

DELAWARE DEPARTMENT OF EDUCATION

original

CHARTER SCHOOL APPLICATION FORM FOR

A NEW SCHOOL TO BE OPENED

IN AUGUST 2010

DEC 30 2008

REACH ACADEMY FOR GIRLS
Name of Proposed School

Ms. Edith Moyer
Name of Contact Person

Ms. Edith Moyer
Name of the Head of the Board of Directors

PO Box 7916 Talleyville, DE 19803
Mailing Address of Contact Person

August 2010
Proposed Opening Date

(302) 777-4645
Telephone Number of Contact Person

K-8
Grades for School

(302) 389-8036
Fax Number of Contact Person

sons3@comcast.net
E-mail Address of Contact Person

First Year Enrollment 252
Total Number

K-1 and, 5 - 6
First Year Grade Span

Second Year Enrollment 338
Total Number

K-2 and 5-7
Second Year Grade Span

Third Year Enrollment 432
Total Number

K-3 and 5-8
Third Year Grade Span

Fourth Year Enrollment 475
Total Number

K- 8
Fourth Year Grade Span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved charter for the school. Once granted, a charter cannot be modified without the approval of the Secretary of Education (see 14 Delaware Code, Section 511).

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation.

First Year Enrollment

| Grade | Number |
|---|--------|
| K | 51 |
| 1 | 71 |
| 5 | 60 |
| 6 | 70 |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Total 1st Year Enrollment | 252 |

Second Year Enrollment

| Grade | Number |
|---|--------|
| K | 51 |
| 1 | 71 |
| 2 | 44 |
| 5 | 54 |
| 6 | 64 |
| 7 | 54 |
| | |
| | |
| | |
| | |
| | |
| Total 2nd Year Enrollment | 338 |

Third Year Enrollment

| Grade | Number |
|---|--------|
| K | 51 |
| 1 | 71 |
| 2 | 44 |
| 3 | 44 |
| 5 | 54 |
| 6 | 64 |
| 7 | 52 |
| 8 | 52 |
| | |
| | |
| | |
| Total 3rd Year Enrollment | 432 |

Fourth Year Enrollment

| Grade | Number |
|---|--------|
| K | 51 |
| 1 | 71 |
| 2 | 44 |
| 3 | 44 |
| 4 | 44 |
| 5 | 54 |
| 6 | 64 |
| 7 | 52 |
| 8 | 51 |
| | |
| | |
| Total 4th Year Enrollment | 475 |

TABLE OF CONTENTS:

| | Page number |
|---|---|
| Overview | 4 |
| 1- Applicant Qualifications | 5 |
| 2- Form of Organization | 9 |
| 3- Mission, Goals, and Educational Objectives | 10 |
| 4- Goals for Student Performance | 17 |
| 5- Evaluating Student Performance | 21 |
| 6- Educational Programs | 23 |
| 7- Students with Special Needs | 36 |
| 8- Economic Viability | 39 |
| 9- Administrative and Financial Operations | 46 |
| 10- Insurance | 50 |
| 11- Student Discipline and Attendance | 51 |
| 12- Health and Safety | 53 |
| 13- Student and School Data | 57 |
| 14- Facilities Safety Issues | 58 |
| 15- Assurances | 59 |
| Budget Narrative/Worksheets & | 61 |
| DOE Revenue Worksheets | 63 |
| Appendices | 86 |
| Appendix-A | Certificate of Incorporation |
| Appendix-B | By-laws & Resolution |
| Appendix-C | Resolution of the Board of Directors |
| Appendix-D | Student Code of Conduct Rights and responsibilities. |
| Appendix-E | Curriculum alignment with Delaware Content Standards. |
| Appendix-F | Property owners Letter of Intent |
| Appendix-G | Supporting Research |
| Appendix-H | Sample Form |
| Appendix-I | Guardians Intent to Enroll Document |
| Appendix-J | Template for contractual relationships |

Overview

As an introduction, describe the proposed charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application

The reach academy for girls will be a K-8 same gender educational program. A variety of electives and activities will be offered to help each student 'Reach' their highest and fullest potential. It will open with K-1, 5 & 6 and add two grade levels each year until it reaches grade 8. Strong parental and community involvement will be encouraged. It is anticipated that about 15% of our students will have special needs. (Mild autism, ADD, ODD, and behavior issues). We have been approved to locate the academy on property owned by the Cathedral Church of St. John in Wilmington (Concord and Market Sts), New Castle County. The REACH ACADEMY FOR GIRLS will provide a rigorous research validated curriculum that encourages children to raise their level of expectation that they place upon themselves, and motivates them to become higher achievers, more active readers, and responsible individuals who recognize that they are the real stewards of their destiny. We have recognized and the research supports that girls have unique learning styles and that a standard based curriculum will help to facilitate and differentiate instruction to meet each student's needs.

In order to ensure a student's successful education all the 'stakeholders' (Student, Family, School, and Community) must be engaged. Our strategy will be the use of a 'Star Compact'. Star Compacts are personalized action plans or goals that each student will develop in collaboration with their parents, teachers and the community.

Our founding group is diverse, consisting of parents, civic leaders, educators, professionals, and youth advocates. All members are committed to working together to make a positive impact on the education of all children. We strongly believe that education is the key to success.

1. Applicant Qualifications

- a. *Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school.*

Planning for the REACH ACADEMY FOR GIRLS has been underway for many years. Our membership has met regularly to discuss the school's feasibility and to formulate plans. Founding board members are listed below. One member has been a principal of a same gender school, two other members have sent their children through same gender educational programs, another member has graduated from a same gender educational program, and two members are parents of students currently enrolled in Delaware Schools. Board members have performed site visits to same gender schools in Delaware, Pennsylvania, and New York and have conducted extensive research regarding same gender education programs. Future board members will be representative of the community, faculty, and parents. All board members will have a demonstrated active interest in wanting to improve the education of all children. We also will maintain at least one board member who advocates for at-risk students.

REACH ACADEMY FOR GIRLS has been formed to help children enhance their academic growth by developing each student's self-confidence and using innovative, researched validated strategies. A coalition started and then naturally progressed into a cooperative effort toward establishing a school that would help prepare young girls for the challenges of tomorrow's world. We believe, and the research supports, that if children are reached early during their formative years; and in early adolescence, educational programs can have a greater impact.

Describe how the group that participated in the development of the application came together and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance.

Core members of our group began over five years ago researching and determining the feasibility of developing a charter school. Over a three year period, parents were surveyed and invited to participate in focus groups to determine their desired qualities for a charter school; and to ascertain if they would have their children attend or if they would endorse such a school. Their suggestions are the principles, which became the rudiments of the school's focus. A committee formed to begin research on curricula, resources, and the identification of other interested individuals. Discussions were held with many educators and organizations to enlist their insights and guidance.

- b. *List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school.*

The proposed location (Concord and Market streets) for the school is one that is well known to all Board members. Three board members reside in the Wilmington area. All other members have lived or have worked, or have affiliations in the area of the school. They all recognize the growing need for a public girl's school that would be close to center city and in the heart of Brandywine Village, one of the city's oldest neighborhoods.

Reach Academy's Founding Board of Directors Directory

| Member | Board Bio/Credentials | Board Position |
|---|---|---|
| <p>Charlie Brown, III, Partner Attorney At Law 12 Jacqueline Drive Hockessin, DE 19707 cbrown@archerlaw.com 302 377-9714 (cell)</p> | <p>Charlie Brown is a commercial and business attorney, educator at Wilmington University and graduate of a same gender educational program.</p> | <p>Secretary Finance Committee</p> |
| <p>Tony H. Benson 33 Pepperwood Lane Bear, DE 19701 thblove@comcast.net 302 357-6303</p> | <p>Tony A Benson is a trained counselor and Hospice Chaplain/Pastor in Bear Delaware. He has extensive psychological experience assisting children and families</p> | <p>Human Resources</p> |
| <p>Laura Brown 210 Schafer Blvd. New Castle, DE 19720 Vote4laurabrown@aol.com 302 395-1998 302 983-5779 (cell)</p> | <p>Laura Brown is a parent of special needs children and is the Human Resource Director for Goodwill Industries of Delaware and a community leader.</p> | <p>Treasurer Human Resources- Chair</p> |
| <p>Valerie D. Baul, 12 Dunleary Drive Brennan Estates Bear, DE 19701 Valbrown12@aol.com 832 421-2693 (cell) 302 838-0307 (home)</p> | <p>Valerie Baul, MBA is an educator at Wilmington University. She is also our technology expert.</p> | <p>Technology-Chair</p> |
| <p>Christopher Lucas 209 Sussex Road West Chester, PA 19380 cmilucas@comcast.net 484 678-7998</p> | <p>Christopher Lucas is currently a business consultant. He has 15 years of finance and banking experience. He is in the contracting industry and operates throughout the tri-state area.</p> | <p>Building- Chair</p> |
| <p>Edith Moyer, M. Ed. 515 E. 5th Street Wilmington, DE 19801 sons3@comcast.net 302 777-4645(home) 302 598-8346(cell)</p> | <p>Edith Moyer is a certified Delaware teacher, a retired school administrator and community leader.</p> | <p>President Curriculum- Chair</p> |
| <p>Cynthia Smith 46 Hubbard Avenue Frederica, DE 19946 cynthiasmi@msn.com 302 335-3484 302 465-6094</p> | <p>Cynthia Smith, Vice President for community outreach projects for Kent County.</p> | <p>Marketing – Chair</p> |
| <p>Anthony L. White, 183 Fields Drive Smyrna, DE 19977 Alw1221@comcast.net 302 389-8036(home)</p> | <p>Anthony White is a consultant and has been a school principal in Philadelphia. He is a community leader; and the Vice-president of the DPAC and a parent advocate.</p> | <p>Vice President Finance Committee-Chair</p> |

The proposed location for the school is one that is well known to all board members. Three board members reside in the Wilmington area. All other members have lived, or have worked, or have affiliations in the area of the school; and recognize the growing need for a public girl's academy that would be close to center city and in the heart of Brandywine Village, one of the city's oldest neighborhoods.

