

# Academy of Dover Charter School

## Renewal Application

September 30, 2016



**104 Saulsbury Rd.**

**Dover, DE 19904**

**Phone: (302) 674-0684**

**Fax: (302) 674-3894**

**[www.aodcharter.org](http://www.aodcharter.org)**

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## I. Overview

1.1 Fill in the following chart with the school's basic information:

Basic Information	
Name of School	Academy of Dover Charter School
Year School Opened	2003
Current Enrollment	247
Approved Enrollment	300
School Address	104 Saulsbury Road Dover, DE 19904
District(s) of Residence	Capital
Website Address	<a href="http://www.aodcharter.org">www.aodcharter.org</a>
Name of School Leader	Cheri Marshall
School Leader Email and	<a href="mailto:Cheri.marshall@aod.k12.de.us">Cheri.marshall@aod.k12.de.us</a> 302-674-0684
Name of Board President	Kimeu Boynton
Board President Email and	<a href="mailto:kwboynton@gmail.com">kwboynton@gmail.com</a>

1.2 Fill in the following chart with the school's demographics at the time of submission (all information must be verifiable through state reporting tools):

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	248
# of Students on Waiting List	0
Gender	
# Male	111
# Female	137
Ethnicity/Race	

<b># White</b>	<b>27</b>
<b># Black</b>	<b>190</b>
<b># Hispanic</b>	<b>20</b>
<b># Asian</b>	<b>0</b>
<b># Other</b>	<b>1</b>
<b># Multiracial</b>	<b>10</b>
<b>Special Populations</b>	
<b># Students with disabilities</b>	<b>17</b>
<b># English Language Learners</b>	<b>18</b>
<b># Low-Income</b>	<b>140</b>

## **II. Academic Framework/Delaware Student Success Framework**

### **2.1 Is the academic program a success?**

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

The following narrative is based on performance data for the years 2011-12, 2012-13, 2013-14, and 2014-15. At the time that this application was written, the 2015-16 performance data was not available. Over our charter term, the student performance data was reflected in both the Academic Framework (years 2011-2014) as well as the Delaware School Success Framework (years 2015-2016). Based on the DSSF (*Appendix H*) AOD students performed significantly lower than the state average for both reading and math. As reflected in the Academic Framework, AOD made AYP from 2010 to 2014. At that time, the Academic Framework was changed to the DSSF. *Appendix I* shows AOD’s proficiency scores for ELA and Math over the last charter term.

Over the last five years AOD has worked extensively to address the challenges of sustaining instructional growth for our school. During this period of time, the basis for this foundation has been to align both our curriculum and instructional priorities to the Common Core Standards. Through this effort, AOD feels that moving forward it will increase student performance across all of its area sub groups as well as provide the necessary sustainability for its students to reach their instructional growth targets in the areas of Math and ELA for each academic school year.

Based on the school assessment data for the last five years, the number one priority for AOD will be to address the instructional needs in the area of Reading and Math. Since 2011, student growth performance in Math has fluctuated between slight improvements to significant regression in comparison to other subgroups within the frameworks. Therefore, increasing student growth in Math is a top priority. In the area of Reading, AOD was able to meet a number of performance criteria related to academic performance, however, the trends for Student Growth and the area of Growth to Proficiency have shown inconsistencies in student performance over the last three years. In order to meet the necessary instructional challenges to increase student growth performance for both ELA and Math, the school has put forth a number of significant changes in order to meet the demands of all of its students. Actions that have been taken to increase student performance include:

- During the 2014-15 school year, AOD created a position of Math Interventionist who works with Tier 3 RTI students to provide further focus on areas of need.
- In 2015, AOD implemented an afterschool Smarter Balanced Boot Camp for an eleven week period. During that first year of implementation, we had 60 students participate in the program. We anticipate this number to grow in the future.
- Schoolwide curriculum maps in all core subjects were created and staff worked to locate and fill in gaps. This led to extensive researching and the purchasing of a new Literacy Based Reading Wonders program for the 16-17 school year. All staff received training on this curriculum at the beginning of the school year.
- AOD is currently implementing the Scholastic Math Inventory (SMI) as a driving force for our Math RTI program. This is new for the 16-17 school year. All staff received training on SMI at the beginning of the school year.
- AOD teachers meet in bi-weekly grade level collaboration meetings with the school administration. During these meetings, the staff look at recent data, make decisions regarding the data, discuss effective instructional strategies, etc.

