

Delaware Charter School Renewal Application



Las Américas ASPIRA Academy

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I. Overview

1.1a

BASIC INFORMATION

Name of School	Las Américas ASPIRA Academy
Year School Opened	2011
Grade Level(s) in 2012-2013 and additional grade levels approved to be served in the next charter cycle	2012-2013: Kindergarten through 6 th grade 2013-2014: Kindergarten through 7 th grade 2014-2015: Kindergarten through 8 th grade 2015-2016: Kindergarten through 8 th grade 2016-2017: Kindergarten through 8 th grade 2017-2018: Kindergarten through 8 th grade 2018-2019: Kindergarten through 8 th grade 2019-2020: Kindergarten through 8 th grade
Current Enrollment	541 (September 2014)
Approved Enrollment	514
Current Waiting List by Grade	K-194; 1 st -66; 2 nd -66; 3 rd -69; 4 th -52; 5 th -40; 6 th -67; 7 th -22; 8 th -13
School Address(es)	326 Ruthar Drive, Newark, DE 19711
District(s) / Region of Residence	LAAA is located in the City of Newark within the Christina School District
Website Address	www.AspiraAcademy.org
Name of School Leader	Margie López Waite
School Leader Email and Phone Number	Margie.lopezwaite@laaa.k12.de.us 302.292.1463
Name of Board President	Lourdes Puig
Board President Email and Phone Number	Lourdes.I.Puig-2@dupont.com 302.388.5083

1.1b

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION*	
Total Enrollment	541
# of Students on Waiting List	589
Gender	
# Male	256
# Female	285
Ethnicity/Race	
# White	25.7%
# Black	12.5%
# Hispanic	57.9%
# Asian	2.5%
# Other	0.4%
# Multiracial	0.9%
Special Populations	
# Students with disabilities	4.6%
# English Language Learners	31.4%
# Low-Income	50%

* at the time of submission

II. Academic Framework

2.1 Is the academic program a success?

- a) Discuss the school’s academic achievement results over the last three or four years. How has the school performed with regard to student growth and proficiency measures over the last charter term? In the absence of expected achievement, identify proposed changes to instructional practices that your school will implement to improve the school’s academic performance and student outcomes.

During the past three years, LAAA has made significant gains in our academic achievement results. Our overall rating improved from Does Not Meet Standard in Year 1 to Meets Standard in Year 2 and Year 3. LAAA accomplished consistent growth in ELA with scores exceeding State average in all grade levels. The biggest opportunity

for improvement exists with Math scores. In response to this need, we are supplementing our math program with targeted instruction for students performing below grade level. The Delaware Academic Performance Framework reveals the following achievements and opportunities for growth:

Achievements

- We exceeded the state average in all grades for Reading.
 - 88% vs 71% (Class of 2019)
 - 78% vs 73% (Class of 2020)
 - 84% vs 76% (Class of 2021)
 - 78% vs 73% (Class of 2022)
 - 73% vs 70% (Class of 2023)
- The Reading proficiency for the Class of 2020 improved from 62% in Year 1 to 78% in Year 3.
- The Reading proficiency for the Class of 2021 improved from 65% in Year 1 to 84% in Year 3.
- The Reading proficiency for the Class of 2022 improved from 65% in Year 1 to 78% in Year 3.
- We exceeded the state average in three out of five grades for Math.
 - 72% vs 66% (Class of 2019)
 - 74% vs 71% (Class of 2021)
 - 78% vs 75% (Class of 2022)
- We exceeded the state average for Science (58% vs 49% for 5th grade).
- We exceeded the state average for Social Studies (80% vs 65% for 4th grade; 76% vs 59% for 7th grade).

Challenges/Opportunities for Growth

- Math achievement for Class of 2020 (current 6th graders) is lower than state average (51% vs 66%); however, the gap has decreased to 15 compared to 22 the previous year.
- Math achievement for Class of 2023 (current 3rd graders) is lower than state average (61% vs 72%).
- Based on the DCAS results, we are taking the following action to address our achievement gaps:
 - Hired a Math Interventionist to provide targeted instructional support to students.
 - Identified supplemental materials to support math instruction (i.e., Khan Academy, IXL Math, etc.).
 - Providing free summer math tutoring with free transportation to targeted students needing additional support.
 - Dividing rising 7th graders (Class of 2020) into two smaller Math classes for more targeted small group instruction with the support of Special Education teachers.
 - Revising class schedule to create additional instructional time in the school day for targeted support in Math and/or Reading.
 - Working to expand extracurricular programs to include academic enrichment clubs such as Odyssey of the Mind, Science Olympiad and Math Olympiad.

