



RENEWAL APPLICATION

September 30, 2015

MOT Charter School
1156 Levels Road
Middletown, DE 19709

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I. Overview

1.1 Basic Information

BASIC INFORMATION	
Name of School	MOT Charter School
Year School Opened	2002
Current Enrollment	1020
Approved Enrollment	1051
School Address(es)	K-8: 1156 Levels Road, Middletown, DE 19709; High School: 1275 Cedar Lane Road, Middletown, DE 19709
District(s) of Residence	Appoquinimink, Capital, Christina, Colonial, Caesar Rodney, Cape Henlopen, Red Clay, Lake Forest, Smyrna
Website Address	www.motcharter.com
Name of School Leader	Linda Jennings
School Leader Email and Phone Number	Linda.jennings@mot.k12.de.us ; 302-376-5125
Name of Board President	Brian Glancy
Board President Email and Phone Number	bglancy@stratalawllc.com ; 302-378-5370

1.2 Fill in the following chart with the school’s demographics at the time of submission:

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	1,020
# of Students on Waiting List	1,207
Gender	
# Male	490
# Female	530
Ethnicity/Race	
# White	601
# Black	211
# Hispanic	74
# Asian	97
# Other	2
# Multiracial	35
Special Populations	
# Students with disabilities	91
# English Language Learners	16
# Low-Income	114

II. Academic 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.***

As measured by the state assessment and NWEA, MOT's academic program is highly successful. MOT Charter has consistently received overall ratings of Meets Standard on the Performance Frameworks. Notably, MOT Charter's proficiency rating is Exceeds Standard when compared to similar schools and the Appoquinimink School District.

MOT's average percentile rank in the mean growth achieved fall-to-spring on the NWEA math and reading assessments places it in the top quartile of schools in the country. At many grade levels, MOT Charter ranks in the 90th percentile or better. MOT's 9th grade student growth in reading ranked in the 99th percentile of schools across the country.

While there is certainly work to do, MOT Charter's first year performance on SBAC confirms the success of the school's academic program. In addition to the proficiency rates far exceeding the state levels as well as those of our resident district, the number of students achieving the highest level of mastery (4) is also significantly higher than the state average or those of the resident district. See Appendix H.

Measure 1a. Percentage of Students Meeting Fall to Spring Instructional Growth Targets

MOT Charter has earned a "meets" standard rating for the percentage of students meeting fall to spring growth targets in every year during the renewal period with the exception of 2013-2014.

MOT Charter students overall experienced a dip in the fall-to-spring growth of students in math and ELA in 2013-2014. In response to the dip in growth in 2013-2014, the school revisited its Common Core implementation and alignment. We also adopted the Georgia Math curriculum to replace Trailblazers in Grades K-5. With the help of SBAC assessment data, we will undertake a review of our implementation of the Common Core to ensure that our program is fully aligned both in content and in rigor.

While the percent of students who met their growth targets in 2013-14 decreased from prior years, the change, in large measure, is reflective of the DOE's change in methodology when calculating growth for high achieving students. Forty percent of the MOT Charter students who did not meet their ELA growth targets nonetheless achieved a "4" on the spring DCAS. The results in math were similar. Thirty-four percent of the students who did not reach their

growth target nonetheless achieved a “4” on the spring DCAS.

Furthermore, in addition to DCAS, MOT Charter School uses the NWEA MAP to monitor student fall-to-spring growth. 58% of the students who did not meet their growth target in ELA on the DCAS, met or exceeded their growth target on the Common Core aligned NWEA MAP. 48% of the students who did not meet their growth target in math on DCAS met or exceeded their growth target on the Common Core aligned NWEA MAP.

Measure 1b. Percentage of Students in the Lowest Quartile Meeting Growth Targets

MOT Charter has earned a Meets Standard rating for the percentage of students in the lowest quartile meeting growth targets in every year during the renewal period with two exceptions: ELA in 2013-2014 and math in 2012-2013. As noted above, the school has responded to these ratings by ensuring that our ELA curriculum is well-aligned with the Common Core and by adopting a more robust math curriculum.

MOT’s rating for the growth of the lowest performing students in ELA fell from a “meets in 2012-2013 to a “does not meet” in 2013-2014. However, the NWEA MAP provides convincing evidence that students in the lowest quartile are experiencing strong academic growth. On the spring 2014 NWEA MAP, 72% of the students in the lowest quartile met their fall-to-spring growth target. On the spring 2015 NWEA MAP, 67% of the students in the lowest quartile met their fall-to-spring growth in reading and 70% met fall-to-spring growth in math.

