areas, such as language arts, math, science, social studies, arts, health/physical education, career education, and technology, and they will be aligned with the PA Academic Standards

In addition, as part of its innovative dual language program, the school will offer course work in Spanish and English and will utilize the PA Academic Standards, English Language Proficiency Standards (ELPS), and World Language Standards with a focus on cultural competencies and bi-literacy. The ELPS overlay the PA Academic Standards; their goal is to identify the appropriate expectations for students with different levels of

English proficiency in reading, writing, and speaking. The implemented program is the 50:50 dual language model so that students will learn the languages and content in both English and Spanish.

At LV DLCS, the curriculum framework will be taught through a dual language approach. The school will implement a 50:50 dual language model starting in kindergarten. Students will receive their Language Arts and Mathematics instruction in English. Science, Social Studies, and Spanish Language Arts will be instructed in Spanish. In this way, students experience each language, and language arts development is the major focus. The curriculum is based on key questions and thematic units and will emphasize the philosophy expressed in *Understanding by Design* by Grant Wiggins and Jay McTighe. They believe that teaching for deep understanding requires planning backward—first determining the big ideas students are to learn and then working backward to identify methods to reach those goals and ways to assess the effectiveness of teaching.

Subjects for each grade level will include: English Language Arts, Spanish Language Arts, Science, Social Studies/Humanities, Mathematics, and Specials (Arts, Physical Education, Health and Wellness, and Technology). Depending on the students' needs, extra time will be spent on developing skills in the students' targeted or new language. Students will be spending their school days split evenly between the two languages beginning in Kindergarten and will continue throughout the grades. Small school size and enhanced communication among staff members will allow for mixing students by language or dividing students in order to use flexible grouping, even across grade levels, for instructional advantage.

The role of the “Specials” teachers (Arts, Physical Education, Health and Wellness, Technology) will also be unique. Since they will be on staff as full-time employees, they will co-teach with classroom teachers in order to integrate the “specials” into various subject areas for active participation, work with students to provide small group practice, and provide enrichment programs on Friday afternoons where students can pursue areas of interest.

Strengths and Challenges

The Lehigh Valley Dual Language Charter School's strengths are:

- Dual Language Program Model
- Community Support
- Relationship with the Bethlehem Area School District
- Full enrollment with a waiting list
- Instructional program aligned with the PA State Standards
- Certified and Highly qualified personnel
- Parent Involvement in the school 75%
- Attendance 90%

- All scientifically based research curriculum materials for Language Arts, Mathematics, Science and Spanish.
- Partnerships with local universities, ex: Penn State University Writing Project
- Participating member of the 21st Century Grant that assists in implementing after school, Saturday School, and summer school programming.

The Lehigh Valley Dual Language Charter School's areas of needing improvement are:

- Student performance on PSSA needs improvement to meet AYP
- Continued Professional Development aimed at a non-tenured staff
- Students behind in reading, mathematics and writing two years on average
- Need student support services for guidance and family social issues
- Improved communication and referrals with programs that provide outside support services for students and families
- Improved access to technology for both students and teachers
- Fundraising for additional program opportunities and services

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Lehigh Valley Dual Language Charter School has just completed its second year. We will focus on the following five areas of strategic initiatives next year:

- **Student Achievement** - After implementing a pull-out RtII system in the 2011-2012 school year we are looking to focus on RtII Win Time for the 2012-2013 school year. This will allow for 30 minutes of focused on level instruction for all students, with no students missing valuable content instruction. Also, the implementation of reading strategies that were the focus of professional development provided by the CIU20 during the 2011-2012 school year. Aimsweb student data, curriculum based assessments, classroom assessments, and Study Island Data will be reviewed on a bi-weekly basis during the 2012-2013 school year to adjust instruction and determine effectiveness of instruction.
- **Professional Development** - We will continue to provide the instructional staff with opportunities for professional development in effective instructional strategies, utilization of progress monitoring software, dual language best practices and classroom management. This professional development is being offered in partnership with the CIU20 and focusing specifically on reading strategies, vocabulary building, and reading comprehension. As far as math the IU will be delivering professional development specific to the implementation of the common core so the school and its teachers can be prepared with focused, standards-based instruction.
- **Community Involvement**- This year we will be offering Parent Workshops at least four times throughout the year. We also completed a parent

- survey regarding the planning of an effective Parent Teacher Organization and are utilizing that information to increase the effectiveness of our PTO.
- Increasing Technology in the school-We are planning to continue to increase the technology and infrastructure to support the educational needs of the students and the teachers. White boards, projectors, net-books, tablets, and classroom laptop carts have all been purchased for use during the 2012-2013 school year.
 - Educational Environment - We continue to explore options to meet the increase demand in student enrollment. We are planning to implement a school-wide positive behavior support program in the school during the 2012-2013 school year. This will include teacher professional development as well as direct instruction for the students. We are also working to implement effective and consistent procedures for absences and truancy, including rewarding positive attendance.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Mertz, Marisa	LVDLCS Teacher	Elementary School Teacher	Administration/Peers
Perez, Elsie	Lehigh Valley Dual Language Charter School	Administrator	Emily Cortes-Torrado
Pluchinsky, Lisa	Lehigh Valley Dual Language Charter School	Administrator	Emily Cortes-Torrado/Peers
Vazquez, Janirca	LVDLCS Teacher	Elementary School Teacher	Administration/Peers
Weaver, Tia	LVDLCS Teacher	Special Education Representative	Administration/Peers

Goals, Strategies and Activities

Goal: Educational Practices

Description: Provide Staff Development in effective technology integration.

Strategy: Educational Practices

Description: Provide Staff Development in effective technology integration

Activity: Cooperative Structures.