- c. Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school.*

We plan to solicit members for our school board who have distinguished themselves in community service or who are actively working in areas that help children. Our bylaws call for us to have included on the Board a teacher and parent from the school. Recommendations to our board will be consistent with the by-laws of the organization that are found in appendix- B.

- d. Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas:*

- 1) Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.*

All members of the founding board have been involved in educational activities and will have ongoing instruction or professional development in the latest instructional strategies.

- 2) Business management, including but not limited to accounting and finance.*

Second to education, business is the area of the greatest expertise for most of the board members. (See chart on page 8) Marketing, budgeting, and accounting are skills all of our board members have acquired.

- 3) Personnel management.*

Members of our team are in positions where they have staff exceeding 50 individuals. All have been managers and will continue to keep informed of best practices when dealing with staff by way of the ongoing training that will be given to all board members.

- 4) Diversity issues, including but not limited to outreach, student recruitment, and instruction.*

The board is very diverse ethnically and experientially. These differences give us numerous and extraordinary insights into student needs and recruitment. Because of this diversity, we will be able to collectively impact student recruitment using many different strategies and techniques.

5) *At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.*

Members of our board have had direct experience working with at-risk populations some have immediate family members who are special needs students. We have members who have been a part of the consolidated grant process. The entire board and all staff will receive training on all issues surrounding at risk populations and students with disabilities.

6) *School operations, including but not limited to facilities management.*

Several members are or have been school administrators. They are familiar with facilities management and the entire process of school operations. Additionally, several members because of being in management roles are very knowledgeable about managing resources.

| | Research | Business | Personnel | Diversity | At-risk students | Operations |
|---------------|----------|----------|-----------|-----------|------------------|------------|
| Valerie Baul | X | X | X | X | | |
| Anthony | X | X | X | X | | X |
| Laura Brown | | X | X | X | X | X |
| Tony Benson | X | X | X | | | |
| Charlie Brown | | X | X | | X | |
| Edith Moyer | X | X | X | X | X | X |
| Cynthia Smith | | X | X | | | X |
| Chris Lucas | | X | X | | X | X |

2. **Form of Organization**

Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, and Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of students on the board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

Appendix-A contains a copy of the Certificate of Incorporation, Appendix-B contains the by-laws, and Appendix-C contains a resolution of the original founding board members ratifying and amending the by-laws. The by-laws contain a statement that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

| | | |
|------------------|----------------|---------------|
| The officers are | President | Edith Moyer |
| | Vice President | Anthony White |
| | Secretary | Charlie Brown |
| | Treasurer | Laura Brown |

3. **Goals and Educational Objectives**

- a. *Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506.*

CORE PHILOSOPHY

The mission, goals, and educational objectives are consistent with 14 Delaware Code, Sections 501 and 506. Section 501 explains that the legislative intent of Delaware's Charter school law was to promote innovative techniques, provide parents and students with a measure of improved performance and wider choices of public schools. Our innovative approach to same-gender education, our longer school day and year, our personal 'Star Charts' which track each student's progress, our supplemental programs including 'peer mentoring', and Saturday programs for families are all features, which support the intent of the Delaware Charter School legislation. Section 506 of the law specifies allowable preferences and admissions regulations. We have reviewed this carefully in preparation of this charter application, specifically the information in the next section on admissions and enrollment, to ensure that we comply with the law.

MISSION

REACH ACADEMY FOR GIRLS is a school that will provide a rigorous core curriculum based on scientifically based research strategies, and globally recognized best practices. Our goal is to help all students in collaboration with the family and community reach their highest potential and become leaders in their school, family, and community.

GOALS

The goal of the program is to focus on the student first. All students will have an age appropriate assessment to determine their learning style. In addition, we will establish the student's current vocational and educational aspirations. Furthermore, it is our intent to ascertain the student's learning style by using an assessment instrument like the 'CAPSOL' assessment. (The CAPSOL is an assessment program, which is used to assess a student's style of learning.) The instrument will help us to understand our students and to assist us in identifying their strengths. Our objective is to recommend electives and exploratory modules that are likely to interest the students and enhance personal reading and intellectual curiosity. Regardless of a child's age, it is important to introduce and explain to each student, in a way that is appropriate to their maturity and understanding, the educational process. It is also essential to have them understand that their active participation is important to reach any objective.

Additional key goals of our program are:

Standards Based Curriculum - To provide a rigorous research-validated curriculum aligned with the Delaware Standards (Appendix-E) that not only challenges children and raises their level of personal achievement, but also motivates them to become more active learners and intellectually curious and responsible individuals.

Identification of Learning Styles – It is our intent to promote the holistic development of each child by offering an environment that addresses the learning style of each student. This will provide the opportunity for students to develop a wider range of interests and have greater learning opportunities.

Enhanced In-service Instruction – REACH ACADEMY FOR GIRLS will have instructors that are trained in the specific best practices for educating elementary and middle school girls. We would like to use the services and expertise of the Department of Education.

Extended Educational Day – To increase student achievement and expand educational options with a longer school day that offers additional instruction and exploration. The school day will run from 7:45 to 3:30 daily.

Culture of Citizenship – The school climate developed through the instructional programs and standards of the code conduct, will give the school a culture that emphasizes character, deportment and proper social skills.

Technology Literacy – To enable students to achieve high levels of competence in the use of technology based on the Delaware State Standards.

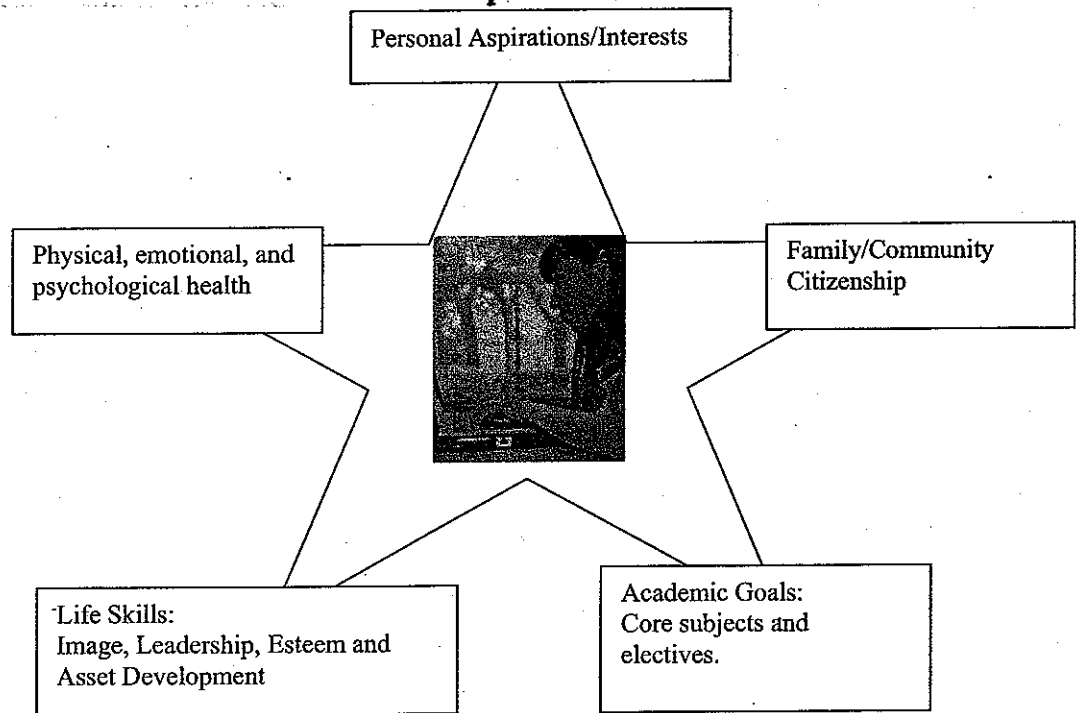
Family Enrichment – To offer, in conjunction with a partnering agency, an optional Saturday program that gives students and their families opportunities for family enrichment and accelerated learning. It will also give parallel instruction for adults of their child's curriculum, along with helping parents to improve their parenting skills.

Character Education - Leadership Development – It is our plan to implement a program that will include the following objectives:

- Give girls a greater sense of purpose for their life.
- Reduce drug usage, suicide, and premature sexual activity.
- Expand student's horizons by helping them discover and explore their gifts, talents, and career interests.
- Enhance academic performance.
- Increase motivation and build self-esteem.
- Develop a positive self-image.
- Provide career direction and preparation.
- Promote technology literacy and skills development.
- Encourage entrepreneurship.
- Sharpen communication skills.
- Improve organizational skills and ability to stay focused.

Personal Goal Charting – To encourage unique interests and promote personal goal setting we will use a student portfolio called, REACH ‘*Star Chart*’. This is an individual plan developed annually by each student with support of teachers and parents. The portfolio will help students and their families to set goals. It will also be a source of additional information to assist the school in helping students to reach their objectives. The five “points” of the *Star Chart* include academics, physical well being, aspirations, life skills, and family/community.