Measure 1c. Percentage of Students Making Sufficient Growth to Achieve Proficiency Status

MOT Charter has earned a rating of Meets Standard or Exceeds Standard for students making sufficient growth to achieve proficiency status for both math and ELA in all years measured. In 2013-2014, 87.6% of MOT students made sufficient annual growth in math and 76.1% of students made sufficient annual growth in ELA.

Measure 2a. School Proficiency Compared to State Performance at the 90th and 20th Percentile

MOT Charter has earned a rating of meets standard for all years measured in math and ELA for student proficiency compared to state performance at the 90th and 20th percentile. In 2013-2014, MOT’s aggregate proficiency in math and ELA were four percentage points or less off of the state’s average proficiency at the 90th percentile.

Measure 2b. Percent Proficient by Demographic Subgroups

MOT’s overall rating for subgroup proficiency has been Meets Standard in both math and ELA during the time of the renewal period. During the renewal period MOT Charter received a rating of Exceeds Standard twice in the low –SES and Asian-American subgroups and once in the African-American and other minorities subgroups. The 2015 SBAC performance data by subgroup reveals that MOT’s demographic subgroups not only outperform the same subgroups at the state level, but in many cases outperform the general population of students as well. See Appendix S.

For example, 79% of African-American MOT students in grades 6-8 were proficient in ELA in

2015. This far exceeds the state's African American proficiency rate (33.2%). Similarly, 83.3% of low socio-economic students at MOT were proficient in ELA in 2013-2014. This far exceeded the state's overall proficiency rate (62.3%) and also exceeded the state's proficiency at the 90th percentile (83.0%). On the SBAC, 55.5% of MOT's low-SES students reached proficiency. Again, this far exceeds the state's ELA low-SES proficiency rates (41% for grades 3-5 and 35% for grades 6-8).

There were only two instances where MOT Charter did not meet or exceed the standard in subgroup performance in the years reported. In 2013-2014, MOT Charter's rating for the SWD subgroup was "does not meet." Ten of 32 students (31%) with disabilities at MOT were proficient in math and 11 of 32 students (34.3%) with disabilities at MOT were proficient in ELA.

While far short of our target for performance of this subgroup, MOT's performance mirrored the state's overall proficiency rates for this subgroup of 30.7% and 32.5%. On the 2015 SBAC, MOT Charter's proficiency rates for student with disabilities far exceeded the state average proficiency for this subgroup. See Appendix S.

NWEA similarly provides evidence that while these students did not achieve proficiency as measured by DCAS and/or DCAS, they did make significant gains. Of the students who did not meet proficiency on the math SBAC, 63% met their NWEA fall-to-spring growth target. 46% met their NWEA fall-to-spring target in reading.

Further:

- 14 of the 22 students who were not proficient in math on DCAS in 2013-2014 did meet their math growth target on the NWEA MAP.
- The one third grade student who did not reach proficiency in ELA 2013-2014 grew 44 RIT points on the NWEA MAP. According to NWEA's national norms, typical growth for a 3rd grade student is 9.3.
- The average RIT growth of the seven 4th graders who did not reach proficiency on DCAS was 21 points; typical growth for a 4th grade student is 6.9 RITs.
- The average RIT growth for the four 5th grade students was 9.5; typical growth for a 5th grade student is 5.2 RITs.
- The average RIT growth of the six 6th grade students who did not reach proficiency on the DCAS was 11 points; typical growth for a 6th grade student is 4.1 RITs.

Measure 2c. School Proficiency Compared to Appoquinimink School District (ASD) Proficiency

MOT Charter has earned the rating of meets or exceeds standard for proficiency compared to the ASD in all years measured. The Academic Performance Framework shows that MOT students' performance in ELA has been particularly strong when compared to the high performing ASD. MOT's overall proficiency on the Spring 2015 SBAC in math and ELA far exceeds that of the ASD. Math: 71.1% proficient versus ASD proficiency of 47.7%. ELA: 75.4% proficient versus ASD proficiency of 61.5%.

Measure 2d. School Proficiency Compared to Similar Schools Proficiency

Likewise, MOT Charter has earned a meets or exceeds for student proficiency when compared to similar schools in all years measured. MOT earned an “exceeds” rating in all years of the renewal period in ELA for student proficiency compared to similar schools.

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?