Description: Teachers in grades Kindergarten — 4th will be trained in the effective utilization of the Kagan Cooperative Learning Instructional System.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/5/2010 Finish: 8/6/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	2	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

- Company
- Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers in grades K-4 will learn the importance of utilizing Cooperative Learning strategies in the classroom. Teachers will learn best-practices for Cooperative Learning. Teachers will develop, organize, and plan Cooperative Learning activities that can be utilized in the classroom.

Cooperative Learning is a research-based model of instruction that encourages higher order thinking skills, problem solving skills, and increased student engagement. Differentiated Instruction is a best practice. The results of understanding effective Cooperative Learning strategies will be utilized to help teachers define the learning needs of all students in their classrooms.

For classroom teachers, school counselors and education specialists:

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

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

- Principals / asst. principals
- Other educational specialists

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans • Portfolio

Status: Complete

Activity: Effective Dual Language Instruction.

Description: Teachers in grades Kindergarten — 6th will be trained in the effective Dual Language strategies and models. Strategies from CALLA and SIOP will be reviewed and reinforced.

Person Responsible	Timeline for Implementation	Resources
Cortes-Torrado, Emily	Start: 6/17/2011 Finish: 8/18/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	25
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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|--|---|--------------|
| | <ul style="list-style-type: none"> • School Entity | Not approved |
|--|---|--------------|

Knowledge and Skills	Research and Best Practices Designed to Accomplish
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Teachers in grades K-4 will learn the components of effective Dual Language Instruction. Teachers will learn	Dual Language Instruction is a research-based model of instruction with the acquisition of a second language as its	<i>For classroom teachers, school counselors and education specialists:</i>
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about different Dual Language Models and school-wide best practices. Teachers will learn about CALLA and SIOP strategies and their relationship to effective Dual Language instruction.

learning objective. Language Objectives support students' language development, often focusing on vocabulary, functional language, questioning, articulating predictions or hypotheses, reading, and writing and are a research based educational tool. The Cognitive Academic Language Learning Approach (CALLA) is an instructional model that was developed to meet the academic needs of students learning English as a second language in American schools and is a research-based practice.

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst.

principals

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: Complete

Activity: Effective Instruction for Dual Language Learners

Description: Teachers in grades Kindergarten — 6th will be trained in the effective utilization of the Cognitive Academic Language Learning Approach. Teachers will also be introduced to Sheltered Instruction Observation Protocol.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/9/2010 Finish: 8/9/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers in grades K-4 will learn the components of CALLA,	Differentiated Instruction is a best practice. The results of	<i>For classroom teachers, school counselors and education</i>

including academic content, learning strategies, and academic language skills. Teachers will learn how to effectively plan, teach and monitor utilizing CALLA. Teachers will learn to effectively assess students' progress in CALLA.

understanding the tools within CALLA will be utilized to help teachers define the learning needs of all students in their classrooms. Language Objectives support students' language development, often focusing on vocabulary, functional language, questioning, articulating predictions or hypotheses, reading, and writing and are a research based educational tool. The Cognitive Academic Language Learning Approach (CALLA) is an instructional model that was developed to meet the academic needs of students learning English as a second language in American schools and is a research-based practice.

specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities**Evaluation Methods**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Portfolio

Status: Complete

Activity: Expectations: Reach for the Stars.

Description: Teachers in grades Kindergarten — 4th will be trained in the importance of setting and maintaining high expectations within the classroom.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/11/2010 Finish: 10/11/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> • School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers in grades K-4 will learn the importance setting, and maintaining high standards for their students. Teachers will include develop, organize, and plan lessons that set high expectations for their students. Teachers will learn how to	High Expectations for student success is proven in research to encourage greater student achievement, learning, and behavior. Differentiated Instruction is a best practice. The results of understanding the need for	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective

maintain high standards for their students and maintain individualized high standards to assure the success of all students within their classroom.

high expectations will be utilized to help teachers define the learning needs of all students in their classrooms.

practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey

Status: Complete

Activity: Planning Effective Lessons — Raising the Bar of Effective Lesson Plans.

Description: Teachers in grades Kindergarten — 4th will be trained in the importance of setting and maintaining high expectations in their writing and delivery of lesson plans.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 11/24/2010 Finish: 11/24/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	0
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers in grades K-4 will learn the importance setting, and maintaining high standards in the writing and delivery of lesson plans. Teachers will examine rubrics to assess lesson plans. Teachers will collaboratively design lesson plans that meet the requirements of an effective lesson plan based on the rubric to ensure high standards for all students. Teachers will learn that effective lesson plans include differentiated instruction to ensure the success of all students.	High Expectations for student success is proven in research to encourage greater student achievement, learning, and positive social behavior. Effective Lesson Planning is proven to encourage greater student achievement, learning, and positive classroom behavior. Differentiated Instruction is a best practice. The results of understanding the need for high expectations will be utilized to help teachers define the learning needs of all students in their classrooms.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Creating lessons to meet varied student learning styles• Lesson modeling with mentoring | <ul style="list-style-type: none">• Student PSSA data• Review of participant lesson plans• Portfolio |
|--|--|

Status: Complete

Goal: MATHEMATICS

Description: At least 60% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Math Improvement Strategy

Description: Teachers will develop instructional plans that are aligned with state standards.

Activity: Effective Mathematics Instruction that encourages problem solving and higher order thinking.