‘REACH Star Chart’
Personal Development – Star Compact
For Our Children’s Unique Success



- b. *Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe the school will recruit a sufficient number of students to be financially viable?*

REACH ACADEMY FOR GIRLS is interested in attracting a diverse student population and will use various approaches to recruit. Radio, television, newspapers, community newsletters, community meetings, and events. Internet, church bulletins, mailings, posters, and outreach will be major approaches. It is also our plan to seek the support of various preschool and early learning facilities, and supplemental educational services providers that operate in the area.

Fall 2009 – Spring 2010

- Make community announcements.
- Create website and brochure.
- Develop marketing plan and committee.
- Create applications and begin outreach.
- Notify school districts.
- Conduct parent workshops at community agencies.
- Begin advertising campaign.
- Expand television and radio programming.
- Attend educational events and outreach activities.
- Collaborate with early learning agencies to encourage enrollment.
- Provide outreach at community, public, and private events.
- Begin active solicitation activities.
- Distribute flyers.
- Initiate phone outreach.
- Start direct mailings.

The school will continue marketing activities in years two and three using community outreach and advertising in the print and electronic medias.

- c. *List all the admissions preferences authorized by this statute the school will use. If more than one preference will be used, describe how the various preferences will be employed together.*

The REACH ACADEMY FOR GIRLS will admit students without preference except as allowed by Delaware law. The admission preferences used will be:

- Applications will be distributed on a first come basis.
- Children who have siblings in the school will have preference and will be defined as any currently enrolled student who has a sibling in the academy, or another individual living in the same legal residence, or having a same parent who may not live in the same residence, is to be construed as a sibling of the student.
- A lottery system will be used to determine final enrollment.

- d. *If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preference will be used in the enrollment process.*

No preference in admission will be given to children of the school's founders.

- e. *Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted?*

The academy will advertise an open enrollment period and take applications on a first-come basis. If, on the last day of open enrollment, the number of applications exceeds the available slots, a lottery will be scheduled. This lottery will be public and advertised in advance. Names of students with completed applications will be placed on cards, put into a container, and drawn by a prominent objective citizen or an employee of the Department of Education. The number of selections shall not exceed available slots and families will be notified by mail.

- f. *Describe the methods of internal evaluation that will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives.*

The board will review all goals quarterly including student performance, school objectives and will conduct annual reviews to assure adherence to the goals and standards of our curriculum providers, sponsors, and school community. All data will be analyzed including DSTP scores, parent, teacher, student input, and academic grades.

- g. *Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment.*

The REACH ACADEMY FOR GIRLS will ensure that each parent signs a Letter of intent to enroll, relevant to the law; and this document will be in the student's file. A copy of this document appears in Appendix-I. We have reviewed Section 506 to ensure our admissions policies are in compliance.

- h. *Describe how the school will ensure that by April 1 each year, it has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.*

The REACH ACADEMY FOR GIRLS will ensure that it has enrolled 80% of its authorized enrollment by having an open enrollment period from October through December. If the school has not reached its enrollment goals, we will more aggressively advertise, partner with early learning facilities, sponsors, and do outreach to the community and businesses.

If necessary, a lottery will be held in January.

On April 1, school district superintendents will be notified of our preliminary enrollment.

- i. *Describe how the school will ensure that parents sign statements that meet the requirements of 14 Delaware Code, Section 506(c).*

The school will have each parent/guardian sign a Letter of Intent to enroll (Appendix-I). This document will be part of the application and enrollment protocol for families. Notification of acceptance will be mailed to families who will be required to verify the intent to enroll by signing and returning the Letter of Intent. Districts will be notified by April 1 of the resident students, whose families have returned the Letter of Intent.

- j. *Describe how the school will establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.*

The Academy will have an open admission period from July through December and take applications on first-come basis. If a lottery is necessary, it will be held in January after the open enrollment period. This schedule will allow us to notify all parents and school districts by April 1.

- k. *Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program.*

Summary Dates

May-June 2009

- ✓ Website development.
- ✓ Create marketing materials.
- ✓ Purchase banners.
- ✓ Implement detailed recruitment plan.
- ✓ Create stationary, business cards, etc.
- ✓ Develop database for all enrolled families.

July -August 2009

- ✓ Open enrollment begins.
- ✓ Families complete applications
- ✓ Implement marketing campaign.
- ✓ Participate in summer city events for recruitment.
- ✓ Start identifying community partners re: town meetings.
- ✓ Send out confirmation cards as students are enrolled.
- ✓ Maintain student database.

September 2009- January 2010

- ✓ Schedule town meetings.
- ✓ Schedule literature drops throughout New Castle County.
- ✓ Align literature drops with town meetings.
- ✓ Maintain database.

December 15, 2009

- ✓ If there less than allotted spaces enrolled- recruitment continues.
- ✓ If there are more applicants than spaces, a lottery date, place, time will be set.

January 2010 - Maintain database.

February 15, 2010 - Lottery results posted.

March 1, 2010 - All families are notified of official acceptance/.

April 1, 2010

- ✓ Notify all school districts of enrolled students via Form IV.
- ✓ Letter on Intent
- ✓ Organize mailing of all necessary registration forms.
- ✓ Set up – Open House ‘Meet the School Leaders Night’

June 2010 - Begin requesting student files and enter students onto final Form IV.
Begin pre-enrollment in E-school.

4. Goals for Student Performance

- a. *List the specific student performance goals for students for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals.*

The specific performance goals for students for the initial charter period will be to meet or exceed the State's standards for student achievement. Assessment instruments such as the MAP (NWEA) program that measures student performance quarterly will be supplemented with comparative data on attendance, behavior, standardized testing, and teacher made tests, projects, homework, and portfolios. Each academic year's data will be compared to the previous year's data to measure current progress. Our objective is to accelerate learning, the rates of achievement, and increased capacity to compete and work on a global and intercultural basis.

Performance Goal 1

The REACH Academy for Girls Charter School will demonstrate that its students are increasing in academic achievement as measured by the state assessment DSTP, DIBELS and the MAP program as follows:

Achievement Target 1.1: For each student assessed at each grade level on the DSTP, average performance will be at least at 60th percentile on reading and mathematics.

Achievement Target 1.2 Average performances in both reading and mathematics as measured by the MAP and DIBELS assessment will demonstrate an increase in the average RIT score as compared to national scores.

Achievement Target 1.3: For those students enrolled at the school for three consecutive years, 75% will meet or exceed the State standards in reading, writing, science, social studies and mathematics by 2012.

Achievement Target 1.4: For each student assessed at each grade level on the DSTP, average performance will be at least at 60th percentile on science and social studies.

Performance Goal 2

The REACH Academy for Girls students will exhibit positive behavior related to their academic success through:

Achievement Target 2.1: Each year average daily attendance for all students will be at least at 90%.

Achievement Target 2.2: Each year the school will have fewer reportable incidents compared to discipline data in year one.

Performance Goal 3

The REACH ACADEMY FOR GIRLS will have each student participate in, or develop their individual 'Star Charts' and action plans.

Achievement Target 3.1: 80% of all students in grades 1-3 will be able to articulate (Artistic presentation, oral report, or written description) a personal life goal. This will be assessed annually from student interviews by staff and caregiver reports.

Achievement Target 3.2: 85% of the students in grades 4-8 will be able to identify all elements of their 'Star Charts' and 90% will be able to create their own portfolios. These students will also be able to write their academic goals and objectives.

Achievement Target 3.3: Under the supervision of a teacher, 60% of the students in grades 6-8 will be able to assist the students in grades 1-3 on how to set and accomplish goals with the development of their 'Star Charts'.

Performance Goal 4

The students at the REACH ACADEMY FOR GIRLS will be able to demonstrate the participation of parents and community in the obtainment of their educational goals.

Achievement Target 4.1: 80% of students in grades 1-5 will daily discuss with their caregivers lessons learned. Teachers who will review daily assignments will monitor this, with signatures from parents attesting to student compliance.

Achievement Target 4.2: 90% of students in grades 6-8 will be able to report that they have discussed educational goals and career aspirations with caregivers. Additionally, students will be required to do independent research and provide an oral or written report identifying the steps that necessary to achieve their educational goals. Reports will be evaluated and reviewed by the Dean of Students or classroom teacher.

b. Describe how each of the student performance goals relates to the State's content standards.

In Item 4.a. above, the State's Content Standards are addressed directly in performance goal one and the accompanying achievement targets. Goal 1 also establishes the expectation that students will meet and exceed State Content Standards in the core content areas. Goal 2 establishes the expectation that a climate and culture of academia will support and foster the attainment and mastery of the content standards. Goal 3 relates to adopting a number of innovative instructional strategies to enhance student learning to connect the curriculum across content areas. Performance goal 4 is a tool designed to solicit the active participation of caregivers in supporting the academic activities and educational goals for each student.

- c. *List the specific measurable performance targets on each student performance goal for each year of the Delaware Student Testing Program for the initial four years of the charter.*

REACH ACADEMY FOR GIRLS academic objective is to exceed DSTP state averages in all State of Delaware, content standards as required by the Del. Code, title 14, Section 512(4). The school will participate in the Delaware Standardized Testing Program (DSTP). The performance goals and achievement targets are listed.

Reach Academy's Performance Targets

Reading

By 2014, 95% of all 3rd grade students will perform at level 3 or higher in reading as measured by the DSTP.

By 2014, 90% of all 5th grade students will perform at level 3 or higher in reading as measured by the DSTP.