MISSION: MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching techniques and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys the process of learning.

In addition to student academic achievement results, MOT Charter measures mission accomplishment using the following data: parent surveys, student surveys, student attrition, staff retention, number of children who participate in extracurricular activities, parent volunteer hours, attendance, and discipline referrals. A summary of this data over the renewal period is attached as Appendix I.

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.

MOT Charter has earned an overall Meets Standard rating in Organizational Performance over the charter renewal period. The only sub-benchmark receiving a “does not meet” in the entire timeframe occurred in 2012-2013 in health and safety. It was the result of an oversight in forwarding a policy to the Department of Education that was quickly resolved.

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

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

MOT Charter School complies with all state and federal requirements including, but not limited to, state testing, IDEA, No Child Left Behind, RTI, Section 504 of the Rehabilitation Act, state

regulations governing enrollment, health and safety, open meetings, and financial reporting.

MOT's charter provides that students will attend school 180 days. Each school day is comprised of 6.5 instructional hours. The 1,170 instructional hours is well above the required hours set by state law.

Each year MOT Charter's participation in the state assessment has exceeded 95% and, in many cases, has been 100%.

All instruction at MOT Charter begins with the state standards. MOT Charter is an active member of the science, math, and social studies coalitions and a regular participant in reading cadre. MOT Charter has fully implemented the Common Core standards in math and ELA and is currently transitioning to the Next Generation Science standards.

All children attending MOT Charter School are afforded an equal education opportunity. MOT Charter's compliance with state and federal requirements pertaining to students with disabilities is documented in annual audits. In the few instances when an area of non-compliance has been noted, it has been minor and immediately resolved.

In accordance with section 504, the school provides accommodations for all students identified as having a physical or mental impairment that substantially limits one or more major life activities. The 504 plan includes current educational level, accommodations for the disability, dates for initiation of service, anticipated duration of service, and evaluation criteria. The classroom teachers and administrators work closely with the parents to monitor the effectiveness of 504 accommodations.

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. See Appendix E.
- ELA Unit with Summative Assessment. See Appendix F.
- Evidence that the school has followed its Memorandum of Understanding (*e.g. teachers have attended training, kits have been utilized and returned to the state warehouse in good condition, dues have been paid, etc.*). See Appendix G.

3.3 Is the school protecting the rights of at-risk students, students with disabilities, and English Language Learners? Note: Each item below must be addressed separately.

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.

At-risk students are identified in a variety of ways at MOT Charter: teacher referral based on classroom assessments and observations, monitoring at-risk markers such as attendance and

discipline, parent referrals, and school wide assessments conducted every fall.

Once identified as potentially at risk, parents, teachers, administrators, the School Psychologist, the School Counselor work together to collect data regarding the child's performance. If necessary, and with the consent of the student's parents, the school psychologist may conduct further assessments related to academic achievement or social and behavioral needs. The Principal then convenes a student support team comprised of the student, the student's teacher(s), the Principal, School Psychologist and parents. This team works together to develop a plan to meet the child's needs. The plan may include RTI services, further evaluation, and access to services from on-site speech therapist, occupational therapist, school psychologist, math specialist and parent volunteers, peer tutoring, outside tutoring, small group instruction, individual instruction and the opportunity to work independently on web-based programs of instruction.

MOT Charter School also provides extended year services for qualified students in a summer program designed for small groups of students as well as individual sessions for students. These sessions are designed with the cooperation of the teachers and parents.

MOT Charter School provides math and language arts instruction for students in grades K-8 who are invited to enroll in the program by teacher referral, below average performance on the state assessment or NWEA, or parent request. Parents are provided with an overview of the summer session, student goals and progress, and counseled as to how best to support their child's ongoing success.

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.

MOT Charter School is committed to the academic achievement of all students, including students with disabilities. The school follows an extensive RTI process which provides for increasing levels of intervention and additional instruction for students who do not respond to the general instruction. After the RTI process has been followed to completion, the school team works with parents to consider further evaluation and identification of students with disabilities. Special needs determinations are based upon timely and recurring evaluations of qualified professionals. Special education students are re-evaluated at least once every three years.

Students with disabilities are provided with a continuum of educational placement options including small group instruction, integrated classes with a special education teacher present and regular classes with consultation from special education teachers. IEP plans are designed to educate students in the least restrictive environment possible, primarily serving children with disabilities in an inclusive setting.