Description: Teachers in grades Kindergarten - 6th will be trained in the effective utilization of the Envisions mathematics curriculum. Instruction will focus on how best to implement the curriculum to encourage problem solving skills and higher order thinking skills.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/12/2010 Finish: 6/17/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Envisions Mathematics Curriculum	<ul style="list-style-type: none"> Company 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers in grades K - 6 will learn to effectively utilize all portions of the Envisions Curriculum. Teachers will practice developing lesson plans that utilize best practices specific to the Envisions Curriculum and allow them to differentiate instruction for all learners. Teachers will learn how the Envisions Curriculum is directly in-line with the PA Standards. Teachers will learn how to utilize the Envisions Curriculum to build problem solving skills and higher order thinking within their students.	Standards Based Education is a best practice. Examining the curriculum and the coordinating them with the appropriate standard allows classroom teachers to assure standard based practices within their classroom. Differentiated Instruction is a best practice. The results of understanding the tools within the curriculum will be utilized to help teachers define the learning needs of all students in their classrooms. Problem Solving Skills and Higher Order Thinking are embedded in best practices like cooperative learning, reciprocal teaching, and teacher questioning. The results of understanding the tools within the curriculum will be utilized to help teachers use techniques to encourage problem solving and higher order thinking.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: Complete

Activity: Math - Integrate Standards Based, 21st Century technology-rich Instruction. Proper collection of data.

Description: Using web hosted Study Island students will meet or exceed the PSSA standards for Mathematics. Teachers will create technology rich lesson and collect data related to PSSA standards.

Person Responsible Timeline for Implementation Resources

Cortes-Torrado, Emily Start: 1/1/2012 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Preparing the way for learning through differentiated instruction.

Description: Teachers in all grades will learn the meaning of differentiated instruction. Teachers will also understand how to effectively differentiate their instruction within the math curriculum and instruction.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/12/2010 Finish: 8/12/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers in grades K - 4 will learn the definition of and research support for differentiated instruction. Teachers will learn how to differentiate instruction effectively within their math curriculum.	Differentiated Instruction is a best practice. The results of understanding the tools within the curriculum will be utilized to help teachers define the learning needs of all students in their	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's

classrooms.

teaching skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of participant lesson plans

- Creating lessons to meet varied student learning styles

Status: Complete

Activity: Progress Monitoring through Math Curriculum Assessments

Description: Teachers in grades K - 6 will administer Unit end math assessments as directed within the math curriculum. Teachers will also administer cumulative assessments at the end of every fourth Topic as found in the curriculum. Teachers will analyze all assessments and align instruction and interventions accordingly.

Person Responsible	Timeline for Implementation	Resources
Pluchinsky, Lisa	Start: 1/3/2011 Finish: 6/14/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	8	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> • School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
	Differentiated Instruction is a best practice. The results of these assessments will be utilized to help teachers define the learning needs of all students in their classrooms. Data-Driven Instruction is a best practice. Examining assessment data allows classroom teachers to examine teaching strategies and methods that work effectively for the students in their classroom.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

For school and district administrators, and other

educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Classroom student assessment data• Participant survey |
|---|---|

learning styles

Status: In Progress — Upcoming

Activity: Scope and Sequence: Student Achievement Across the Grades

Description: Teachers in all grades will collaboratively examine the language arts curriculum and instruction. Teachers and administrators will develop a scope and sequence for effective language arts curriculum delivery across the grades.

Person Responsible	Timeline for Implementation	Resources
Cortes-Torrado, Emily	Start: 8/3/2010 Finish: 6/14/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	25
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers in grades K - 4 will analyze assessment data from the previous school year. Teachers and administrators will utilize the data to determine best teaching practices and effective instruction strategies. Teachers and administration will utilize data to determine student progress through the language arts curriculum. Teachers and administration will utilize data to determine an appropriate scope and sequence of the language arts curriculum that achieves PA standards and maximizes student success.	Data-Driven Instruction is a best practice. Examining assessment data allows classroom teachers to examine teaching strategies and methods that work effectively for the students in their classroom. Standards Based Education is a best practice. Utilizing the skills in the program and coordinating them with the appropriate standard allows classroom teachers to assure student achievement of standards. Differentiated Instruction is a best practice. The results of understanding the tools within the curriculum will be utilized to help teachers define the learning needs of all students in their classrooms.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other</i></p>

educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Review of participant lesson plans

Status: In Progress — Upcoming

Goal: READING

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

Strategy: Reading Improvement Strategy

Description: Teachers will develop instructional plans that are aligned with state standards.

Activity: Content and Language Objectives

Description: Teachers in all grades learn the definition of a language objective. Teachers understand the importance of well written language objective and learn effective strategies to assure their students reach their language objective for each lesson.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/11/2010 Finish: 10/11/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

- College
- Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers in grades K - 4 will distinguish between language and content objectives. Teachers will consider the nature of language objectives and understand the importance of stating them as purposes. Teachers will understand how to effectively utilize language objectives to drive classroom instruction to assure students' achieve the language objectives.	Language Objectives support students' language development, often focusing on vocabulary, functional language, questioning, articulating predictions or hypotheses, reading, and writing and are a research based educational tool. Differentiated Instruction is a best practice. The results of understanding language objectives help teachers define	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

the learning needs of all students in their classrooms and help all students meet those objectives.

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

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles | <ul style="list-style-type: none">• Participant survey• Review of participant lesson plans |
|---|---|

Status: Complete

Activity: Effective Language Arts instruction that improves literacy, writing, and vocabulary.

Description: Teachers in grades Kindergarten — 6th will be trained in the effective utilization of the Treasures Language Arts curriculum. Instruction will focus on how best to implement the curriculum to increase literacy and vocabulary levels as well as improve the writing process.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/4/2010 Finish: 11/9/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Teachers in grades K-6 will learn to effectively utilize all portions of the Treasures curriculum. Teachers will practice developing lesson plans that utilize best practices specific to the Treasures curriculum and allow them to differentiate instruction for all learners. Teachers will learn how the Treasures curriculum is directly in-line with the Pennsylvania standards. Teachers will learn how to utilize the Treasures curriculum to build problem solving skills and higher order thinking within their students.</p>	<p>Standards Based Education is a best practice. Examining the curriculum and the coordinating them with the appropriate standard allows classroom teachers to assure standard based practices within their classroom. Differentiated Instruction is a best practice. The results of understanding the tools within the curriculum will be utilized to help teachers define the learning needs of all students in their classrooms. Problem Solving Skills and Higher Order Thinking are embedded in best practices like cooperative learning, reciprocal teaching, and teacher questioning. The results of understanding the tools within the curriculum will be utilized to help teachers use techniques to encourage problem solving and higher order thinking.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community</u>

partners.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Portfolio

Status: Complete

Activity: Effective Language Arts instruction that improves literacy, writing, and vocabulary.