We are confident that our results for Spring 2015 will reflect the positive impact of these actions. The implementation of Smarter Balance will result in new benchmark data; therefore, we will need to re-evaluate our growth targets for subsequent years due to the lack of correlation between DCAS and Smarter Balance data points. This will be part of the transition throughout the state since all schools/districts will need to re-establish their academic goals.

2.2 Is the school meeting its mission?

- a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

The mission of *Las Américas ASPIRA Academy* is to provide a world-class education that prepares students through a dual language project-based learning curriculum, to become healthy productive community members and leaders, with an **expectation** that **every** child, regardless of race, gender, ethnicity, or socio-economic level, is college bound.

We are accomplishing this mission through the full implementation of a dual language project-based learning curriculum. Dual language instruction is being delivered through an immersion model, which was introduced in K-1st grades in Year 1. The immersion program continues to grow each year as students are promoted to the next grade. Grades K-4th are currently included in the immersion program with full school-wide implementation to be completed in the 2018-2019 school year. Our curriculum also includes character education to address the needs of the whole child. Character traits are highlighted every day by various methods such as morning announcements, morning homeroom meetings, lesson modules and recognition programs. In the middle school (grades 6-8), we have also implemented Character Growth measurements to provide students with feedback on their character strengths and areas for improvement. Based on the Delaware Academic Performance Framework, LAAA is meeting its mission relative to student achievement and growth for both general and subgroup student populations. Its overall rating is "Meets Standard".

II. Organizational Framework

3.1 Is the school organizationally sound?

- a) Discuss the school's organizational performance over the last three or four years. How has the school performed with regard to organizational measures over the last charter term? In the absence of expected achievement, identify proposed changes to organizational practices that your school will implement to improve the school's organizational outcomes.

The school achieved an overall rating of "Meets Standards. Out of 13 measures that make up the overall rating, the school received 12 ratings of "Meets" and one rating of "Does not Meets Standard," specifically for measure 4c., staff credentialing requirements.

Significant progress was made last year, as the Highly Qualified Rate (HQT) increased from 77% in FY13 to 93.6% in FY14. We fully expect to achieve a 100% HQT rate this year. Las Américas ASPIRA Academy has had compliance visits from DDOE which showed the school has been compliant with all components of the DPAS II evaluation system, Title I programs, IDEA and the National School Lunch program. Our school website is in compliance as well, which is publicized in the Charter School Office's monthly monitoring reports. The school also meets all State Department of Health guidelines, which is evident by passing our annual health inspections (1/30/13 and 1/14/14), along with meeting the regulations set forth in the Delaware Food Code. Additionally, evidence of the school's compliance with operational expectations can be found in compliance monitoring reports issued by DDOE over the last three years, which is the duration of our school's existence. The most recent reports (2013) state that Las Américas ASPIRA Academy is in compliance with all monitored regulations, including but not limited to: McKinney-Vento Homeless Act, Child Abuse Reporting Training, immunization audit and policy regarding the release of students to persons other than parent/guardian.

3.2 Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?

- a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.

Las Américas ASPIRA Academy complies with all state and federal requirements including, but not limited to DCAS testing, Individuals with Disabilities Education Act (IDEA), Response to Intervention (RTI), section 504 of the Rehabilitation Act, etc. Our compliance has been demonstrated through regular DDOE compliance monitoring visits and desk audits. DDOE has also reviewed our curriculum as part of the charter application process and found it to be in alignment with State content standards. We have provided an ELA and Math unit with assessment in the Appendix to further demonstrate alignment for the new Common Core standards. According to DE Code Title 14, Chapter 10, Sub-chapter III, Section 1049, all school calendars must provide for school attendance of at least the following number of hours: Kindergarten @1060 hours; Grades 1-11 @1060 hours. Accordingly, the LAAA Board-approved calendar for the 2014-2015 school year will have 1,089 instructional hours. Therefore, LAAA meets the student attendance requirements. In regards to IDEA, Las Américas ASPIRA Academy has performed well in all audits. In a letter from DDOE's Special Education Director Mary Ann Mieczkowski dated June 17, 2014, LAAA met all applicable targets and no discrepancies were found.