Children with identified disabilities are assigned a Delaware-certified special education teacher

who coordinates the child's education with the regular classroom teachers and, in conjunction with the student intervention team, also ensures that other services such as occupational therapy, speech therapy, psychological assistance are provided as needed. All accommodations relating to the special needs student are adhered to in the classroom as well as on any standardized test. Classroom teachers and the special education teachers coordinate accommodations and classroom activities.

Parents are highly involved in IEP meetings and the IEP process. Parents are notified of the intent to evaluate/re-evaluate their child for services and provide written consents prior to evaluations. All evaluations are communicated by a trained, licensed professional. All communication includes a review of "Notice of Procedural Safeguards" and the Assurance of Services.

The IEP includes current educational level, annual goals, specific educational objectives, special education and related services to be provided, dates for initiation of service, anticipated duration of service, and evaluation criteria.

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.

The process for identifying and serving English Language Learners is set forth in Appendix J. Every student who the school has identified as ELL has progressed to Tier C or monitoring status within three years; most achieve Tier C status in two years.

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.

1. Special Education Compliance Monitoring 2014-2015 – Indicator 13 Transition Planning
DOE determined that MOT Charter was 75% compliant with federal Indicator 13 requirements in the 2014 2015 school year. We submitted a corrective action plan on August 28, 2015 to bring this compliance to 100% by October 30, 2015. See Appendix K. The corrective action plan has been fully addressed. The one IEP that was missing adequate documentation of transition planning discussed during the meeting has been corrected and special education staff members attended DOE Transition Planning training for students with IEPs on September 17, 2015.

2. Compliance Monitoring 2014 2015 – Special Education Program
During the 2014-2015 compliance monitoring, DOE identified an IEP meeting to determine eligibility in which the School Psychologist also served as the administrative designee. A new eligibility meeting was held with the correct participants. The review also identified IEP goals needed improvement. The goals identified were written by a certified special education teacher who was new to the State of Delaware. The completed Corrective Action Plan for the

2014-2015 Compliance Monitoring is attached as Appendix L.

3. Disproportionality in the Identification of White Students for Speech

On October 6, 2014, MOT Charter was notified that based on the review of December 1, 2013 data, the school was identified with disproportionate representation of White with speech disabilities. The school's corrective action is attached as Appendix M.

4. Compliance Monitoring 2014 2015 -- ELL Program

During the 2014-2015 Compliance Monitoring, it was noted that MOT Charter did not have a written ESL program or schedule to demonstrate that ELL services were being provided to students according to the ELL proficiency levels. This was immediately addressed and the attached documentation was provided to DOE during the compliance review. See Appendix J.

5. Annual Determination for 2013-2014

In the Annual Determination under the Individuals with Disabilities Education Act, MOT Charter received a rating of 76%. As a result, the special education team has drafted a corrective action plan to address the only indicator that did not meet standard: Indicator 3C Proficiency on the State Assessment in math and reading. The draft corrective action plan, due October 15, 2015, is attached as Appendix R.

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

School Enrollment Trends									
	2011-2012		2012-2013		2013-2014		2014-2015		
Grade	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Waitlist for the 2015-2016
K	75	76	75	78	75	75	76	76	275
1	75	75	75	75	75	75	76	76	139
2	75	75	75	75	75	75	76	76	124
3	75	76	75	75	75	75	76	77	107
4	75	78	75	75	75	75	78	78	105
5	75	75	75	76	75	79	78	78	124
6	75	75	75	76	75	75	78	79	165
7	75	76	75	75	75	75	82	81	97
8	75	71	75	75	75	75	82	82	71
9	0	0	0	0	0	0	192	166	0
10	0	0	0	0	0	0	0	0	0
11	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total	675	677	675	680	675	679	894	869	1,207

b) How does the school both monitor and plan to minimize attrition rates? Provide a summary of why students left your school.

From opening in 2002 until last year, MOT Charter School has been 100% full with a substantial waiting list. Prior to the expansion of our program to include a high school, MOT Charter’s student attrition (not counting the students who moved out of the MOT area) has been minimal -- 1.6% or less each year. We have seen some student attrition as the result of the high school expansion.