Description: Teachers in grades Kindergarten — 6th will be trained in the effective utilization of the Treasures Language Arts curriculum. Instruction will focus on how best to implement the curriculum to increase literacy and vocabulary levels as well as improve the writing process.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/4/2010 Finish: 11/9/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Treasures Curriculum Specialist	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Teachers in grades K-6 will learn to effectively utilize all portions of the Treasures curriculum. Teachers will practice developing lesson plans that utilize best practices specific to the Treasures curriculum and allow them to differentiate instruction for all learners. Teachers will learn how the Treasures curriculum is directly in-line with the Pennsylvania standards. Teachers will learn how to utilize the Treasures curriculum to build problem solving skills and higher order thinking within their students.</p>	<p>Standards Based Education is a best practice. Examining the curriculum and the coordinating them with the appropriate standard allows classroom teachers to assure standard based practices within their classroom. Differentiated Instruction is a best practice. The results of understanding the tools within the curriculum will be utilized to help teachers define the learning needs of all students in their classrooms. Problem Solving Skills and Higher Order Thinking are embedded in best practices like cooperative learning, reciprocal teaching, and teacher questioning. The results of understanding the tools within the curriculum will be utilized to help teachers use techniques to encourage problem solving and higher order thinking.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills
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to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Participant survey • Review of participant lesson plans • Portfolio |
|--|---|

mentoring

Status: Complete

Activity: Preparing the way for learning through differentiated instruction.

Description: Teachers in all grades will learn the meaning of differentiated instruction. Teachers will also understand how to effectively differentiate their instruction within the math curriculum and instruction.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/12/2010 Finish: 8/12/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

		Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Teachers in grades K - 4 will learn the definition of and research support for differentiated instruction. Teachers will learn how to differentiate instruction effectively within their math curriculum.

Differentiated Instruction is a best practice. The results of understanding the tools within the curriculum will be utilized to help teachers define the learning needs of all students in their classrooms.

For classroom teachers, school counselors and education specialists:

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

community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of participant lesson plans

Status: Complete

Activity: Progress Monitoring through the Language Arts Curriculum

Description: Teachers in grades Kindergarten — 6th will administer Unit end Language Arts assessments as directed within the Language Arts curriculum. Teachers will analyze all assessments and align instruction and interventions accordingly.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/3/2010 Finish: 6/14/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	8	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers in grades K-6 will learn to administer curriculum assessments at appropriate times and in appropriate means. Teachers will learn how to monitor the assessment results and plan instruction to meet the needs of the students.	Differentiated Instruction is a best practice. The results of these assessments will be utilized to help teachers define the learning needs of all students in their classrooms. Data-Driven Instruction is a best practice. Examining assessment data allows classroom teachers to examine teaching strategies and methods that work effectively for the students in their classroom.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments,

curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|---|--|

Status: In Progress — Upcoming

Activity: Reading- Integrate Standards Based, 21st Century Technology rich instruction. Proper collection of data.

Description: Using web hosted Study Island, studnets will meet or exceed the PSSA standards for Reading. Teachers will create technology rich lessons and collect data related to PSSA standards.

Person Responsible Timeline for Implementation Resources

Cortes-Torrado, Emily Start: 1/1/2012 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Scope and Sequence: Student Achievement Across the Grades

Description: Teachers in all grades will collaboratively examine the language arts curriculum and instruction. Teachers and administrators will develop a scope and sequence for effective language arts curriculum delivery across the grades.

Person Responsible	Timeline for Implementation	Resources
Cortes-Torrado, Emily	Start: 8/3/2010 Finish: 6/14/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	25
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status

- School Entity
- Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers in grades K - 4 will analyze assessment data from the previous school year. Teachers and administrators will utilize the data to determine best teaching practices and effective instruction strategies. Teachers and administration will utilize data to determine student progress through the language arts curriculum. Teachers and administration will utilize data to	Data-Driven Instruction is a best practice. Examining assessment data allows classroom teachers to examine teaching strategies and methods that work effectively for the students in their classroom. Standards Based Education is a best practice. Utilizing the skills in the program and coordinating them with the appropriate	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators

determine an appropriate scope and sequence of the language arts curriculum that achieves PA standards and maximizes student success.

standard allows classroom teachers to assure student achievement of standards. Differentiated Instruction is a best practice. The results of understanding the tools within the curriculum will be utilized to help teachers define the learning needs of all students in their classrooms.

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

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Review of participant lesson plans

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Statement of Quality Assurance - Attachment

- AYP At A Glance 2011-2012

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

We will provide an intensive, comprehensive educational program in both English and Spanish in all of the following curriculum areas.

Nine Curriculum Areas

(1) Language A

Language A is defined as the student's better language. It is typically but not necessarily the language of instruction in the school, and it is clearly fundamental to the curriculum as it crosses the boundaries of the traditional disciplines.

Language is the basic tool of communication in the sense of enabling students to understand and be understood, and to establish their own identity. Language is also the avenue by which one gains access to literature and thereby to the cultural treasury of civilization.

Language A courses therefore include the study of:

- the instrumental function of a language where listening, viewing, speaking, reading and writing skills are emphasized
- literature, which encompasses a variety of periods and genres.

(2) Language B

The primary aim of language B is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced multilingualism.

In addition, the study of language B aims to:

- encourage in the student a respect for and understanding of other languages and cultures

- provide a skills base to facilitate further language learning.

Proficiency in a second language gives students:

- access to a broader range of input, experiences, and perspectives
- the enjoyment of being able to communicate in a language other than their mother tongue.