By 2014, 80% of all 8th grade students will perform at level 3 or higher in reading as measured by the DSTP.

Writing

By 2014, 70% of all 3rd grade students will perform at level 3 or higher in writing as measured by the DSTP.

By 2014, 75% of all 5th grade students will perform at level 3 or higher in writing as measured by the DSTP.

By 2014, 85% of all 8th grade students will perform at level 3 or higher in writing as measured by the DSTP.

Mathematics

By 2014, 80% of all 3rd grade students will perform at level 3 or higher in mathematics as measured by the DSTP.

By 2014, 75% of all 5th grade students will perform at level 3 or higher in mathematics as measured by the DSTP.

By 2014, 70% of all 8th grade students will perform at level 3 or higher in mathematics as measured by the DSTP.

Science

By 2014, all students and all disaggregated groups will be able to perform at or above the proficiency Level III on the DSTP.

Social Studies

By 2014, all students and all disaggregated groups will be able to perform at or above the proficiency Level III on the DSTP.

- d. List the assessment tools that will be used including state assessments and other standardized or performance assessments that may be used. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used.*

Standardized assessments instruments, including the Delaware Student Testing Program (DSTP), MAP and DIBELS will be used to provide an objective measure for evaluating student learning. The DSTP will be used to assess students in reading, writing, and mathematics in the spring of each year. Science and social studies for the students will be assessed in the fall DSTP program. The MAP and DIBELS will be administered up to three times per year to monitor individual student performance DIBELS will be administered from K to fifth grade. Annual student performance on all tests, will allow for a longitudinal evaluation of student performance. These tests will provide a measure of students and school achievement relative to other public schools in and across the state and nation.

4. Evaluating Student Performance

- a. *Describe how student evaluation information will be used to improve student performance.*

The REACH ACADEMY will establish Professional Learning Communities to analyze student data in order to make informed educational decisions concerning student instructional needs. This information will be used to improve student performance compared with State and individual student performance to measure annual gain. The MAP assessment, administered up to 3 times per year includes assessments in reading, language arts, and mathematics will be used to evaluate the effectiveness of the curriculum and teaching methods. This on-going assessment in year 1 will be used as a measure of progress, and progress measured in years 2, 3, and beyond will be an integral part of the planning and refinement of the school's educational strategies.

Student performance data will be collected, analyzed, and summarized by teachers and administrators, then shared with families. The performance data gathered will contribute to the assessment of each student's educational strengths and needs. Additional contributing data will be reviews of student academic records; examples of student work; reports and observations from teachers and parents.

A school improvement plan will be developed to address issues and concerns centered on academic achievement. Student data including formative and summative assessments will be used to identify students needing reading and math intervention.

Results of all assessments will be used to improve instruction, identify additional student interests and needs, and measure student academic gains at the end of each grade level.

- b. *Describe the corrective action will be taken when students do not meet performance expectations.*

Students will receive additional interventions that will include but not limited to tutoring, mentoring, and remediation classes. Special sessions during the course of the day will be available for added individual assistance with students. Teachers will be available to assist students individually or in a small group. The REACH school day is 1 hour longer than that found in other schools, and thus additional time is available to provide remedial and corrective instructional services. Teachers will monitor students using MAP and DIBELS to determine progress and mid course corrections. Summer classes will be available and qualified students will have access to supplemental educational services. Additional optional educational Saturday programming will be available for parents and students.

- c. *If the proposed school will be using an enrollment preference for students at risk of academic failure, describe the expected performance of student enrolled at the school on the Delaware Student Testing Program in each grade during the initial four-year charter period.*

No preferences for students at risk will be used.

NOTE: The applicant must agree and certify in the application that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).

Further, the application must include certification that the proposed school's average student performance on the Delaware Student Testing Program assessments in each content area will meet the statewide average student performance of students in the same grades for each year of test administration. Applicants with enrollment preferences for students at risk of academic failure may request a waiver of this requirement in the Application (regulation 275, Subsection 4.2.2).

6. Educational Program

- a. *Provide the scope and sequence of the school's curriculum, including the major units of instruction that will be covered in each content area in each grade in which the school will provide instruction. The educational program must include provisions for extra instructional time for at risk students, summer school, and other services pursuant to 14 Delaware Code, Section 153.*

REACH ACADEMY, offers a diversified and balanced curriculum that is designed to accelerate academic achievement for grades K-8. Our mission is to prepare a community of learners with the skills necessary for success in the world of higher education and their eventual vocation. Aligned with the Delaware Content Standards, all students will have access to a challenging and rigorous curriculum. A major goal of REACH ACADEMY FOR GIRLS will be to reduce disparities in achievement, particularly with regard to race, gender, socio-economic status and specialized instructional areas such as special education, and English Language Learners. Units of study will incorporate the Delaware Recommended Curriculum (DRC) and Grade Level Expectations for each content area. The curriculum will be sequential and driven by Enduring Understandings and Essential Questions that are aligned to the State standards. Research-proven instructional strategies that focus on questioning, clarifying, and monitoring for understanding, will be used to promote student achievement across all grade levels. Problem-solving techniques and critical thinking skills will be interwoven throughout the curriculum to help students meet or exceed established benchmarks. Pathways to acceleration will be created by providing academic intervention and enrichment in core curriculum areas. Students needing intervention (RTI) will have available extra periods of daily instruction directed at their area of need, as well as the opportunity to attend Saturday Academies, summer school and extra time programs. Differentiated instruction will be provided throughout the curriculum to promote inclusive learning environments supported by best practices. Student progress will be determined by formative and summative assessments including DIBELS, MAP, and the DSTP. In addition, the 'Star chart' portfolio will be used as a self-assessment tool to evaluate student goals and objectives.

The Board of the REACH ACADEMY FOR GIRLS believes that students should be well rounded; therefore, students will have the opportunity to study art, music, leadership, life skills, physical education, technology, foreign languages, and other enriching subjects in addition to the core subjects during their attendance at the REACH ACADEMY. What's more, REACH ACADEMY students will participate in the following:

- Daily recess and/or physical education activities, which include helping students to learn about proper nutrition and fitness.
- A developmental mentoring program whereby the teacher and older students meet with younger students to provide academic assistance within a classroom setting.
- A life skills program based on the REACH ACADEMY's star portfolio program.
- A leadership development program based on the character development workshops.

Students will gain knowledge of study, organizational, conflict resolution, and mediation skills as well as information on stress management, substance abuse, and life planning.

The REACH program is designed to meet the Delaware Content Standards through the curriculum offerings in the core content areas for each grade level:

Language Arts
Reading
Writing
Listening, viewing and speaking
Language
Mathematics
Science
Social Studies
Music
Art
Physical Education
Foreign Language

The curriculum will be administered as follows:

- Eight periods in a day
- Minimum of 40 periods of instruction per week
- 45- minute periods
- One elective per day.
- Foreign language offerings starting in grade one.
- Students participate in daily recess and/or regular physical education class in each grade.

Kindergarten

| Subject | Periods |
|---|---------|
| Life Skills | 5 |
| Reading/ Language Arts | 15 |
| Science/Social Studies | 10 |
| Mathematics | 5 |
| Related Arts (visual arts, music, physical education, technology) | 5 |

Grade 1

| Subject | Periods |
|---|---------|
| Life Skills | 5 |
| Reading/ Language Arts | 10 |
| Science/Social Studies | 10 |
| Small group instruction/needs-based groups | 5 |
| Mathematics | 5 |
| Related Arts (visual arts, music, physical education, technology) | 4 |
| Foreign Language | 1 |

Grade 2

| Subject | Periods |
|---|---------|
| Life Skills | 5 |
| Reading/ Language Arts | 10 |
| Science/Social Studies | 10 |
| Small group instruction/needs-based groups | 5 |
| Mathematics | 5 |
| Related Arts (visual arts, music, physical education, technology) | 4 |
| Foreign Language | 1 |

Grade 3

| Subject | Periods |
|---|---------|
| Life Skills | 5 |
| Reading/ Language Arts | 10 |
| Science/Social Studies | 10 |
| Small group instruction/needs-based groups | 5 |
| Mathematics | 5 |
| Related Arts (visual arts, music, physical education, technology) | 4 |
| Foreign Language | 1 |

Grade 4

| Subject | Periods |
|---|---------|
| Life Skills | 5 |
| Reading/ Language Arts | 10 |
| Science/Social Studies | 10 |
| Small group instruction/needs-based groups | 5 |
| Mathematics | 5 |
| Related Arts (visual arts, music, physical education, technology) | 4 |
| Foreign Language | 1 |

Grade 5

| Subject | Periods |
|------------------------|---------|
| Life Skills | 5 |
| Reading/ Language Arts | 10 |
| Science/Social Studies | 10 |
| Physical Education | 2 |
| Art | 1 |
| Music | 4 |
| Technology | 3 |
| Foreign Language | 2 |

Grade 6

| Subject | Periods |
|------------------------|---------|
| Life Skills | 5 |
| Reading/ Language Arts | 10 |
| Science/Social Studies | 10 |
| Physical Education | 2 |
| Art | 2 |
| Music | 4 |
| Technology | 3 |
| Group Guidance | 1 |
| Foreign Language | 2 |

Grade 7

| Subject | Periods |
|------------------------|---------|
| Reading/ Language Arts | 10 |
| Social Studies | 5 |
| Math | 5 |
| Science | 5 |
| Physical Education | 2 |
| Health | 1 |
| Art | 2 |
| Music | 4 |
| Technology | 2 |
| Group Guidance | 2 |
| Foreign Language | 2 |

Grade 8

| Subject | Periods |
|--------------------|---------|
| English | 10 |
| Social Studies | 5 |
| Math | 5 |
| Science | 5 |
| Physical Education | 2 |
| Health | 1 |
| Art | 2 |
| Music | 2 |
| Technology | 2 |
| Group Guidance | 2 |
| Foreign Language | 4 |

- b. Provide a detailed chart demonstrating the alignment between the school's educational program with the Delaware Content Standards and state program requirements, and in the case of a high school, the state graduation requirements.*

Appendix E. contains curriculum alignments for English, language arts, mathematics, science, social studies, and physical education to the Delaware State Content Standards. REACH ACADEMY FOR GIRLS will apply for membership with the Delaware Science and Social Studies Consortium.

c. Describe how the instructional strategies are aligned with the school's curriculum and the assessment strategies that will be used. Describe how this alignment will enhance student learning.