Our Education Enrichment Team is responsible for supporting the educational needs and accommodations of "at-risk" students. The coordinator has been with LAAA since the first year of operation and has managed the Special Education, ELL and RTI

programs with great attention to detail. Every student is provided with 30 minutes a day of enrichment instruction for a total of 150 minutes a week. The Education Enrichment Team work closely with the regular education teachers to target and track student progress as part of the RTI Program. If supports or interventions are not working, then the team collaborates to identify additional methods to address the needs of the student. Strategies such as in-school/after school tutoring, free summer enrichment program and small group instruction have been implemented in an attempt to close achievement gaps among our lowest performing students. In compliance with Section 504 of the Rehabilitation Act of 1973, LAAA provides accommodations to students who do not require special education but do have some type of disability that impacts them educationally. The 504 eligibility team review assessments to determine if a student qualifies for a plan. If so, then a plan is devised with accommodations and/or services to meet the needs of the student. The 504 Plan is reviewed periodically and revised as necessary.

3.2 Is the school protecting the rights of students with disabilities and English language learners?

- a) Describe the process by which students with special needs are identified and evidence that the school is effective in providing the right resources and services for students with disabilities.

Las Américas ASPIRA Academy employs an Education Enrichment Coordinator who ensures the school provides the full range of services for students with disabilities. Part of her role is to serve as special education coordinator, working with contracted bilingual and monolingual school psychologists as well as speech, occupational, and physical therapists for identification and service delivery. We also have 3 full-time Special Education Teachers and 2 part-time Special Education Paraprofessionals. As far as special education identification, we conduct evaluations for initial eligibility upon parent request or school referral. For concerns with development in reading and mathematics, we implement a school-wide K-8 Response to Intervention (RTI) program which is overseen by the Education Enrichment Coordinator as well. We use AIMSweb benchmark measures in reading and mathematics, as well as state test data where applicable, to place students in tiers for RTI intervention and all grades have a 30 minute intervention period built into their master schedule during each school day that is used for this purpose. We also have a Math Interventionist who assists with the oversight and instructional support for K-8 math RTI. Tier II and III instruction is provided during this period and RTI teams meet at the conclusion of each 6-week cycle of intervention to examine data and adjust students' intervention focus, method, and/or tiers depending on the need of individual students. Based on this data, students may be referred for evaluation for special education eligibility by the school if the grade level RTI teams, including the Dean of Instruction and the Education Enrichment Coordinator, determine that students are not responding to cycles of Tier II and III intervention and are not on a trajectory to meet grade level benchmarks.

- b) Describe the process by which students with English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.

Las Américas ASPIRA Academy strives to serve all English language learners (ELL students) in accordance with Delaware regulations. In an effort to include our large population of Hispanic families in school information, the majority of all school-wide communication is offered bilingually to ensure the participation of all families. With particular emphasis on this, our ELL teacher has developed a literacy outreach program offered to all families but particularly geared towards Spanish-speaking families. This teacher works closely with staff at the New Castle County Library system to teach families how to access public library resources and also offers a bilingual workshop series throughout the school year. LAAA works closely with the DDOE Title III program director to ensure compliance with state ELL regulations. We issue a home language survey to all students upon enrollment to determine if they are exposed to engage in a language other than English in the home environment. If they are, LAAA administers testing as prescribed by the Delaware ELL regulations, the Model or W-APT WIDA Assessments. This initial placement information is compiled with previous end of year ACCESS test scores and presented to general education teachers at the start of the school year. Because we have a large population of both English Language Learners as well as Spanish Language Learners in our immersion program, all staff receive professional development in best practices and effective strategies in ELL. The entire faculty (including new staff) was trained in Sheltered Instruction in June of 2014. These practices continually focus our immersion teachers in supporting language development in both languages which is a research-based method of effectively teaching ELL students. Our ELL teacher consults with both English and Spanish teachers to help them with their lesson plans to accommodate English language learners. In addition to the immersion program, our ELL teacher teaches small groups of ELL students who demonstrate the highest need in language development across all four domains of listening, speaking, reading and writing based on their test scores or class performance.