School Year	Grades Served	Total Attrition	Attrition of Students Who Did Not Move Out of the MOT area
2011-12	K-8	5.3%	1.6%
2012-13	K-8	4.7%	0.7%
2013-14	K-8	2.3%	1.0%
2014-15	K-9	8.7%	6.8%
2015-16	K-10	11.9%	9.8%

When a student withdraws from MOT Charter School, the parents complete a withdrawal form. The form asks the parents to provide us with the reason for withdrawing. This information is summarized and reported to the Board of Directors every year as part of the school’s annual review of school performance. The two primary reasons that parents provide when withdrawing from MOT Charter at the K-8 program other than moving are: 1) transportation or other family logistics, and 2) our program did not meet their child’s needs.

The increase in student attrition in 2014-2015 and 2015-2016 is attributable to the high school expansion. A large portion of the attrition is the result of students leaving MOT at the end of 8th grade to attend other area high schools. Many chose high schools where older siblings were already attending. Other students chose schools that offered a particular extra-curricular activity or academic pathway that MOT does not offer such as football, wrestling, FFA, childcare, or culinary arts.

The school minimizes attrition by constantly measuring and evaluating the quality of our education program, student achievement results, parent and student survey results, and with honest and open communication with parents. As the school’s high school program continues to build and expand, there is little doubt that the high school, too, will have a substantial waiting list of applicants.

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).

Each year the Head of School provides a report to the Board of Directors that reviews the

school's performance on the following benchmarks: academic achievement as reported by the performance frameworks, academic achievement as measured by NWEA map, student satisfaction surveys, parent satisfaction surveys, student attrition, staff retention, student attendance, student conduct, student participation in extracurricular activities, parent volunteer hours, and regulatory compliance.

The Head of School's evaluation is based on the school's success on these benchmarks as well as a written evaluation. The written evaluation begins with the Head of School establishing school performance and professional goals for the year. At the conclusion of the school year, the Head of School reports on the school's performance against the Board's benchmarks and also completes a self-evaluation on additional leadership criteria. The written performance evaluation is reviewed with the Head of School by the Board Chair and/or Board Vice-Chair. Beginning with the 2015-2016 school year, the Board will utilize Board on Track's nationally benchmarked charter school leader evaluation tool.

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 Directors recently completed a self-evaluation to evaluate its effectiveness. Based on the results of this evaluation, the Board has begun work with "Board on Track" a nationally-recognized organization with the mission to improve charter school performance by improving charter school governance. We have contracted with Board on Track to provide board training and coaching in the areas of CEO evaluation, goal setting, succession planning, and monitoring of board effectiveness.

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

The board has contracted with Board on Track to provide board member training and quarterly coaching around effectiveness and governance. Board members are provided with training in Board governance issues, open meeting compliance, charter school finance, and board effectiveness. New board members participate in a board orientation conducted by the Head of School and Board Chair.

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

MOT Charter enjoys a stable board as well as a stable leadership team:

- Head of School (11 years; also a founding board member)
- High School Administrator (11 years; previously a Dean and Principal in the K-8 program)
- K-8 Principal of Students & Families (11 years; previously a lead mentor and lead teacher)
- K-8 Principal of Curriculum & Instruction (6 years)

Perhaps because of this stability, succession planning was highlighted as an area of improvement in our recent Board self-evaluation. The Board recognizes that succession planning for school leadership begins at the Board level by ensuring the effective induction of new board members and the transfer of institutional knowledge to the Board.

While it is an area of improvement for the Board, there are some succession planning components already in place, including: 1) hiring and recruiting teachers with leadership potential; 2) identifying teacher leaders and providing them with leadership opportunities within the school; 3) providing teachers and administrators with leadership opportunities provided by outside entities, such as LearnZillion, K-12 Mathematics Partnership Project, Elementary Math Teacher Leadership, NextGen Teacher Leader, Towards a New Normal, and Delaware Academy of School Leadership; and 4) ensuring redundancy with every function in the school.

e) Current Organizational Chart is attached as Appendix A.

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.*

In the event of closure or dissolution of the school, the school will follow the authorizer's charter school closure protocol and the Board of Directors would work closely with DOE concerning parent notifications, transfer of records, disposition of school assets to ensure a smooth and orderly transition that minimizes the impact on students and families.

The current balance of contingency reserve funds available is \$2,174,132. This is more than sufficient to cover anticipated accrued expenses:

Accrued Salary:	\$858,016
Final Audit:	\$ 20,000
<u>Carryover Expenses (est):</u>	<u>\$110,000</u>
	\$988,016

The Board of Directors along with the Business Manager and Finance Executive Assistant will be responsible for handling the school's final closeout activities after closure or dissolution.