LANGUAGE ARTS

The REACH ACADEMY FOR GIRLS English Language Arts program will implement the Houghton-Mifflin Reading. Student learning will be enhanced through the application of critical thinking skills and the balance of several components, reading, writing, listening, viewing, and speaking. Aligned with the Delaware English/Language Arts Standards, the K-5 program (see Appendix E for curriculum alignment with Delaware Content Standards) will be based on a Reading First framework. Teachers will receive extensive staff development on instructional strategies and the five components of effective reading as recommended by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Ninety minutes of uninterrupted reading instruction and a thirty-minute intervention block for struggling readers will be implemented.

The McDougal-Littel Reading program will be utilized in grades 6-8. The English Language Arts program, in the upper grade levels, will require students to read authentic works of fiction and non-fiction as well as focus on the use of researched-based reading strategies. Reading at REACH ACADEMY FOR GIRLS will not be passive, but an interactive process involving the connections between the text, the reader, and the world.

Writer's Workshop will be implemented in grades K-8. All students will receive instruction in expressive, informative and persuasive writing. Writing will be integrated across the curriculum. Students will be required to maintain daily science/math journals and contribute to the school newsletter; and use technology as a tool for publishing. Contemporary and traditional children's authors will be introduced through storytelling, bookmaking, poetry hours, authors' workshops and book fairs. REACH ACADEMY FOR GIRLS intends to introduce programs that create excitement and a life-long love for literacy.

MATHEMATICS

The REACH ACADEMY FOR GIRLS will provide its students with a unique mathematics education. Using the Kendall Hunt Math Trailblazers Program grades K-5 and Prentice Hall Connected Mathematics Program (6-8), emphasis will be placed on both mathematical processes and content including problem solving (through word problems appropriate for each level) reasoning and the need for abstract thinking (through sets, diagrams, and geometric objects). Based on the Delaware Math Content Standards.

Instruction will be concentrated on all the basic operations of natural numbers, the common geometric objects of the plane, space, as well as computations and measurements of time and money. Special considerations will be given to the prevention of "math anxiety". Students will be taught to be confident practitioners and thinkers of mathematics, with the attitude of not being discouraged by any of its intellectual challenges.

Enrichment activities will be offered. Cross curriculum activities incorporating a stream of internet related materials about the relevance of mathematics in science, medicine, the environment, and every day life will be provided.

Differentiated instruction in mathematics will be provided to address the needs of all students. The FASTT Math computerized intervention program will be provided for students performing below the standards. Extracurricular activities, such as participation in recreational mathematics (Euclidean Circle or chess clubs) will be encouraged.

The DSTP and MAP assessments will be used to help plan instruction for all students. On-going assessments will include unit tests and computerized assessments.

SCIENCE

The science curriculum of the REACH ACADEMY FOR GIRLS will focus on critical and analytical problem solving skills. Following the Delaware Science Coalition model, the goal of the science program will be to produce outstanding young scientist by providing a challenging curriculum based on scientific inquiry. Our school will be a member of the Delaware Science Coalition. Topical pathways based on the Delaware Standards in science will include the following:

- Human Body
- Food and Nutrition
- Planetary Systems
- Living Things

SOCIAL STUDIES

The REACH ACADEMY FOR GIRLS standards-based Social Studies program will integrate Harcourt Horizons Program (K-5) and McDougal-Littel (6-8) curriculum to foster understanding of the factors, which have influenced humanity since the earliest civilizations. Considerable emphasis will be placed on geography skills as students become aware of the spatial sense of the globe, develop awareness of the physical processes that shape life, and gain sense of interactions between humans and the environment. Students will study current events (Time for Kids) and how those events affect the global society. They will have required studies in family, community and the region, which will develop and increase their awareness of what it is to be a good and productive citizen of their city, their country, and the world. Delaware history and geography will be incorporated at the fourth grade level to help students focus on the development of their great State. A partial list of topics will include the following:

- Time, Continuity, Change: History
- People, Places, the Environments/ Geography
- Government and its Citizens: Civics
- Production, Distribution, Consumption: Economics

THE ARTS

Music

The REACH ACADEMY FOR GIRLS music curriculum will include both vocal and instrumental instruction. Teachers will introduce students to basic skills in and knowledge of various aspects of music. These will include rhythm reading, melodic reading. Since creation and communication are also important parts of the learning process, music provides students another way of exploring the world. These classes serve as a "cultural window" to the larger and diverse world in which we reside.

Art

Since the primary objective of art is to provide every student the opportunity to develop and explore individual creative potential, REACH ACADEMY FOR GIRLS teachers will encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models. Students will be assisted in developing art skills, including aesthetic awareness of art forms in nature, appreciation of different artistic styles, and confidence to use art as a mode of personal expression. REACH ACADEMY FOR GIRLS students will practice imagining, experimenting, developing solutions, thinking independently, and making individual decisions.

PHYSICAL EDUCATION

The REACH ACADEMY FOR GIRLS physical education program will include a variety of developmental activities, emphasizing fine and gross motor-skill developments. The kindergarten through-second-grade curriculum will focus on movement exploration experiences. Older students will have a more expanded curriculum that will include instruction on maintaining healthy bodies (nutrition, drug prevention, first aid, safety, and exercise). REACH ACADEMY FOR GIRLS will collaborate with the Boys and Girls Club to help promote fitness for life for all students. Additionally there will be programs at the YMCA.

FOREIGN LANGUAGE

The objective of the foreign language program at the REACH ACADEMY FOR GIRLS will be to introduce students to various foreign languages and cultures. A language learning center will be implemented to help facilitate the study of world languages beginning in grade one and continuing throughout the upper grades. Classes will be conducted in English, with some basic communication in the foreign languages. Using the Rosetta Stone World Languages Program, students will receive computerized instruction in grades 1-5 in grades 6-8 students will have a language teacher.

ASSESSMENTS

Assessments will be an ongoing process that will help guide instruction in all curriculum areas and monitor student progress to include mastery of content. Pre-assessment, formative and summative assessments will be used to guide classroom instruction. Assessments will enable REACH teachers to modify their instruction to support improved learning at each grade level for all students.

d. Provide evidence to demonstrate that the school's educational program will improve student performance by identifying:

- (1) Any academically independent peer reviewed studies of the proposed educational program conducted by persons or entities without a financial interest in the educational program or in the proposed charter school, or;*
- (2) Evidence of prior successful implementation of the proposed educational program, or;*
- (3) Adherence to professionally accepted models of student development.*

Reach Academy will strive to meet the educational needs of all of its students. Based on the Delaware Recommended Curriculum our belief is that:

- All students can become proficient in reading, math, and writing, based on the Delaware content standards.
- Student achievement is directly related to the quality of instruction provided by the teacher,
- The most critical factor impacting student achievement at the building level is the principal's leadership,
- Assessment is an integral part of the instructional process.

Following the research based on the characteristics of high performing schools (Comer) Reach Academy, will:

- Use the state standards extensively to design curriculum and instructions, assess student work, and evaluate teachers.
- Increase instructional time in reading and math in order to help students meet standards
- Focus its efforts to involve parents on helping students meet standards.

e. Describe the school calendar and hours of operation. Provide the calendar for the first year of school operation.

REACH Academy will have an extended school year. Teachers will begin August 17, 2010. Students will begin August 24, 2010. The last teacher day is June 18, 2011 and the last student day is June 17, 2011. Teachers will work 196 days and students will attend school 186 days. Board Meetings will be held once a month on Mondays. Teachers will have professional development days. The students will attend school from 7:45 am until 3:30 pm.