3.3 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?

- a) Fill in the following chart with the appropriate enrollment information over the last 4 years (3 years if this is the school's first renewal):

School Enrollment Trends									
	2010-2011		2011-2012		2012-2013		2013-2014		
	Approved Enrollment	Sept 30 Enrollment Count*	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Current Waitlist for the 2014-2015 school year
K	n/a	n/a	100	99	50	51	100	100	194
Grade 1	n/a	n/a	50	51	88	90	44	48	66
Grade 2	n/a	n/a	44	43	40	42	88	88	66
Grade 3	n/a	n/a	44	46	42	44	40	43	69
Grade 4	n/a	n/a	40	41	40	43	42	46	52
Grade 5	n/a	n/a	22	23	40	43	42	48	40
Grade 6	n/a	n/a	n/a	n/a	22	25	40	41	67
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	22	25	22
Grade 8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13
Grade 9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	n/a	n/a	300	303	322	338	418	439	589

b) Provide information regarding the school's attrition rate over the last 4 years (3 years if this is the school's first renewal). Using data starting with the number of students enrolled September 30, what number and percentage of students transferred out of the school by the end of the school year?

- 2011-2012: 0 students out of 303 (0%) left the school during the 2011-2012 school year for a reason other than moving to another state. After the school year ended, we had 26 students (8.58%) withdraw and not return for the following school year for reasons other than moving out of state. These students returned to their feeder school or enrolled in a charter or private school.
- 2012-2013: 0 students out of 338 (0%) left the school during the 2012-2013 school year for a reason other than moving to another state. After the school year ended, we had 29 students (8.57%) withdraw and not return for the following school year for reasons other than moving out of state. These students returned to their feeder school or enrolled in a charter or private school.
- 2013-2014: 0 students out of 439 (0%) left the school during the 2013-2014 school year for a reason other than moving to another state. After the school year ended, we had 21 students (4.78%) withdraw and not return for the following school year for reasons other than moving out of state. These students returned to their feeder school or enrolled in a charter or private school.

- c) How does the school both monitor and plan to minimize attrition rates? (*Attrition rate is calculated by the number of students leaving the school during the school year over number of students enrolled in the school on September 30.*) Provide a summary of why students left your school.

Student attrition is monitored by the school's administration. Notification of a student withdrawal with the parent's written statement of the reason is referred to the Head of School or Administrative Assistant. This data is reported to the Board of Directors each year by the Head of School as part of the year-end report. School satisfaction is an important indicator for LAAA, which is measured by the student attrition rate and parent survey. We minimize attrition by establishing open lines of communication with students, parents and families. We work closely with the PTO to address any concerns that may arise. The feedback is reviewed by the administrative team and the necessary action is taken to ensure the highest school satisfaction possible. A summary of why students left LAAA is provided above.

3.4 Is the school complying with governance and reporting requirements?

- a) Provide a current organizational chart, which includes the Board of Trustees.

See Appendix 1: Organizational Chart

3.5 Is the school complying with closure requirements?

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school, including a plan to set aside sufficient funds to cover the salaries owed to those employees who are paid over a 12-month period.

In the event of closure or dissolution of the school, LAAA will have reserve funds set aside to pay all employees according to their contractual agreements with the school. Any outstanding payroll obligations for school employees will be paid first with the use of all cash and cash equivalents, then to the remaining creditors of the school. The school's Board will annually review its fund balances and financial projections to ensure that its reserve balances would cover such a contingency. It is conceivable that a charter school could be closed for non-financial reasons and, following to the authorizer's charter school closure protocol, LAAA's Board would work closely with DDOE concerning steps forward (parent notifications, transfer of records, disposition of school assets, etc.) to ensure a smooth and orderly closure and transition. The school would allow all legal and regulatory requirement such as those contained in Delaware Code 512, Section 16.

4. Financial Framework

4.1 Is the school financially viable?

- a) Provide an analysis of the results of your Financial Performance Reports over the

last three years (2010-11, 2011-12, 2012-13). Where applicable, provide explanations for areas where standards were not met, including your plans and strategies for improving the individual measures and overall ratings.