In addition to the required State testing AOD also utilizes a norm-referenced benchmark assessment, DIBELS Next, to monitor student's reading progress and growth from fall to spring. With the recent addition of a math RTI program during the 2014-15 school year, AOD began using Moby Math as a tool to monitor and track student progress. During the 2016-17 school year, AOD purchased the Scholastic Math Inventory as the benchmark assessment. *Appendix J* shows RTI data from the 2015-16 school year for both reading and math.

Moving forward in this process for next year, the staff at AOD feel that the initiatives that have been put into place will provide our students with the opportunity to not only obtain the target growth goals for the state assessments but to also sustain this effort year in and year out. AOD will continue to implement, evaluate, and make the necessary adjustments to this plan, based on the performance of our students.

## **2.2 Is the school meeting its mission?**

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

*The mission of the Academy of Dover Charter School is to open portals of opportunity for children and adults in the community through excellence in public education.*

During this renewal process we are requesting to change our mission statement to the following: “At the Academy of Dover Charter School each child is a valued and unique individual. The educational process is student centered and achieved by partnerships involving students, parents, and staff where each child embraces the love, joy, and value of education”.

Our Beliefs-

- Each child can develop the confidence, skills and interests to become lifelong learners.
- Education is student centered and provides each child with the opportunity to maximize his/her potential by being provided with quality instruction.
- We provide a school that is positive, safe, purposeful, and productive.

As the school’s mission is adjusted, it will continue to align with the focus on improved student learning, improved measures of school and student performance, and greater opportunities for public school choice in Delaware. Academy of Dover measures and tracks mission accomplishments by the following:

- Monitoring and tracking student performance across all content areas and customizing instruction based on the student’s needs.
- Collecting School Climate data from staff, students, and parents
- Establishing parental involvement and community partnerships through different organizations.
- Student attendance and attrition
- Discipline Referrals

### **III. Organizational Framework**

#### **3.1 Is the school organizationally sound?**

- a) Discuss the school’s organizational performance over the current charter term. How has the school performed with regard to organizational measures over the current charter term? In the absence of expected achievement, identify changes to organizational practices that your school has implemented to improve the school’s organizational outcomes.

The following narrative is based on organizational data for the current charter term of 2011-2016. During the 2011-12 and 2012-13 school years, AOD received an overall rating of “Meets Standard”. However during the 2013-14 and 2014-15 school years, AOD received an overall rating of “Does Not Meet Standard”. Incidences that occurred during this time were made public with the release of the Auditor’s Report in June 2015. The findings in this report had a major impact in the school’s organizational compliance. AOD has worked hard to correct these requirements during the 2015-16 school year. The draft Organizational Framework for 2015-16 shows that AOD “Meets Standard” for 11 of the 12 measures. Measure 2 shows a “TBD” as it is pending the final Audit report for that year. The final Organizational Framework Report had not been received at the time of this submission.

The following section outlines changes that have been implemented as well as plans for continuing to meet these expectations.

During the 2014-15 school year, AOD underwent a leadership change. An interim Head of School was brought in while the Board of Directors conducted a Head of School Search with the help of the Delaware School Boards Association. A replacement was named in February 2015. Since then, the school has been working to correct the financial management and reporting requirements.

Financial Management and Oversight:

- AOD created a Board Oversight Compliance Committee which now holds four members. This committee meets quarterly to ensure all policies are being followed. (*Appendix K*)
- Internal Control policies have been created, approved and submitted to the Division of Accounting.

Governance and Reporting:

- During the 2015-16 school year, AOD was placed on Probation due to the findings in the Auditor's report. AOD Board members and CBOC members hold regular monthly meetings. Throughout the 2015-16 school year the school received website monitoring reports from the Charter School Office which showed the school was meeting compliance in reporting requirements.
- Board and CBOC members received training through PIC, DANA, and Board Finance training through the Department of Education during the 15-16 school year. (*Appendix L*)

Students and Employees:

- During the 2014-15 school year, AOD had only 93.5% of teachers meet the Highly Qualified requirement. AOD made staffing changes and all teachers followed proper procedures to meet this requirement, such as taking the HQT survey or taking the necessary Praxis 2 exam. All novice teachers participate in the 3 year New Teacher Mentoring Program. During the 2015-16 school year, this percentage increased to 100% HQT.