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. Note:For your reference, please see the financial section of the [Performance Framework](#).*

In the four years that the financial framework has existed, MOT Charter has received an overall rating of meets each year. There is just one instance where MOT Charter did not receive a meets in a subcategory in the renewal period: cash flow in 2013-2014. However, as pointed out in the renewal report and more fully explained in MOT’s 2013-2014 Annual Report, this change in cash flow was the result of investments made by MOT to expand its program to include a high school; not a red flag for financial instability.

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.

MOT Charter School has been audited by an independent auditor each year since opening. There have been no audit findings in the renewal period, and thus, no corrective actions, during the renewal period.

c) As appendices, please provide the following documents:

- Final Fiscal Year 2015 Revenue & Expenditure Budget Report. See Appendix B.
- Approved preliminary Fiscal Year 2016 Budget. See Appendix C.
- Fiscal Year 2015 Audited Financial Statements. See Appendix D.

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.

Note: This will become the school’s authorized enrollment for the new charter term.

Projected Enrollment					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	78	75	75	75	75
Grade 1	78	75	75	75	75
Grade 2	78	75	75	75	75
Grade 3	78	75	75	75	75
Grade 4	78	75	75	75	75
Grade 5	78	75	75	75	75
Grade 6	78	78	78	78	78
Grade 7	78	78	78	78	78
Grade 8	78	78	78	78	78
Grade 9	166	188	188	188	188
Grade 10	150	166	185	185	185
Grade 11	0	148	164	183	183
Grade 12	0	0	145	162	180
TOTAL	1018	1186	1366	1402	1420

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.*

1. Continued Expansion of the High School Program

Now serving grades K-10, MOT Charter will continue to expand the high school program until it reaches the K-12 capacity. In addition to the program and staff enhancements related to the expansion, the school will continue to build capacity in the four CTE pathways currently being offered as of this year: Digital Business, Manufacturing Technology, Computer Science, and Biotechnology.

We will add AP Chemistry, AP English, AP Calculus, AP Computer Science, and AP History to our current AP offerings.

We will expand our dual enrollment partnership with Wilmington University and seek to add partnerships with the other area colleges and universities. Our dual enrollment opportunities will include courses in: computer programming, computer information systems, business, marketing, critical thinking, and art.

2. Content Standards

In 2013-2014, there were two major curricular efforts ongoing at the school. First, we were fully engaged in implementing the Common Core standards. Second, we were transitioning from Trailblazers to the Georgia Math curriculum in Grades K-5.

The school will adopt the Interactive Mathematics Program (IMP) currently used at the high school at the middle school level to better meet the standards of the Common Core.

The school will implement Schoology as a learning platform in the 2015-2016 school year.

The school will continue to embed more task oriented assessments in the general curriculum to ensure that students are developing problem-solving, critical thinking, and communication skills. In addition, the school has begun a specific focus on writing across the content areas.

The school will continue the transition to the Next Generation Science Standards by aligning our K-12 curriculum to the new standards and providing professional development to our science teachers. The school will also create and implement specific K-8 vertically aligned curriculum for grammar, vocabulary development, and cultural literacy.

3. Improving Proficiency of the Lowest Quartile of Students and Students with Disabilities

The school's plan for addressing the proficiency of students with disabilities is set forth in the Corrective Action Plan. See Appendix R.

The school will further address the growth of our lowest achieving students by providing professional development around RTI and revamping some of the RTI structures in place to ensure that we are addressing the needs of our lowest achieving students. In addition, as of 2015-2016, we have adjusted student schedules to increase the minutes of math and reading instruction in grades 3-8.

- b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures.*

See Appendix N.

- 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.*

HVAC Replacement at the K-8 School

The current HVAC units at the K-8 school are nearing the end of their useful life. Therefore, in July 2016, MOT Charter we will replace ½ of the units. We plan to replace the other ½ of the units in July 2017. A quote for the work required is attached as Appendix O. We have raised approximately \$100,000 from friends of MOT Charter to help pay for this work. We will use cash reserves and grant proceeds to fund the remainder.

Baseball/Softball Field at the High School

The school's plan is to build a baseball/softball field in time for the spring 2017 season. An estimate for the cost of this is attached as Appendix P. This work will be funded with proceeds from Sports Booster activities and a matching grant.

Gymnasium for the High School

Our goal is to complete the high school facility with a gymnasium by FY 2020. The gymnasium has been designed and the cost estimate is attached as Appendix Q. We will move forward with this capital project when we have raised sufficient funds through grants and donations.