Las Américas ASPIRA Academy has achieved a MEETS rating per the Performance Framework for the past three years (FY12-14). We ended with a surplus for the third straight year. Our overall performance was solid, thus represented by our cash carryover of \$502,748; however, we were forced to use operational funds to finance a portion of the Phase II construction (13 classrooms) and purchase of new classroom furniture. This plan was noted in last year's Annual Report and the FY14 preliminary and final operating budgets. Results show a \$58,000 reduction of our cash surplus from FY13 to FY14; however, if not for funding a portion of the Phase II construction project, our surplus would have increased for the 3rd straight year. That said, by adding back the \$225,732 FY14 construction and \$148,000 FY14 furniture (capital) expenditures into the school's operating funds, our surplus for the year would have grown to \$876,000, thus a net increase of \$315,000 from FY13. The school, though only in its 4th year of operation, has shown the ability to favorably manage its finances while completing a school start-up and its second phase of construction. For the past two years, and this year again, we will be at enrollment capacity (105%) with a current enrollment of 541 K-8th grade students. Our significant waiting list of students gives us the ability to manage our enrollment to ensure we reach capacity (as shown the last three years), thus ensuring our funding is at a maximum level each year.

- b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings. (If necessary, evidence may be attached as clearly labeled documents in the Appendix.)

Independent audits of our FY12, FY13 and FY14 financials were conducted by Barbacane Thornton & Company. The FY14 audit produced no new findings or recommendations. The FY12 audit produced nine (9) material weaknesses or significant deficiencies. The school, in conjunction with the ADCO (School) Board, executed an action plan to eliminate such findings by implementing the recommendations by the auditing firm. A spreadsheet was developed and ownership was established for each finding (12-1 through 12-9) where responsible parties reported back to the Board until each corrective action was successfully implemented, thus closing out the respective finding. The FY13 audit produced no new findings, but the school had two FY12 findings (12-4 & 12-6) that had not been corrected. As in the first year, responsible parties followed up with the Board until both corrective actions were successfully implemented. Additionally, the auditing firm made two recommendations, which were for the school/Board to create and implement both a Fund Balance Policy and Debt Management Policy. Both policies were created and implemented in FY14. The Financial Audit Work Plan is included in the appendix.

- c) As an appendix, provide the following documents: Final Fiscal Year 2014 Revenue & Expenditure Budget Report in the prescribed DDOE format; Approved preliminary Fiscal Year 2015 Budget; Fiscal Year 2014 Audited Financial Statements (if final report is not available, draft version is acceptable); Projected revenue and budget worksheets and narrative through 2018-2019 in the prescribed DDOE projection format.

5. Five-Year Planning

5.1 Projected Enrollment

- a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Projected Enrollment					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	90	88	88	88	88
Grade 1	98	100	88	88	88
Grade 2	50	100	100	88	88
Grade 3	91	50	100	100	88
Grade 4	48	90	50	100	100
Grade 5	48	50	90	50	100
Grade 6	50	50	50	90	50
Grade 7	41	50	50	50	90
Grade 8	25	50	49	50	50
Grade 9	n/a	n/a	n/a	n/a	n/a
Grade 10	n/a	n/a	n/a	n/a	n/a
Grade 11	n/a	n/a	n/a	n/a	n/a
Grade 12	n/a	n/a	n/a	n/a	n/a
TOTAL	541	628	665	704	742

NOTE: Our projected enrollment for the 2019-2020 school year is 780, with 88 students each grade from K-4, 100 students in each grade from 5-6, 50 in grade 7 and 90 in grade 8. For some reason, projections were not requested for the 2019-2020 school year; however, that will be the fifth year of our charter so we have chosen to include the projections.

5.2 What are the school's plans for the next five years of the charter?

- a) Describe what changes and improvements the school will undertake in the next five years based on the school's examination of student performance outcomes.