These changes will ensure compliance of the school's operation moving forward. Over the past couple years, AOD has gone through many challenges and hurdles, especially in dealing with a financial mismanagement and all the problems that arose from that. However, the school will continue to strengthen each and every year moving forward.

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

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

- Students at Academy of Dover attend school for 200 days and 7.5 hours per day. The instructional day begins at 8:15 and ends at 3:30. (*Appendix M*)
- Each year students at AOD participated in the state assessment (DCAS and SBAC). The testing coordinators and test administrators abide to the security policies as required by the State. The school submits the DeSSA Test Security Plan (*Appendix N*) and ensures that all staff complete the assessment security form.
- All K-5 curriculum and assessments are aligned to the Common Core Standards. Teachers received training on the Next Generation Science Standards



- AOD has complied with all State and Federal statues and requirements with regard to the education and accommodations for at-risk students. Compliance has been monitored through DOE site visits and desk audits.
- b) As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:
  - Math Unit with Summative Assessment (Appendix E)
  - ELA Unit with Summative Assessment (Appendix F)
  - Science Coalition MOU (Appendix G)

### **3.3 Is the school protecting the rights of at-risk students, students with disabilities, and English Language Learners?**

- a) Describe the process by which at-risk students are identified and evidence that the school is effective in providing the right resources and services for these students.

Academy of Dover Charter School adheres to Title 14 DE Administrative Code Section 12: Response to Intervention Procedures, Subsection 12.1.0 through 12.11.0 each public agency shall establish and implement procedures to determine whether a child responds to scientific, research based interventions for reading and mathematics.

Currently, AOD students are assessed three times per year with DIBELS Next for reading and Scholastic Math Inventory (SMI) for math. The data from those assessments are carefully analyzed for evidence to determine which students are at risk. Those students are then placed into RTI groups. Teacher input is an important part of the grouping process. The lowest performing students, which are considered Intensive, are placed in groups with our specialists. The next group, which is considered Strategic, are placed in groups with classroom teachers. Paraprofessionals are given Tier 1 students who have weaknesses that need to be addressed through differentiated instruction to prevent those students from dropping below the benchmark standards. Students who are at risk are progress monitored weekly to keep a careful watch on their growth toward benchmark goals. After each benchmark assessment, results are analyzed and new groups are created. (*Appendix O*)

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

Academy of Dover Charter School adheres to Title 14 DE Administrative Code Section 900: Special Populations, Subsection 922.1.0 through 929.3.0 when identifying, evaluating, servicing, and monitoring a student suspected of having a disability. A “Child with a Disability” means a child evaluated in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 as having intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Each year, as a universal screener, all students take the DIBELS Next benchmark assessment and starting in the 2016-17 school year, AOD has adopted Scholastic Math Inventory. If a student falls below the 50<sup>th</sup> percentile rank in either subject, the student is then referred to the RTI and

Instructional Support teams (IST). The team reviews data and creates a plan to assist the student in their area of concern. After 12 weeks and the team determines the student is not progressing, the student may be referred to the Special Education team for an evaluation. Once official consent is obtained from the parents, the testing is conducted by a school psychologist. Once testing is completed, the IEP team, which includes the parents, will meet to determine eligibility. The team will decide eligibility and an IEP will be created and implemented. (*Appendix P*)

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

Academy of Dover Charter School adheres to Title 14 DE Administrative Code Section 920: Educational Programs for English Language Learners, Subsection 1.0.0-8.0.0. The regulation shall apply to any district or charter school applying for or receiving funds to provide services or programs for English Language Learners (ELL). As part of the application process at Academy of Dover, all families are given the Home Language Survey. If a language other than English is listed on the application, the student is given the WIDA ACCESS Placement Test (W-APT) within twenty five days of enrollment. Any K-5 student that scores below a 5.0 on the W-APT will receive ELL support. Each spring, all ELL students are given the ACCESS test to determine their eligibility to continue receiving ELL services.

- d) Provide a summary of findings from any audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners. Describe how the school developed and implemented a corrective action plan in response to audit findings (If applicable, evidence may be attached as clearly-labeled documents in the Appendix.)