| REACH ACADEMY | | DRAFT CALENDAR | |
|--------------------|---|----------------|------------|
| | | Teacher Days | Pupil Days |
| AUGUST | | 10 | 6 |
| 8/03/2010 | Board Meeting | | |
| 8/17/2010 | First Teacher Day- Orientation | | |
| 8/18/2010 | In-service Day – Math | | |
| 8/19/2010 | In-service Day – Reading | | |
| 8/20/2010 | In-service Day – Reading First | | |
| 8/25/2010 | In-service Day – Writing | | |
| 8/26/2010 | In-service Day – Sci. and SS | | |
| 8/24/2010 | First Student Day | | |
| SEPTEMBER | | 20 | 20 |
| 9/14/2010 | Board meeting | | |
| 9/4- 9/7/2010 | Labor Day School Closed | | |
| OCTOBER | | 21 | 21 |
| 10/02/2010 | Interim Reports | | |
| 10/05/2010 | Board Meeting | | |
| 10/09/2010 | School Closed - State In-service | | |
| 10/18-19/2010 | DSTP Science | | |
| 10/21-22/2010 | DSTP Social Studies | | |
| 10/20,25-27/2010 | DSTP Science & Social Studies Make- up | | |
| 10/26/2010 | Marking Period Ends | | |
| NOVEMBER | | 19 | 18 |
| 11/02/2010 | Board Meeting | | |
| 11/11/2010 | Veterans' Day – School and Office Closed | | |
| 11/23/2010 | School Closed – Parent Conferences | | |
| 11/26-27/2010 | School /Office Closed - Thanksgiving | | |
| 11/30/2010 | School Reopens | | |
| DECEMBER | | 16 | 16 |
| 12/07/2010 | Board Meeting | | |
| 12/23/2010 | Winter Break Begins School/Office Closed | | |
| JANUARY | | 19 | 19 |
| 1/04/2011 | School and Office Reopens | | |
| 1/07/2011 | Interim reports | | |
| 1/09/2011 | Board Meeting | | |
| 1/15/2011 | Martin Luther King – School/Office Closed | | |
| 1/19/2011 | End of Second Marking Period | | |
| FEBRUARY | | 19 | 17 |
| 2/01/2011 | Board Meeting | | |
| 2/11/2011 | School Closed – Staff Development | | |
| 2/12/2011 | School Closed – Parent Conferences | | |
| 2/15/2011 | School/Office Closed , President's Day | | |
| MARCH | | 23 | 23 |
| 03/01/2011 | Interim Reports | | |
| 3/01/2011 | Board Meeting | | |
| 3/ 9-10/2011 | DSTP Math | | |
| 3/14-15/2011 | DSTP Reading | | |
| 3/17-18/2011 | DSTP Writing | | |
| 3/11,16,21-24/2011 | DSTP Make-ups | | |
| 3/26/2010 | Third Marking Period Ends | | |
| APRIL | | 16 | 16 |
| 4/01/2011 | Report Cards Issued | | |
| 4/02/2011 | School/Office Closed-Good Friday | | |
| 4/5-9/2011 | School/Office Closed-Spring Break | | |
| 4/12/2011 | Board Meeting | | |

| | | | |
|-------------|--------------------------------------|-----|-----|
| MAY | | 19 | 18 |
| 5/03/2011 | Board Meeting | | |
| 5/21/2011 | Interim Reports | | |
| 5/27/2011 | School Closed-Parent Teacher Conf. | | |
| 5/28/2011 | School/Office Closed | | |
| 5/31/2011 | School/Office Closed-Memorial Day | | |
| JUNE | | 14 | 13 |
| 6/17/2011 | Student Last Day/Report Cards Issued | | |
| 6/19/2011 | Last teacher day | | |
| | | | |
| | Total School Days | 196 | 186 |

f. Describe any other features of the school's educational plan (including special materials or focus on technology) that will aid the reviewers in understanding the unique nature of the school.

The school has several elements that we believe will give us the ability to provide an exceptional and outstanding educational experience.

- **LEARNING STYLE ASSESSMENT**

We will assess each student to determine learning style and once ascertained they will be introduced to elective subjects and activities associated with their natural strengths and talents. These elective subjects will be taught in such a way as to correspond to the identified learning styles. To maximize successes we will also introduce subjects that will move a child in the direction of reaching their specified career or professional goal. Further, regardless of their age it is important to introduce and explain to each student, in a way that is appropriate to their maturity and understanding, the educational process. It is also essential to begin helping them to set goals and to have them understand that their active participation is important to reach any objective. We will utilize assessment tools such as Colin Rose's *Accelerated Learning* to determine the appropriate learning styles. All teachers will be trained on how to interpret and use results.

- **SINGLE GENDER CLASSES**

A growing pool of evidence that indicates children benefit from single gender classes. There is a trend in education toward the expansion of same gender classrooms. According to the New York Times, article 'Federal Rules Back Single-Sex Public Education'. The administration is giving public school districts broad new latitude to expand the number of single-sex classes, and even schools, in what is widely considered the most significant policy change on the issue since a landmark federal law barring sex discrimination in education more than 30 years ago.

Two years in the making, the new rules, announced by the Education Department, will allow districts to create single-sex schools and classes as long as enrollment is voluntary. We will compare our students' assessments against students in Delaware using the same curriculum to further evaluate this single gender classroom practice/strategy.

There is valid statistical data that demonstrates that same gender education has significant advantages.

- **LEADERSHIP AND NORMATIVE BEHAVIOR INSTRUCTION**

Good deportment, etiquette, grooming and related issues are elements of successful students. Every student will be give instruction in this area; and will receive leadership training

- **SATURDAY FAMILY ENRICHMENT AND ACCELERATED LEARNING PROGRAMS.**

We will offer this as an optional program through a partnership with an appropriate agency. This is designed to facilitate parent participation and enhance student success in academics, character development, civic responsibility, and positive personal growth. It is also our intent to work with the advanced placement program of the Department of Education to offer additional opportunities to our students.

- **MENTORS**

Each student will have an adult or student mentor assigned. The adult, will be a school staff member (but not a direct teacher of the student) this individual will work as a 'buddy' to the child and advocate on their behalf; and provide assistance to the family, on issues that affect school success. Student mentors will be upper classmates.

- **EXTENDED -DAY LEARNING OPPORTUNITIES**

Our goal is to maximize intellectual growth and to address; and, where possible, eliminate all impediments to a positive learning experience. Numerous clubs and supplemental educational programs will be available such as before and afterschool programs offered by the Boys and Girls Club.

- **LIFELONG SPONSORSHIP**

Our programs will not end at graduation. As an alumnus, every student will be able to have our assistances in any educational matter. We will work as an advocate or provide information on resources to help students reach their educational goals.

- **MULTI-MEDIA TECHNOLOGY**

Our school will heavily emphasize technology as an interactive tool. Our goal is to enable students to achieve high levels of competence in the use of technology based on the Delaware State Standards as well as global best practices. Our students will 'Reach' for their highest potential in the area of technology. We will plan to utilize interactive language skills software, robotics, and computer and Internet technology to enrich the students' learning experiences.

- **PARALLEL INSTRUCTION**

As an additional tool to enhance student success, it is our intent to provide parallel instruction of our curriculum to the parents and guardians of our students at the Adult Center in our community. This additional resource will help parents to help their children with material that they may not have mastered. This assistance will not have a cost to our program and we believe it will have major impact on student confidence, test scores and overall achievement.

g. Describe the teacher/student ratio of the school.

A student/teacher ratio of 20/1 will be our goal. It is anticipated that up to 15% of the student body will be eligible for special education services and the student teacher ratio will be based on state guidelines.

h. Describe the professional development activities/opportunities that will be made available to teachers and other staff.

We will provide ongoing in-house professional development activities and opportunities. We will also allow teachers to participate in State teacher developmental training, utilizing the expertise of the Department of Education. Additionally, we will work with other charter schools within the network to make training available to our staff. Our teachers will be required to develop a personal development plan for each year and upon approval, the school will work with teachers to help them meet their developmental goals. Because success for all is the element that will separate us from other educational programs, it is a mandatory for teachers and administrators to be abreast of leading edge technology and the most effective learning tools available to enhance the educational environment for each student. Further, the staff will be encouraged to make referrals of other learning opportunities that would influence student success and enhance staff performance.

7. Students with Special Needs

The application must include the plan for each of the following:

- a. *Ensuring that the school will be in full compliance with current federal and state statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and having certified special education teachers prior to the admission of students. The plan must provide for a free appropriate public education to students with disabilities and include a continuum of educational placements for students with disabilities.*

The needs of special education students will be met in accordance with federal and state laws and regulations, including the IDEA, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and other relevant State and federal regulations/legislation. Students with disabilities will be served in inclusive settings based on the RTI model.

FAPE

It is our goal to provide a free and appropriate public education to each qualified student with a disability. Therefore, it is our intent to ensure that students with a disability are identified, evaluated, and provided with appropriate educational services; and that the due process rights of these students and their parents will be protected.

STAFF

The school will hire at least one teacher who has special education certification prior to the admission of students. Additional certified special education teachers will be hired based on special needs. This teacher's primary responsibilities as Special Education Coordinator/Educational Diagnostician are not limited to, but will include:

- Oversights for Child Find duties and other special services for exceptional students in compliance with the Delaware Administrative Manual for Services for Exceptional Students (AMSES).
- Assisting in the retention of qualified and/or licensed personnel to compose the school's multidisciplinary team to conduct pre-referral and special education assessments;
- Ensuring that all services are provided in accordance with each student's IEP in an efficient and effective manner including participating on each IEP team; determining if entering students have IEPs; ensuring that any required reevaluations are performed; and ensuring that all required special education and related services are being provided and that all IEPs are current and appropriate;
- Ensuring that all special education reporting requirements are satisfied;
- Training instructional staff on methods for educating students with disabilities;

- Informing staff of all FERPA requirements as they relate to student record privacy;
- Attending training and technical assistance seminars regarding the education of special education students as is required by the Department of Education; and
- Retain all data in a confidential manner, as described below and prepare such reports in order to permit the charter school and the Department of Education to comply with federal law and regulations.

We will adopt and maintain standards consistent with state-approved or state-recognized certifications or licensing requirements to ensure that personnel necessary to carry out state and federal special education requirements are appropriately and adequately prepared and trained. The school will continue to hire staff as needed to meet its increasing special education needs as the school expands over the first five years and as the ever-changing needs of the school's special education student population evolve. Professional development and training regarding the education of special education students will include, at a minimum, information on the referral process, the development of the IEP, implementation of a student's IEP, evaluation of a student's progress towards meeting IEP goals, reporting requirements and discipline of students with disabilities. The school may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1974 and Title II of the Americans with Disabilities Act of 1990.