LAAA will undertake the following in the next five years:

- Implement the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Smarter Balanced (SBAC) assessments.
- Expand the dual language program one grade at a time from 2016-2020.
- Adjust scheduling and staffing to accommodate an increased number of classrooms at each grade level, one year at a time. We anticipate having four (4) classrooms at each grade level in grades K-5.
- Ensure that teachers receive appropriate training for all curricular approaches.
- Expand curricular (MS elective courses) and extracurricular offerings (MS Athletics, after-school programs such as S.T.E.A.M. and performing arts).

b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures. Provide any mission-specific goals that you will include in your Performance Agreement.

Goal 1: **LAAA students will meet or exceed the state average in Mathematics.**

Outcome: At the end of each school year, 50% of LAAA students in tested grades will achieve greater than the State average in Mathematics.

Assessment: Smarter Balanced

Rationale: The 2014-2015 academic year will be the first year of implementation of the Smarter Balanced assessments. Without any baseline data available to us, we are setting these goals with reasonable expectations.

Goal 2: **LAAA students will meet or exceed state average in Language Arts.**

Outcome: At the end of each school year, 50% of LAAA students in tested grades will achieve greater than the State average in Language Arts.

Assessment: Smarter Balanced

Rationale: The 2014-2015 academic year will be the first year of implementation of the Smarter Balanced assessments. Without any baseline data available to us, we are setting these goals with reasonable expectations.

Goal 3: **LAAA students will meet or exceed state average in Science.**

Outcome: At the end of each school year, at least 60% of LAAA students in tested grades will be proficient (meets or exceeds standard) in Science. (Note: There is currently no growth assessment for DCAS Science.)

Assessment: DCAS Science

Rationale: Aside from Reading and Math, it is critical to provide students with a solid foundation of science knowledge. This will allow them to transition successfully into STEM/STEAM programs at LAAA, in high school and beyond. A minimum goal of 60% is significantly higher than state average, yet it is achievable.

Goal 4: **LAAA students will meet or exceed state average in Social Studies.**

Outcome: At the end of each school year, at least 70% of LAAA students in tested grades will be proficient (meets or exceeds standard) in Social Studies. (Note: There is currently no growth assessment for DCAS Social Studies.)

Assessment: DCAS Social Studies
Rationale: Aside from Reading and Math, it is critical to provide students with a solid foundation of social studies knowledge. This will allow them to make the necessary connections in language arts, history, civics and geography. A minimum goal of 70% is significantly higher than state average, yet it is achievable.

Goal 5: **LAAA students enrolled in the Dual Language Immersion Program will demonstrate a rate of improvement in reading fluency as outlined in the mission-specific portion of the Performance Framework.**

Outcome: Annually, 60% of students enrolled in the Dual Language Immersion Program will meet the standard outlined in the mission-specific portion of the Performance Framework.

Assessment: AIMSwebAssessments: MIDE-SRF, TEL-PSF, R Span ORF, R-ORF
Rationale: One goal stated in our mission at Las Américas ASPIRA Academy is that our immersion program students will become biliterate in English and Spanish within six years of enrollment in the program. Our focus is on building academic biliteracy in alignment with achieving the Common Core Standards in English Language Arts and Spanish Language Arts. This objective will be measured using various AIMSweb benchmark fluency measures in both languages depending on the grade level.

Goal 6: **LAAA will demonstrate that it has strong capacity for enrollment.**

Outcome: Each year, LAAA will have enough students seeking admission to have at least 95% of the maximum number of students allowed by the charter enrolled in the first week of the school year.

Assessment: Attendance data compared to authorized enrollment.

Outcome: Each year, LAAA will have a waiting list of students seeking admission.

Assessment: School applications.

Outcome: Each year, at least 75% of the non-graduating students will return to LAAA the following September, excluding students who move out of New Castle County.

Assessment: Retention data from E-school.

Rationale: Our financial stability depends on revenue from student enrollment. Maintaining a high number of enrollment applications, wait list candidates and retention average is crucial to our financial health.

Goal 7: **LAAA will demonstrate that our parent community is satisfied with the school's program.**

Outcome: Each year, 80% of our parents will respond that they would recommend LAAA to other parents.

Assessment: Annual School Satisfaction Survey.