(3) Social Studies/Humanities

“History is a discipline that interprets and analyzes the past. It is a narrative--a story. In order to tell the story it is not sufficient to simply recall facts; it is also necessary to understand the context of the time and place and to apply historical thinking skills. It is with this concept established, that the content delineated in Pennsylvania, United States and World histories should be approached. Having established the need to move beyond recall, it is the intent of these standards to give students throughout Pennsylvania a common cultural literacy.” (PA Academic Standards for History)

(4) Sciences

“Any study of science includes the search for understanding the natural world and facts, principles, theories and laws that have been verified by the scientific community and are used to explain and predict natural phenomena and events. Acquiring scientific knowledge involves constructing hypotheses using observation and knowledge in the content area in order to formulate useful questions that provoke scientific inquiry. As a result of repeated, rigorous testing over time and applying multiple perspectives to a problem, consistent information emerges. A theory describes this verifiable event or phenomena. Theories are powerful elements in science and are used to predict other events. As theories lose their ability to predict, they are modified, expanded or generalized or incorporated into a broader theory.” (PA Academic Standards for Science and Technology)

(5) Mathematics

“Students who achieve these mathematical standards will be able to communicate mathematically. Although it is an interesting and enjoyable study for its own sake, mathematics is most appropriately used as a tool to help organize and understand information from other academic disciplines. Because our capacity to deal with all things mathematical is changing rapidly, students must be able to bring the most modern and effective technology to bear on their learning of mathematical concepts and skills.” (PA Academic Standards for Mathematics)

(6) The Arts

“The arts represent society’s capacity to integrate human experience with individual creativity. Comprehensive study of the arts provides an opportunity for all students to observe, reflect and participate both in the arts of their culture and the cultures of others. Sequential study in the arts and humanities provides the knowledge and the analytical skills necessary to evaluate and critique a media-saturated culture. An arts education contributes to the development of productive citizens who have gained creative and technological knowledge necessary for employment in the 21st Century.” (PA Academic Standards for Arts and Humanities)

(7) Physical Education

The aim of physical education in the Middle Years Program is to facilitate physical, intellectual, emotional and social development. The aim of this course is to cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to participate successfully in a variety of physical activities and to learn about the nature of physical fitness.

(8) Career Education/Community Service

“Pennsylvania’s economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.” (PA Academic Standards for Career Education and Work)

It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication, and teamwork.

(9) Technology

“Technology education is the use of accumulated knowledge to process resources to meet human needs and improve the quality of life. Students develop the ability to select and correctly use materials, tools, techniques and processes to answer questions, understand explanations and solve problems encountered in real life situations.... Students use tools to observe, measure, move and make things. New technological tools and techniques make it possible to enact far-reaching changes in our world. Technology enhances the students’ abilities to identify problems and determine solutions. Computers play an integral role in everyday life by extending our abilities to collect, analyze and communicate information and ideas.” (PA Academic Standards for Science and Technology)

2) Program Model: Dual Language Education

LVDLCS will implement the “two-way immersion” form of dual language education. This is defined by the Center for Applied Linguistics (a research center in Washington, D.C.) as follows.

Two-way immersion is a distinctive form of dual language education in

which native English speakers and native speakers of another language

are integrated for academic content instruction through both English and the partner language.

The structure of these programs varies, but they all integrate the two groups of students for most instruction and provide at least 50% of instruction in the partner language at later grade levels. They begin in the primary grades and extend five to seven years. Two-way immersion programs strive to promote multi-lingualism, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students. The Center for Applied Linguistics further states that well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade-level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence. LVDLCS will implement a two-way immersion program in grades K-8. The school program will employ the model known as 50:50. In this model, instruction is delivered 50% in Spanish and 50% in English. This approach follows two bodies of research. "The first is the multi-lingual education literature, which shows that students who receive considerable native language literacy instruction eventually score much higher on literacy tests in English and in their native language than students who have been provided literacy instruction largely or entirely in English.... The second body of literature, from Canada and the United States, focuses on language majority students and shows that teaching literacy through the second language does not place language majority students at risk in their development of the two languages. By third or fourth grade they usually score at least as high as native English speakers from monolingual classrooms on standardized tests of reading achievement. (Lindholm-Leary 2007)

Rigorous Instructional Program - Attachments

- Professional Development Plan
- Teacher Induction Plan

English Language Learners

ELL Services

The education of students whose dominant language is not English and/or are English language learners is the responsibility of every school district/charter school in the

Commonwealth. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provides a program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulation states:

"Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction."

The Lehigh Valley Dual Language Charter School will fulfill this requirement as it seeks to provide quality education to all students. Since the LVDLCS will utilize CALLA and SIOP strategies, where language objectives are determined in conjunction with content objectives, all students—regardless of their dominant language—will be involved in lessons that are focused on developing language skills. ALL students will be English language learners, and ELL/LEP students will be enveloped in this process. In fact, their language instruction will amount to more hours per day than in an itinerant ELL pull-out program, and language learning and content will be linked so that the academic side will not be lost while the students are learning English. Those identified as ELL/LEP students will be given the appropriate state tests in order to monitor the progress of their English language development with content.

In accordance with our mission statement, the Lehigh Valley Dual Language Charter School will provide an appropriate planned instructional program for identified students whose primary language is not English. The purpose of the English as a Second Language (ESL) Program is to increase the English language proficiency of eligible students so that they can achieve Pennsylvania's academic standards and academic success. The school will accelerate the Latino students into the process of trans-cultural enculturation.

Other elements of our focus relating to ESL include the following:

- Extra-curricular activities
- Pupil Personnel services
- Individual counseling as needed
- Professional education related to the program
- Non-program professional staff
- Non-program support staff
- Community involvement

- Program advisory committee
- Complaint resolution process
- Program Evaluation Procedures

English Language Learners - Attachments

- ELL Policy
- ELL Roster - 2011-2012

Graduation Requirements

Not Applicable. We are a Kindergarten to Fifth grade school.