Under the IDEA, the Department is required to review the data of local education agencies (LEA's) relating to targets identified in the State's Performance Plan and to make annual determinations on LEA performance. During the Fiscal Years 2011 and 2012, AOD "met requirements" under the IDEA. (*Appendix Q*)

#### Annual Determination for 2013-2014

During the 2015-16 school year, AOD received the annual determination letter from 2013-14 and was placed on *Needs Assistance*. A corrective action plan was put in place and the school completed the appropriate action targets. The final update was submitted on June 30, 2016 (*Appendix R*).

#### Annual Determination for 2014-2015

Academy of Dover received a rating of 71% on the 2014-2015 Annual Determination report. Currently, Academy of Dover is working on a corrective action plan for fiscal year 2014 for indicator 3C: Performance Rate for Math and ELA. The corrective action plan is due October 14, 2016.

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

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

School Enrollment Trends									
	2013-2014		2014-2015		2015-2016		2016-2017		
	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Current Waitlist for the 2016-2017 school year
K	60	70	60	62	60	55	60	39	0
Grade 1	60	70	60	52	60	56	60	47	0
Grade 2	60	59	60	59	60	47	60	46	0
Grade 3	45	44	45	49	45	50	45	39	0
Grade 4	45	43	45	37	45	39	45	43	0
Grade 5	30	22	30	31	30	37	30	33	0
<b>Total</b>	300	308	300	290	300	284	300	247	0

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

Academy of Dover monitors attendance daily through E-School. Policies are put in place to address excessive tardiness and absences. AOD receives immediate notice of student withdrawals and requests the reason for withdrawal on our student withdrawal form. Over the last four years, we have seen that a majority of our attrition was due to family logistics and/or transportation issues. The information in the chart shows the amount of students that left the school for the last four years.

School Year	Moved out of area/state	Enrolled in K-8 Charter	Enrolled in Local districts	Total Attrition
2016-17	4%	5%	14%	23%
2015-16	8%	3%	13%	24%
2014-15	11%	3%	18%	32%
2013-14	7%	3%	15%	25%

In looking at the chart, there is a trend with about 25% of students leaving AOD each year. During the 14-15 school year, we saw a jump in attrition based on the uncertainty of the financial issues the school was under. AOD has recently formed a recruiting committee that works on coming up with ideas and finding events in the community to recruit more students. Each spring, AOD invites the local Head Starts for a tour of the school and activities with the kindergarten classes. The school is also working with different churches within the community, and setting up booths at local stores in an effort to recruit more students. The school will continue to work to attract students and families to AOD.

**3.5 Is the school complying with governance and reporting requirements?**

- a) Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

The Board of Directors evaluates the Head of School on an annual basis using DPAS II. The Board President completed DPAS II training for administrators during the 2015-2016 school year. The Head of School evaluation is completed by the Board President and two other Board members. The Head of School is responsible for evaluating all other staff within the building. (*Appendix S*)

- b) Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.

The Board of Trustees of the Academy of Dover ensures by rigorous adherence to budgetary constraints in meeting our financial obligations. This is accomplished by very detailed monthly financial reporting and in depth discussion at each monthly board meeting. Moreover, the Board of Trustees engages in active problem solving with the Head of School and personnel who represent teachers and staff, who act as liaisons between the Board and employees. These liaisons are full voting members and therefore have direct input and impact on decision making by the Board of Trustees. This form of governance also encourages rapid identification of problems and challenges, as well as, practical development of alternative actions.

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

Board minutes reflect the diversity and sense of unity in the discussions and deliberations. Corrective actions are, as a result, practical and effective due to the variety of skills and experience available. Finally, members of the Board of Trustees attend training offered by both the Department of Education but also by the statewide organizations and personnel who offer specific issue related instruction. In August 2015, the Board of Trustees participated in “Mapping Board Excellence” training provided by DANA. Members of the Board conducted a self-assessment and a report was generated with results and recommendations in which the Board could improve. During the 2016-17 school year board members are required to take a Fraud Prevention training. New members are welcomed and are easily made to feel quickly at ease in this culture of collaboration and information sharing. All members are encouraged to be goal directed to enable the blending of different perspectives to achieve the most desirable outcomes.

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

In 2014-15 the Board of Directors conducted a search for a new Head of School. The school Board worked in collaboration with the Delaware School Boards Association in order to find a qualified candidate. The position was posted on Join Delaware Schools and advertised in the State’s newspaper for a number of weeks. AOD’s organizational chart (*Appendix A*) shows the hierarchy of leadership in the school.