Rationale: Parent satisfaction and involvement is important to our school. This data point is relevant to the overall success of the school.

c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should

include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

The current school is at capacity with an enrollment of 541 students and 26 classrooms. The school entered into a sales agreement with its current landlord (Mattei Corp.) to purchase the building, which will add 51,500 sq. ft. to the existing school building. This agreement is contingent upon our charter renewal. Delaware Sportsplex LLC, Inc. also entered into a lease agreement for an additional two years with an option to renew for one year, which commences on November 1, 2014. The school is planning on building out an additional 12,800 sq. ft., but that will not impact the Sportsplex agreement, which allots them the remaining 38,700 sq. ft. to operate their existing business. The Sportsplex group will become the school's tenant, which will generate \$164,040 annually in lease revenue for the school. If the school is unable to obtain financing for the purchase of the building, the agreement states both seller and buyer agree to finalize a Master Lease for the property based on certain terms and conditions, primarily commencing with an initial term of five years with four five year renewal options.

- FY15 – Building Purchase
 - Executed Sales Agreement May 2014: Purchase Price = \$5.25 MM; Targeted Settlement – January 2015; Seller to hold 2nd Mortgage of \$1.5 MM; Interest Rate = 4.5%; 25 Year Amortization; Payable in full at end of 60th Payment
 - Financing Details: Currently exploring Local Bank and Bond Finance Options
 - Construction Details: Currently under contact with Architect; Architect to complete Phase III (nine classrooms) Bid Drawings by mid-October; Project out for Competitive Proposal (Bid) in November/December; General Contractor Selection December 2014/January 2015; Construction Commences February 2015; Construction Completed by July 31, 2015
- FY16 – Planning commences for final construction to build-out the remaining classrooms, other instructional areas, kitchen, auditorium and gymnasium. School will occupy entire 103,000 sq. ft. building for start-up of school in FY19.

d) Provide information regarding how the Board of Trustees effectively evaluates the school administration.

The Head of School is responsible for the evaluation of all staff including the school administration. The Chairperson of the Board of Directors will be responsible for the evaluation of the Head of School. The chairperson will obtain input from various stakeholders, such as staff, board members, students and parents. Feedback will be collected from observations, focus groups and/or surveys. LAAA implemented PD360/Observation360 in August 2014, which will be used to monitor and record all DPASII evaluations including the Head of School.

e) What policies and procedures are in place to evaluate the school leader on an annual basis?

We have adopted a policy regarding Employee Performance Appraisal to establish a systematic way of evaluating employee performance. This policy applies to all employees including the Head of School. LAAA implemented PD360/Observation360 in August 2014, which will be used to monitor and record all DPASII evaluations including the Head of School. The established procedure requires specific tasks to be assigned due dates to ensure compliance with DDOE, state and/or school regulations.

- f) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

Our current Board of Directors completed a charter governance training in May 2014. The training was developed by the Delaware Association for Non-Profit Advancement (DANA) organization in collaboration with the Delaware Charter Schools Network. Prior to the training, the board members participated in a Strategic Retreat in September 2013 to the school's performance to date and develop a long-term strategy for sustained viability. Potential board members are vetted by the board nomination committee prior to a formal nomination. All board members are expected to participate in one of the following committees which represents the three pillars of the Charter Performance Framework: Academic Excellence, Financial and Organizational.

- g) Describe the school's process for succession planning including identification, development and retention of school leaders.

Our succession planning begins with initial staff recruitment. In searching for new teachers and team members, we look for the most qualified candidates. In addition, we include specific professional attributes in our job descriptions to ensure we are attracting the right candidates for our school. Once we have identified and hired the best candidates, we focus on targeted professional development to strengthen his/her skills to improve teacher/specialist effectiveness. With the addition of Instructional Coach, we are able to provide novice teachers/specialists with more one-on-one support and feedback through the use of observations and meetings. Our Head of School meets with each team member to discuss their Professional Responsibilities as part of the DPASII process. During this conversation, the person's short-term and long-term goals are discussed in detail and an action plan is established to help them achieve these goals. Due to this approach, we have been able to promote from within to fill leadership and administrative positions such as Lead Teachers, Dean of Students and Education Enrichment Coordinator. This professional approach has resulted in a high retention rate among the school staff (78% for FY12, 88% for FY13, 96% in FY14). As we grow as a school, we will continue to identify team members with the desire and skill set to fill future positions. Our current organizational structure incorporates a succession option to back-fill each position if the need arises at any point.