Special Education

The Lehigh Valley Dual Language Charter School has designed and will implement the policies and procedures to address the needs of students identified as students with disabilities as well as students not yet identified. We believe that up to 15% of the total student population at the school may require special education services. Of these students, it is anticipated that 45% will require some sort of related service.

It is the goal of Lehigh Valley Dual Language Charter School to create an environment and a process that allows students with disabilities to be successful in the school's core curriculum and academic pathways while completing all state mandated requirements for grade promotion, in the Least Restrictive Environment.

The school, in accordance with the Individuals with Disabilities Education Act (IDEA 2004), will implement the following policies and procedures to ensure that all students with disabilities receive a free appropriate public education (FAPE). The school will serve students in grades K-8. In all cases, the school, as Local Education Agency, will provide, or make arrangements for the provision of, all needed services (as determined by the Individualized Educational Program (IEP) team at the IEP meeting) to students determined to be eligible for special education in accordance with relevant state and federal legislation.

Student Identification

In addition to students identified as disabled upon enrollment (self-identified or identified by incoming student records), the Lehigh Valley Dual Language Charter School has developed an Evaluation/Re-evaluation Protocol and Support Process. The protocol identifies students based on the following:

1. Teacher referral based on student performance, student participation, communication (or lack of), observations, student responsiveness, and ability to follow directions
2. Parental request for additional support services
3. Student request for additional support services
4. Review of academic progress and achievement (progress reports, grade point average, teacher input, etc.)
5. Monitoring of attendance
6. Direct monitoring of discipline/behavior issues
7. Any noticeable and/or obvious change in a student's behavior, demeanor, character, or personality.

All identified students are referred to the chairperson of the Instructional Support Team. The student is then evaluated using a range of methods,

culminating with a Multi-Disciplinary Evaluation, when necessary, to gather all pertinent information regarding the student's disability. All

evaluations are documented, and the documentation is used to create an appropriate plan of modifications and accommodations, such as an

Individualized Educational Program (IEP) or a 504 agreement. These plans are used to guarantee students with disabilities the means to

demonstrate their knowledge and skills and equitable access to curriculum, materials and instructional strategies. The Lehigh Valley Dual

Language Charter School will advise parents of, and follow all procedural safeguards as required by Federal law. Students will be evaluated in their

dominant language.

Multi-disciplinary Team/IEP Meetings

IEP meetings will be held for all students determined to be eligible for special education services according to guidelines established by relevant state and federal regulations. IEPs will be updated at least annually or when it becomes necessary during the course of the year. All meetings will be attended by designated members of the

school staff including, but not limited to: a special education teacher, a regular education teacher, the local education agency representative, and the parent(s)/guardian(s). Other participants will include, as appropriate, the student, a school psychologist, a bilingual teacher, an inter-agency representative, and/or a community agency representative as deemed necessary. who have been suspended or expelled from school in accordance with Title 34 of Federal Regulations (34 CFR), 300.300 (a) and 300.121 (e). IEP meetings will be held for all students determined to be eligible for special education services according to guidelines established by relevant state and federal regulations. IEPs will be updated at least annually or when it becomes necessary during the course of the year. All meetings will be attended by designated members of the school staff including, but not limited to: a special education teacher, a regular education teacher, the

Student Records

Confidential student records will be obtained and secured based on the Lehigh Valley Dual Language Charter School Policy and Procedure for Records Management, Acquisition, and Confidentiality.

Instructional Strategies, Modification, and Accommodations

The instructional support team of Lehigh Valley Dual Language Charter School will use a range of instructional strategies to provide all necessary support to students with disabilities. Academic support, accommodations, and modifications are provided based on individual need and include, but are not limited to: modified curriculum delivered in the classroom with the support of a certified special education teacher; team teaching with a special education teacher; computer-based remediation and resource intervention; learning support curriculum materials supervised by certified special education teachers. All special education students follow a roster of curriculum and course offerings that is the same as the regular education student body. The curriculum will be adapted and adjusted based upon the student's IEP. Progress will be monitored by the special education staff.

Related Services

Students requiring related services as part of their special education program will be provided these services, in terms of frequency and duration, in accordance with the decisions made by the multi-disciplinary team at the IEP meeting. Lehigh Valley Dual Language Charter School will contract with certified, licensed private providers and the Intermediate Unit for these services. Related services, provided as needed, include, but are not limited to: adaptive physical education, assistive technology/devices, behavior management program/plan, counseling services, hearing therapy, interpreter services, occupational therapy, orientation and mobility, parent counseling/training, physical therapy, psychological services, rehabilitation counseling, school health services, services provided by a mental

health agency, social work services, speech/language therapy, transportation, and other services as appropriate.

Evaluation/Re-evaluation Protocol & Comprehensive Support Process

The Lehigh Valley Dual Language Charter School, a K-8 charter school, ensures that all students with disabilities who enroll in the school, have the right to a free appropriate public education (FAPE). This includes children with disabilities who are advancing from grade to grade. Free appropriate public education shall also be provided to children who have been suspended or expelled from school in accordance with Title 34 of Federal

The determination that a student is eligible for special education and/or support services begins with the initial screening process upon admission. However, for those students not previously identified, the determination for services at Lehigh Valley Dual Language Charter School must be made on an individual basis by the school's Instructional Support Team. The team consists of staff people from the school representing academics, discipline, guidance, special education, social work, and administration.

All students with disabilities who are in need of special education and related services will be identified, located, and evaluated. A practical method shall be developed and implemented to determine which students are currently receiving needed services as well as those students who have not yet been identified.