### **3.6 Is the school complying with closure requirements?**

- a) Describe the school’s plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school’s plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
- Identification of the individuals responsible for handling the school’s final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

AOD has used all of its reserve funds to balance the budget for fiscal year 2017. Our reserve funds have been depleted over the last several years for many reasons. First, the Mosaica legal issue which was dormant for many years became a difficult problem at the end of Fiscal year 15. Mosaica was awarded an original judgement by an arbitrator and confirmed by the Court of Chancery in the amount of \$962,724.68. This original amount had increased over the years to \$2,019,956.30 which included interest, cost and fees. AOD settled this issue on June 2, 2015. Mosaica agreed to accept \$650,000.00 as full satisfaction to the debt. AOD paid \$350,000.00

from local reserves towards this obligation in June 2015, another \$150,000.00 in July 2015, and \$50,000.00 in July 2016. There are two additional payments of \$50,000.00 due in July 2017 and July 2018. Second, the financial mismanagement by the former Head of School resulted in a loss of funds. Third, the enrollment at AOD has decreased over the past few years for various reasons which had an adverse effect on our local fund balance. The exact cost for summer obligations for the 2016-17 school year can only be estimated based on the finances for the 2015-16 school year which were \$308,930.73. The estimated cost for the final audit would be approximately \$29,850.00.

Since the current budget for the 2016-17 school year proposes using all our reserves for the current school year, there would be limited, if any, funds available at the end of the current school year to cover these expenses. It is impossible to provide an exact time frame for meeting this requirement. It is our plan to increase enrollment each year until the reserve funds are adequate to meet our summer obligations.

In the event of closure, AOD will follow the charter school closure guidelines. This process will be administered by the Board of Directors and school principal. The final audit will be coordinated by the school principal, secretary, and consultant from Innovative Schools.

#### **IV. Financial Framework**

##### **4.1 Is the school financially viable?**

- a) Discuss the results of your Financial Performance Reports over the current charter term. Discuss any trends and provide explanations for each individual measure for which you received a “Does Not Meet Standard” or “Falls Far Below Standard” rating, including your plans and strategies for improving the individual measures and, if applicable, overall ratings.

The 2015-16 financial report (*Appendix T*) indicates only one category for which AOD “Falls far below standard” which is Measure 2c Cash Flow. Our cash flow has been negatively affected by the payments to Mosaica to settle the legal issue. Without these payments to Mosaica our cash flow should have met the standard. The only way to meet the standard in this category is to increase our student enrollment for future years so that our reserve funds are replenished. There have been some categories in the past in which we did not meet standard or in which we fell far below standard, but those categories were resolved as evidenced in the latest report. The settlement of the Mosaica issue with the payment of \$550,000.00 from our reserves to reduce our current total loan obligations to \$100,000.00 certainly assisted in improving our rating in the Debt to Asset Ratio classification.

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

The fiscal year 2016 audited financial statement was prepared by the auditors and approved by AOD’s Board of Directors. The report contains information on the prior year findings. The school has developed policies based on the recommendations of the auditors and as a result of these policy changes, all prior year findings have been resolved. The 2016 report states there were no current year findings or recommendations. See Appendix C.

- c) As appendices, please provide the following documents:
- Final Fiscal Year 2016 Revenue & Expenditure Budget Report in the prescribed Department format (*Appendix B*)
  - Approved preliminary Fiscal Year 2017 Budget in the prescribed Department format (*Appendix D*)
  - Fiscal Year 2016 Audited Financial Statements (*Appendix C*)

**V. Five-Year Planning**

**5.1 Projected Enrollment**

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

Projected Enrollment					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K	39	60	60	60	60
Grade 1	47	50	55	55	55
Grade 2	46	50	50	50	50
Grade 3	39	45	50	50	50
Grade 4	43	45	45	45	45
Grade 5	33	37	38	38	38
<b>TOTAL*</b>	247	287	298	298	298

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

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

Academy of Dover’s 5 year school improvement plan reflects minor changes that would help prepare our students with the early foundation necessary to excel academically and socially in any future endeavor.

**Curriculum Changes-** AOD would like to transition from DIBELS to the Scholastic Reading Inventory (SRI). During the 16-17 school year SMI was added as the diagnostic assessment for math. We are hoping to make this transition for the following school year.