Enrollment Process

The REACH ACADEMY FOR GIRLS will have an open enrollment process that will encourage any student to apply and a lottery system will be used. We estimate that up to 15% of the student body will be composed of special needs students. Once admitted, staff will obtain parent permission for release of the student's IEP, Evaluation Summary Report, etc. from the current school of enrollment. Staff will review the materials to ensure completeness of documentation, and determine within 30 days if a new IEP team meeting is needed either to update information or confirm and insure that services will be available. REACH will be employing staff that are Delaware certified in special education. Thus, a Free Appropriate Public Education (FAPE) will be available based upon students being appropriately evaluated, and services being provided by qualified staff according to individual student IEPs. For each student with a disability, the educational program will be provided in accordance with the DOE Administrative Manual; and the Student Code of Conduct.

b. Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

The REACH ACADEMY FOR GIRLS has established a non-discrimination policy, which states that no person shall be subjected to discrimination in educational programs, services, or activities based on race, national origin, gender, age, or disability in accordance with state and federal laws. This policy is contained in the Student Code of Conduct

It is the policy of the REACH ACADEMY FOR GIRLS REACH to provide a free and appropriate public education to each qualified student with a disability, to ensure that each student with disability as defined by Section 504 is identified, evaluated, and provided with appropriate accommodations so that they may benefit from educational services.

c. Complying with Title VI and VII of the Civil Rights Act of 1964.

The REACH ACADEMY FOR GIRLS has established a non-discrimination policy that no person shall be subjected to discrimination in educational programs, services, or activities based on race, national origin, gender, age, or disability in accordance with State and federal laws. This policy is contained in the Student Code of Conduct.

d. Complying with Title IX of the Education amendments of 1972.

See Item c. above.

e. Having certified special education teacher(s) available for students with disabilities.

It is the intent of the REACH ACADEMY FOR GIRLS to employ Delaware certified special education teachers. This staff will be involved in all areas of the student identification, evaluation, and placement process including the writing and delivering of services per student IEPs and IIP's.

8. Economic Viability

- a. *List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title.*

Principal - This individual will have overall management of the school and be responsible for providing academic leadership and assessment for the school. The principal will also ensure compliance with school policy and DOE regulations. (Full time)

Dean of Students – Formulates and develops student personnel policies and student support counsels and advises students on matters pertaining educational objectives. Handles student attendance, student misconduct, and disciplinary action to ensure students conform to school policies. (Full time)

The Business Manager - Shall be responsible for the school's business and financial functions, food service, transportation, purchasing programs, payroll and procurement programs, provide assistance with personnel functions, and other non-instructional duties. (Full time)

Teacher(s) – Will provide appropriate instruction to all students in the areas of academics and deportment. They will also help to develop appropriate strategies to ensure student success. (Full time)

Nurse – The nurse will oversee the programs, procedures and records that affect each student's mental, physical, and emotional needs. they will also administer mediations and handle all first aid needs. Further, they will also ensure compliance with all DOE regulations. They will also develop preventive programs and activities. (Full time)

Clerical – These staff members will supply office support and will have duties that include; maintaining school records, responding to inquires and request, making copies, schedules, and other customary office duties. (Full time)

Custodian – The duties will include the monitoring and maintaining of the entire school complex to ensure it is clean and appropriate for use. This will include cleaning, moving equipment, and overall maintenance for the school. (Full time)

- b. *List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships.*

There are currently no plans to have any positions that are not employed by the Board. When it is necessary to enter into a contractual relationship with a vendor, a template of such contracts is in appendix-J.

- c. Describe the plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter.**

We have met with a committee from St. John Cathedral. St John Cathedral is located in Wilmington on Concord Avenue. This committee has decided to lease their facility to the REACH ACADEMY FOR GIRLS. Their facility is large enough for our enrollment and has three acres of outdoor campus included with the four buildings that we will be leasing. The space also includes a commercial kitchen, library, classrooms and office space. The site is a prime location and a historic area at the intersection of Concord Avenue and Market Street in downtown Wilmington. It will accommodate our total enrollment.

- d. Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school. Indicate whether the site will be purchased or leased. Identify the date by which the school's board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement.**

The school will be held on property, which belongs to the St. John Cathedral Church that is located in Wilmington on Concord Ave. and Markets Streets in New Castle County. The church has vacant buildings and an educational wing for the use of the school. In the educational wing, 11 classrooms will require very little renovation to accommodate our students. Behind the church, there are four additional buildings. One is the Debman House, which has classrooms and meeting room space. It is currently being used as a pre-K program for the community. The other three buildings we plan to renovate in later years of operation. Surveys from families and community groups in the area indicated that they would like to have an all girl's school on this property. The site will be in control of REACH ACADEMY FOR GIRLS in the spring of 2009. (Appendix F)

- e. Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation.**

We have had members from DOE to our the facility to recommend additional improvements for the building to accommodate all students and staff. In addition, inspectors from the city of Wilmington and the Wilmington Fire Marshall toured the building along with engineers from our leaser. The facilities do not have any violations or compliance issues. It has handicap accessible ramps and entrances. There is also an elevator to assist students who need access to our second floor facilities. There are no major renovations planned at this time.

- f. *Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds.*

We have arranged to acquire the school facilities for an annual rental of \$350,000. Our first full monthly payment will begin on July 2010. The space we will be using was previously a school so the renovations are expected to be minimal and will be paid for from our federal start up monies. Funds to pay the lease will come from local funding.

- g. *Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities.*

Since we will be leasing our facility, ownership will be retained by the leaseholder, The Cathedral Church of St. John. If the school closes, the property will be vacated, the lease will be terminated, and no further expense will be incurred.

NOTE: 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

- h. *Describe how students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof).*

The REACH ACADEMY FOR GIRLS will use a public bid process to contract a bus company for all transportation services. The Department of Education will provide funds to the school for each transported student. The level of funds will be equal to 75% of the average transportation cost per student allocated to the vocational school district in which the charter school is located. The Department of Education will reimburse the REACH ACADEMY for the actual bid costs, not to exceed the funding level indicated above. The contractor shall obtain the same level of collision and liability insurance as required by contractors on regular public school routes. REACH ACADEMY transportation contracts will identify the buses to be used (bus #, model, year, license and VIN #) and will be submitted to the DOE Transportation Supervisor by August 1 each year.

If parents transport their child, the school will need a parent's statement waiving the school's transportation. Parents may request that the school provide transportation later.

- i. Describe how students who reside outside the district in which the school will be located will be transported to the school.*

Bus routes and pickup locations for students for all students including those who reside outside of our district will be established in consultation with our transportation vendor.

- j. Describe how special needs students will be transported if specialized transportation is required by the IEP.*

If specialized transportation is needed it will be provided consistent with the directives of the IEP; and DOE regulations.

- k. Provide the plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline.*

The REACH ACADEMY FOR GIRLS will have a full time business manager that will have as one of their responsibilities the direct oversight of ensuring compliance of all third party vendors. This will include our transportation services. This individual will make certain all elements of the contract are honored. The transportation company will be aware of our standards for services and their staff, including drivers and aides. School bus behaviors are outlined in the student code of conduct (Appendix D) and will be given to the provider. A condition of the contract will include the acceptance of the code.

- l. Describe the plan for providing meals to students, including students eligible for free and reduced lunch. If the school participates in the National School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services to be provided. List the estimated annual costs per student for food services.*

REACH ACADEMY FOR GIRLS will participate in the National School Lunch/Breakfast programs. Meals will be provided to all students, including those eligible for free and reduced meals. The Board will ensure that all meals are consistent with state and federal guidelines through our cafeteria manager who will work closely with the DOE manager of food programs to ensure full compliance. The current plans call for lunch and breakfast. The estimated annual cost per student is \$339 per year.

- m. Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program.*

The REACH ACADEMY FOR GIRLS will comply with all requirements of the free and reduced lunch program. Lunch applications will be sent to families as part of the application process.

n. List in detail the administrative tasks that will be undertaken between approval of the charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished.

| DATES | ACTIVITY | RESPONSIBILITY | PROJECTED COMPLETION |
|----------------|--|---------------------------|----------------------|
| June 2009 | Website development | Marketing committee | June 2009 |
| | Recruit business manager | H R committee | September 2009 |
| | Marketing materials | Marketing committee | September 2009 |
| | Develop databases | Marketing committee | September 2009 |
| | Complete admission and enrollment documents | Board | On going activity |
| September 2009 | Recruit Students | Total board | On going activity |
| | Town meetings | Total board | On going activity |
| | Hire school director | Human resources committee | October 2009 |
| | | | |
| December 2009 | Building renovations | Building committee | July 2010 |
| | | | |
| January 2010 | Recruitment of teachers | Human resources committee | Ongoing activity |
| | RFP's transportation and food services | Director/Business manager | March 2010 |
| | Begin training on DFMS and other DOE systems | Director/Business manager | Ongoing activity |
| | Develop technology plan | Technology committee | April 2010 |
| | Order academic materials | Principal | |
| March 2010 | Order furniture and classroom materials | Principal | June 2010 |
| | Ensure technology and appropriate resources are in place | Technology committee | April 2010 |
| June 2010 | Staff training and finalizing school needs | Principal | August 2010 |

- o. List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. **THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS.***

The contracts that will be necessary for the school to operate are listed below and have been included as expenses in our budget estimates. they are included in appendix-H.