Special Education - Attachment

- Special Education Policy & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Tia Weaver	1.0	Learning Support	Lehigh Valley Dual Language Charter School	13	Learning support teachers worked in an inclusionary model providing support to both special and regular education students at-risk.
Carol Rufe	1.0	Learning Support	Lehigh Valley Dual Language Charter School	13	Learning support teachers worked in an inclusionary model providing support to both special and regular education students at-risk.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Colonial IU 20	.10	Speech and Language	Lehigh Valley Dual Language Charter School	10	Speech & Language services provided as identified in the student's IEP.
Colonial IU 20	.05	Occupational Therapy	Lehigh Valley Dual Language Charter School	4	Occupational therapy provided as identified in the student's IEP.
Colonial IU 20	As needed	Psychologist	Lehigh Valley Dual Language Charter School	1	School Psychologist consulted as needed.

Special Education Program Profile - Chart III

Title Location FTE

None LVDLCS 0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
IU 20	Speech & Language	5 hours
IU 20	Occupational Therapy	2 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
AIMSWEB - TEL and CRBM/MAZE	Yes	Yes	Yes	Yes	Yes	Yes
Treasures Language Arts Curriculum Based Assessments	Yes	Yes	Yes	Yes	Yes	Yes
Envision Mathematics Curriculum Based Assesments	Yes	Yes	Yes	Yes	Yes	Yes
AIMSWEB - MIDE (Spanish)	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification 6 7 8 9 10 11 12

NOT APPLICABLE No No No No No No No

Student Assessment

In the beginning of the school year, the teachers administered reading, writing and math inventories to all of the students. Aimsweb was utilized to determine reading levels and math inventories were based on assessments from Pearson Envision Mathematics. Writing samples were elicited from all of the students. The information provided teachers with a baseline of information about their students. The same assessments were given mid-year and at the end of the year. Using the same tools throughout the year to assess the students, allowed the teachers to clearly see the areas of growth and the areas that were still in need of improvement. It is LVDLCS's goal to have the students demonstrate academic growth of at least one grade throughout the course of the year. Those students who struggled during the school year were provided with additional support through our Reading Specialist and Learning Support Teachers. In the spring the PSSA was administered to grades three, four, and five. We also used Study Island software to do PSSA prep and progress monitor the students. The individual student PSSA scores indicate that our instruction needs to continue to be focused in Reading. We also need to improve in the area of Mathematics. At the end of the school year a data folder was assembled for each student within the school. These folders were reviewed by classroom teachers in the current grade, next grade, and RTII team. The data within these folders were utilized to make recommendations for additional support and enrichment for the summer and the upcoming school year. In addition the third and fourth grade students completed and presented Multi-Disciplinary Projects. Teachers also maintained portfolios of student work that they shared with parents during Parent/Teacher Conferences.

Lehigh Valley Dual Language Charter School 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 academic performance, steps were taken to provide additional support.

Student Assessment - Attachments

- Aimsweb Data 2
- Aimsweb Data 1
- AYP At A Glance 2011-2012

Teacher Evaluation

The teachers at Lehigh Valley Dual Language Charter School were assessed through formal and informal observations throughout the year. The evaluation procedure included a pre-conference as well as a post conference with the administrator that provided the evaluation.

PDE Form 426 and 426A were completed twice last year for all level one educators. Each teacher had four observations and a minimum of four walk thrus. The observations and evaluations were conducted by the School Principal. The walk-thrus were conducted by both the School Principal and the Curriculum & Instruction Coordinator. The School Principal holds an administrative certificate. Professional development was conducted by the School Principal, Curriculum & Instruction Coordinator, Consultants and Trainers provided by the publishers. The Principal also attended PIL professional development. The Curriculum and Instruction Coordinator attended workshops specifically geared toward Teacher Observation and Walk-Thru Procedures.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

This year the Lehigh Valley Dual Language School Board we had two resignations. Ms. LuJean Baab and Ms. Lorna Velazquez both resigned during the 2011-2012 school year. Both School Board Members resigned for personal reasons. School Board members were replaced in a timely manner.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Ms. Raizalie Roman-Diaz	
Mr. Carlos Lopez	President
Ms. Belinda Gray	Secretary
Mr. Joshua Santana	Vice-President
Mr. Ismael Medina	
Ms. Wanda Weaver	Treasurer
Ms. Tania Ventura	
Ms. Jennifer Cancel	

Professional Development (Governance)

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

Coordination of the Governance and Management of the School

The Lehigh Valley Dual Language Charter School Board of Trustee meets monthly with the Charter School CEO/Principal and COO. The Board members are in contact with various functions of the school as needed. The Bethlehem Area School Board of Directors have a standing invitation to visit the Lehigh Valley Dual Language Charter School and school district representatives have visited throughout the year. In addition, throughout the year school administration has been in contact with the business manager, transportation director, food service director, nursing supervisor and truancy officer.

Coordination of the Governance and Management of the School - Attachment

- 2011-2012 School Board Meetings

Community and Parent Engagement

The Lehigh Valley Dual Language Charter School Board of Trustees' promotes parent involvement in various ways. Parents are actively recruited to participate on the School Board and are invited to all the monthly School Board meetings.

The parents are required to contribute twenty five (25) volunteer hours at the school annually per family.

The LVDLCS, with support of the Board of Trustees, continues to explore options for increasing parent involvement in the Parent Teacher Organization. Throughout the past year the school also hosted four Parent Engagement/Workshop activities that focused on the Language Arts Curriculum, Math Curriculum, Special Education Services, and helping students succeed with homework. In addition, in a partnership with the American Cancer Society, the parents and students of LVDLCS participated in 'Educate'. This health, wellness, and education event was held on Saturday, September 17, 2011 with over 300 people in attendance.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Fundraising activities are organized and implemented by the Parent Teacher Organization to sponsor student activities. In addition we have a staff committee focused on student activities and fundraising. Grade level teams organize fund raisers for specific grade level trips.