**Science-** AOD participates in the Science Coalition and all K-5 teachers are trained in science kits. While the state works to incorporate the Next Generation Science Standards (NGSS) into the kits, the school continues to send all new teachers to trainings. During the 15-16 school year, teachers were trained in the NGSS through the Southern DE Professional Development Center. The school plans to conduct NGSS training to all new teachers for the 16-7 school year.

**Technology-** With the growing demands for technology and a student body that is technologically

savvy, AOD would like to gradually upgrade the technology in the building. Each classroom is equipped with 8 student computers and a teacher laptop. Several of our computers are becoming outdated (5 years old) and will need to be replaced. The technology lab houses 27 student computers that are also 5 years old. We would like to gradually update those computers. During the 2014-15 school year, AOD purchased brand new Smart Boards for all the classrooms. The use of document cameras would be a great addition to use in conjunction with the Smart Boards. Teachers would be able to project manipulatives and use them to model math problems. We hope to purchase one per classroom, starting with kindergarten and first grade, and adding more each year so that each classroom is equipped with a document camera.

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

**Goal #1:** To be at or above the State average for proficiency in ELA, Math, Science, and Social Studies.

- Primary assessment tool: Smarter Balanced/DCAS
- Rationale: According to the Performance Framework guidelines, schools receive a “Meets Standard” if their average proficiency rate on state assessments in Reading and Math meets or exceeds the statewide average student performance of schools serving the same grades.

**Goal #2:** To show growth in the Scholastic Math Inventory (SMI) and DIBELS Next from beginning of year to the end of year.

- Primary assessment tool: SMI, DIBELS Next
- Rationale: Not only do we want to show growth on the state assessments, but also with our internal assessments. Students will take the SMI and DIBELS assessments 3 times per year to determine what level of interventions they need. This will allow teachers to focus on individual student needs and work to address these needs during RTI and small group instruction.

**Goal #3:** To demonstrate growth in Reading and Math among subgroups, such as special education.

- Primary assessment tool: Smarter Balanced/DCAS/SMI/DIBELS
- Rationale: During 2015-16, AOD’s African American students scored higher in Reading and Math than the state average for grades third through fifth. We want this trend to continue among other subgroups. Special education students continues to be lower than the state average with the exception of 2015-16 where special education students scored above the state average in Math.

- c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

AOD intends to remain at its current location at 104 Saulsbury Road. AOD currently rents the building, which is 14 years old. The landlord will continue to make repairs and upgrades per the lease agreement. Our educational program will continue to serve students in grades K-5.

**Additional Information:**



During this renewal process, AOD is requesting a decrease in the number of instructional days. The request is that we reduce our school year from 200 instructional days to 180, starting in the 2017-18 school year.

- Rationale #1: A 200 day school year only allows students to have a 5 to 6 week summer break with their families. In 2016, students began on August 10<sup>th</sup> and will go until June 16<sup>th</sup>. Part of the problem with starting early is that other schools in our area do not start until the end of August. Many families have older siblings that attend other schools and don't start until 2 weeks after AOD. This puts a strain on families. Often we have found that some students don't start until districts do, which puts them already 2 weeks behind in curriculum and early assessments.
- Rationale #2: The 5 week break in the summer provides for a very tight timeframe to implement changes for the upcoming school year. For example, the State shuts down for 2 to 3 weeks in order to prepare for a new fiscal year. This means schools cannot spend money or make payments during this time. This puts a huge strain on ordering curriculum materials and planning for new implementations for that school year. With teachers returning the first week in August, we often do not have new curriculum materials in time for trainings or for the first weeks of school. This year our teachers returned on August 4<sup>th</sup>.
- Rationale #3: Staff hired during the summer time have to wait 4 to 6 weeks before receiving their first paycheck. Summer pay typically goes until the first week in September and our teachers are already 1 month into the school year at that time.
- Rationale #4: The administration feel it is important for staff and students to receive adequate time off during the summer. Therefore, our school calendar does not allow for In-service days throughout the school year, in an effort to ensure that school gets out before July and meets the 200 day policy. AOD provides one half day per month for afternoon professional development, which is often hard for outside trainers.
- Rationale #5: During the summer months, the state often holds trainings for administration and teachers. This conflicts with us because we are back in session and teachers prefer not to miss any time during the first few weeks so that they can get their classes in order.