Building lease will be finalized and signed by March 2010
Business services will be finalized and signed by May 2010
Transportation services will be finalized and signed by June 2010
Food Services will be finalized and signed by July 2010

Any other contracts that become necessary will be finalized and signed at least three months before the opening of school.

NOTE: Contracts for bus and food services are required by Regulation 275, Subsection 4.4.4 to be in place by August 1 of the year in which the school proposes to open and by August 1st of each year thereafter. Contracts for the lease or purchase of real property, and/or the construction and/or the renovation of improvements to real property must be in place sufficiently far in advance so that the applicant might obtain any necessary certificate of occupancy for the school premises no later than June 15th of the year in which the school proposes to open.

*The application must include a complete and balanced budget for the proposed school in the approved format (see attached budget sheets) for the planning year and the first four years of school operation. **THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE INCLUDED.***

NOTE: State and local revenue estimates may be obtained from Ms. Leah Jenkins, Education Associate for School Accounts at the Delaware Department of Education, who can be reached at (302) 735-4040. Estimates for federal program revenues may be obtained from Mrs. Tammy Korosec, Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from Babette Sutton, Charter Schools Office, who can be reached at (302) 735-4020. All financial estimate requests must be received on or before November 15th. Estimates for state, local and federal program revenues will be based on the assumptions which the applicant makes regarding the numbers of students anticipated at each grade, the numbers of students anticipated from various districts, the anticipated special education classifications of enrolling students, and the qualifications of teachers hired by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change once students actually enroll and staff is hired.

The applicant must attach as an appendix, a copy of the original budget revenue estimate from the Department of Education to verify the figures on which the submitted budget is based.

- p. List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source.*

During our planning year, minimum amounts of expenses are projected. They have been itemized in our budget; and will all be covered by federal start up funds.

- q. List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s). Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request.*

They are currently no fund raising activities planned. If any fundraising activities are initiated it will be done to enhance school programs. Any funds that are received will be deposited into the state's school account only.

- r. Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable.*

To be financially viable we can operate with at least 85% of the projected student body. In year one this would be 214 students, year two 287, in the third year 367, and in year four our minimum number would be 367 students. Should enrollment fall below projections it will be necessary to make appropriate staff reductions based on student teacher ratio criteria this is 20/1. Other variable costs such as transportation, supplies, and equipment will be reduced based on the actual number of students enrolled to ensure the operation of the school.

- s. Describe the school's intent concerning contracting with a management company or becoming a party to a "partnership agreement". If the school intends to enter such a contract or partnership agreement, provide details of the terms of the contract and/or partnership agreement to include management and or partnership fees and other ancillary services.*

A management company will not manage the school. Internal staff will be responsible for the school's operation under the direction of the Board.

- t. Describe the source and disposition of remaining funds at each year's end.*

The school will follow state and federal law. Any public funds that are unspent (state and local monies) at the end of the fiscal year will be carried over to the next school year. Federal dollars will be returned as required.

9. Administrative and Financial Operations

- a. *Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management. Additional website references: www.state.de.us/budget/accounting-manual/account-manual.shtml***

Select board members (Our treasurer, chair and vice chair) have been introduced, by way of meetings with the state's accounting department to the DFMS and PHRST systems. It has been explained to the board; and it is our intent to process all our accounting and payroll through this system. A business manager will be hired, he/she and the business staff will be thoroughly trained. The school, through the financial committee and its certified public accountants will ensure that the proper controls and procedures are in place.

- b. *Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school.***

The Board's duties are outlined in our by laws (Appendix- B). They will govern and have complete oversight for the operation of the school. In addition to approving budgets and reviewing the finances, board members will hire staff, develop policy, and ensuring compliance with state and federal regulations. In addition, all board members will serve on at least one of the following committees.

- i. Building
- ii. Finance
- iii. Human resources
- iv. Marketing
- v. Educational Programs
- vi. Technology

Each board member will also be made aware of the state assurances for board members that are a part of this application; and will sign a statement agreeing to support them.

- c. *Describe how new board members will be recruited and prepared to fulfill their responsibilities.***

New board members will be recruited in accordance with our by-laws. At all times there will be a representative from the facility, school parents, and community on the board. All board members will receive initial training and training on a semi-annually basis thereafter. Training will be in conjunction with the Delaware School Board Association.

- d. Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school.**

The REACH ACADEMY FOR GIRLS will have a management style of distributive leadership. The principal will assume overall responsibility for operations and the Board will govern the school. The school will have shared leadership with all team leaders.

- e. Describe how teachers and parents will be involved in decision-making at the school.**

The policy of the REACH ACADEMY FOR GIRLS will be to involve teachers and parents in all areas of the school's educational program and other areas of the school's operation where it is appropriate. The board will have parents and teachers as a part of the governing body. Further, teachers will be encouraged to meet regularly with leadership to recommend strategies and procedures that could be implemented to improve student and school success. Parent involvement is a major element of our school program. Parents and teachers will be members of the school's School Improvement Committee. The school will also join the state parent teachers association (PTA) thereby having access for our parents and teachers to the resources of a national advocacy organization. Additionally, all board meetings will be open to the public, and advertised to encourage community and parent participation.

- f. List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff.**

The hiring of school staff will begin in December 2009. The recruitment of qualified teachers will be an ongoing activity (See the response to question 8-n).

- g. Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers that are hired are participating in an alternative certification program, if available.**

The REACH ACADEMY FOR GIRLS is planning to hire certified teachers according to the No Child Left Behind criteria. When certified teachers are not available, the school will work with, ARTC (alternative routes to certification.). If individuals are hired for instructional positions exceptions might be considered if the individual has significant education, business and or field related experience; and the individual is planning to obtain alternative certification within a reasonable amount of time as determined by the Department of Education. (An example might be an individual that has a MS degree in chemistry, is employed as a chemist, and is looking to change fields and we have been unable to find a certified science teacher). The primary method to recruit teachers will be the newspaper and online advertising and the state employment system. Other sources will include universities/colleges of education.

- h. Describe the human resource policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school.***

Employees of the REACH ACADEMY FOR GIRLS will be contracted and salaried in accordance with the state allocated Division 1 unit counts. All contracted vendors and applicants for employment with The REACH ACADEMY FOR GIRLS as well as those who intend to provide services to the School shall be required to submit employment applications. Teachers and other staff who work at The REACH Academy shall be provided health insurance, retirement benefits, and liability insurance in accordance with their contractual employment agreement. All prospective employees who have direct, ongoing contact with the children of The REACH ACADEMY for GIRLS within the scope of their employment, or their service contract, as well as employees of contractors or sub-contractors, who have direct, ongoing contact with children within the scope of their employment, shall be subject to state and local criminal background checks. In the event that The REACH ACADEMY should have good cause to terminate the employment of any teacher, administrator or other staff personnel, with the exception of those teachers employed as substitutes or employed temporarily to replace professional personnel on leave of absence, a written notice shall be given to the employee indicating the intention to terminate.

Such written notice shall state the reasons for the termination, and offer an option for the employee to submit a written appeal for presentation to the School's Board of Directors for the purpose of considering the reason(s) for termination and attempting to resolve any matter in dispute.

- i. Describe how the school will incorporate the Delaware Performance Appraisal System into its teachers and staff evaluations.***

The REACH ACADEMY FOR GIRLS will annually evaluate all staff in compliance with the Delaware Performance Appraisal System II. All staff will be made aware of this policy at initial hiring and will be trained as required. Each staff member will also be given a copy of the school's employee manual (to be developed).

- j. Describe how the school will be held accountable to the parents of children at the school.***

The REACH ACADEMY FOR GIRLS school principal shall review the school's performance no less than once annually. As part of the overall review process, the principal shall review the school's performance, and develop an accountability plan, as well as a methodology for gauging the progress of the School in achieving its educational mission and goals. The performance review shall include methods for holding The REACH ACADEMY accountable for improvement in student performance as measured by; results of assessments, including the number and percentage of students meeting state academic standards; student attendance rates; as well as student expulsion, drop out, promotion and graduation rates. Such findings shall be presented to the established parent leadership organization with the opportunity to engage in open discussion with regard to the overall findings. The school will also help to establish a parent teachers organization and a Title 1 parent group.

- k. If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5.***

The Board of directors will be exclusively responsible for the operation of the school.

- l. If an outside group will be used to manage a portion of the school's educational, administrative and/or financial operations, the applicant must also provide:***
- i. Verification the outside group is authorized to do business in the State of Delaware.***
 - ii. A complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted but is no longer managing.***
 - iii. A summary of student performance on the appropriate state assessment of each school the outside group has managed.***
 - iv. A complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending.***

The operation of the school will not be done by any outside contractor.

10. Insurance

Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. If the school is contracting with an outside company to manage the school, the application must include a description of the insurance for the school and the board of directors, including the source of funds to purchase the insurance. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware.

As soon as the charter is approved, THE REACH ACADEMY FOR GIRLS will obtain the following coverage:

| | |
|----------------------------------|---------------------|
| Directors and Officers Insurance | One million dollars |
| Errors and Omissions Insurance | One million dollars |
| General Liability Insurance | One million dollars |

Property Insurance for one million dollars will be in place on or before the date that the lease is signed.

The premiums have been budgeted and are included as an expense. Payment will be made by way of the school's revenue. Copies of the policies will be sent to the department of education. THE REACH ACADEMY FOR GIRLS has been working with the insurance broker, Insurance Associates Incorporated located in Newark, Delaware to provide the insurance needs for the REACH ACADEMY FOR GIRLS.