Fiscal Solvency Policies

Actual financial occurrences are monitored and analyzed through monthly quarterly and annual reports. Adjustments necessary to concur with current needs and projections are implemented as needed. Expenditure lists are reviewed and approved by the School Board on a monthly basis. Revenues are projected conservatively and are used to build a reserve for unexpected expenses.

Accounting System

Lehigh Valley Dual language Charter School uses Quickbook Accounting 2011 as their accounting system. It contains the PDE state charts of accounts.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenue, Expenditures, and Fund Balances

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

Currently we have our first financial audit FYE 6/30/11 to be scheduled with:

Buckno Lisicky & Company

Jeffrey Dobeck - Partner
1524 Linden Street
Allentown, PA
(610) 821 8580

Date: TBD

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

- 2011 Audit Report

Citations and follow-up actions for any State Audit Report

This was the second year for our school and we were not audited by the state.

SECTION VII. FACILITY RESPONSIBILITIES

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

Facilities rental \$135,000.00

Equipment \$40,000.00

Technology \$60,000.00

Future Facility Plans and Other Capital Needs

The Lehigh Valley Dual Language Charter School is currently renting at 551 Thomas Street with grades K-5. We are approved up to grade 8 and as the need arises we will rent an additional facility.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Lehigh Valley Dual Language Charter School has complied with health and safety requirements by implementing and conducting the following activities and practices:

The administrative staff conducted a detailed seminar of all staff during staff orientation week in August 2011 and again in a staff meeting in January 2012. Both fire prevention and fire drill procedures were reviewed in detail. Additional Safety and Security procedures were reviewed by the Safety & Security Team that created our Safety & Security manual. Each staff member has a copy of the Safety and Security Manual as part of their Teacher Handbook.

Monthly fire drills were conducted and all necessary records were maintained including date, time, time for total evacuation, accountability of all students and staff (attendance books were

required for staff to complete during all drills), and documentation was completed if any disciplinary issues transpired during the drill.

All staff was instructed on how to handle inclement weather issues. A detailed plan was introduced and given to staff members for review and implementation guidelines in case of a weather emergency were clearly outlined.

All LVDLCS students completed one BMI test and results were reviewed by the Nurse to prepare students for future BMI programs from the state of Pennsylvania. We received physicals for all students, grades K-5. We also received dental screenings for most of our students.

At LVDLCS we currently do not have evidence of submission for request for reimbursement of report of school health services.

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

- Wellness Policy
- SHARRS Submission Date

Current School Insurance Coverage Policies and Programs

The Lehigh Valley Dual Language Charter School had general liability, health, dental and vision insurance last year as seen on the attachment. We use an insurance broker, Stocker, Hoffman & Schantz Insurance Agency, Inc., Pennsylvania.

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Coverage

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Following the second year of the Lehigh Valley Dual Language Charter School, the professional staff remains committed to the mission and vision of the school. This is evident in the fact that we have retained 100% of our professional staff for the next operating year. The professional staff of the Lehigh Valley Dual Language Charter School includes: 12 elementary classroom teachers, two learning support teachers, one ELL teacher, one art teacher, one physical education teacher, one curriculum and instruction coordinator and one administrator, the Principal. We hired one of our learning support teachers during the school year based upon school need. All other staff were employed the full year.

We will be adding two new teachers for the 2012-2013 school year for the fifth and sixth grade classrooms.

Quality of Teaching and Other Staff - Attachment

- Certification Verification Form

Student Enrollment

Lehigh Valley Dual Language Charter School offers a full time Kindergarten. The admission requirement is age five by October 1st of the admission school year. We maintain a waiting list and we fill in available seats in the order that students are registered.

We had full enrollment last year ending with 317 students. Of the 317 students we had approximately 10 withdrawals over the summer. Enrollment was maintained at 317 students throughout the school year. Students were admitted from the waiting list.

We had approximately 45 students come and go throughout the year. As seats vacated we invited students waiting.

This upcoming year we added two kindergarten and a sixth grade class that brings our enrollment to 370 students.

We had no expulsions at Lehigh Valley Dual Language Charter School.

Student Enrollment - Attachments

- Student Enrollment & Admissions Policy
- Student Enrollment 2011-2012

Transportation

The transportation of Lehigh Valley Dual Language Charter School's students was handled by the students' sending school districts. A total of 10 buses or vans transported our students from 6 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 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 communication. We do not have any students at this time who require any specialized transportation.

Food Service Program

The Lehigh Valley Dual Language Charter School participates in the National School Breakfast & Lunch program through contracted food services from the Bethlehem Area School District. The school also participates in the free and reduced breakfast and lunch program. 95% of the students qualify for free and reduced lunch.

Student Conduct

Lehigh Valley Dual language Charter School expect students to be internationally minded by striving to be principled, open-minded, caring and respectful. If students make a poor choice they are asked to reflect on their decisions and develop a plan for how they could have acted differently. Minor discipline issues are handled in class by the teacher and larger issues are addressed by administration. We have added to the Parent/Student Handbook a very clear Code of Conduct that includes a leveled system of infractions and responses. LVDCLS began a PBIS program within the school to reward and focus on positive behaviors. This program is being

expanded for the 2012-2013 school year.

During the 2011-2012 school year the LVDLCS had no expulsions and had 10 students involved in 10 suspension incidents.

Student Conduct - Attachments

- Discipline Policies
- Code of Conduct - Leveled System

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Lehigh Valley Dual Language Charter School 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
2011 - 2012 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 Dual Language Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/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: Elsie Perez **Title:** Ms.
Phone: 610-419-3120 **Fax:** 610-419-3968
E-mail: eperez@lvdcls.org

Signature of the Chief Executive Officer and Date

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

Name: Carlos Lopez **Title:** Mr.
Phone: 484-213-9591 **Fax:** 610-419-3968
E-mail: carloslopez136@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Lisa Pluchinsky **Title:** Ms.
Phone: 610-419-3120 **Fax:** 610-419-3968
E-mail: lpluchinsky@lvdcls.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page