



MOT CHARTER SCHOOL

ANNUAL REPORT

Report Date: January 15, 2025

Delaware Department of Education

Charter School Office

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I. OVERVIEW

1.1 SCHOOL PROFILE

MOT Charter School

K-8 Academy | 1156 Levels Road, Middletown, DE 19709

High School | 1275 Cedar Lane Road, Middletown, DE 19709

<http://www.motcharter.com/>

Year Opened	2002	District(s) of Residence	Appoquinimink School District
2023-24 Enrollment	1,396	Approved Enrollment	1,416
Current Grade Span	K-12	Approved Grade Span	K-12
School Leader(s)	Ned Southworth	School Leader Phone & Email	(302) 369-2000 ned.southworth@mot.k12.de.us
Board President	Kelly Swab	Board President Email	Kelly.swab@mot.k12.de.us

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

1.2 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2023-2024
Total Enrollment	1,396
Students on Waiting List	1,871
% Male	52.58%
% Female	47.42%
% African American	30.73%
% American Indian	0.50%
% Asian	17.55%
% Hispanic/Latino	4.44%
% White	41.55%
% Multiracial	5.01%
% Native Hawaiian or Other Pacific Islander	0.21%

%Special Education	8.95%
% English Learners	4.01%
% Low-Income	8.6% by our records we had 208 Low-Income students in 2023-2024 (based on the number of students receiving free and reduced-price meals), or 14.90%

1.3 Approved minor and major modifications

Date	Modification Requested	Outcome
	Not applicable	

1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
K	75	75	
1	75	75	
2	75	78	
3	75	78	
4	75	78	
5	78	79	
6	75	78	
7	76	75	
8	75	75	
9	188	220	
10	188	161	
11	183	167	
12	178	157	
Total	1,416	1,396	98.6%

1. Explain successes or challenges of implementing the school's recruitment plan.

School Comments:

MOT Charter School has consistently maintained full enrollment at the K8 Academy, and has grown into full enrollment at the high school level in recent years. We maintain a healthy waiting list for each campus and do not anticipate this to change in the near future. As part of our admission process we have a robust advertising program in the local area - a combination of both targeted social media advertising and direct mail pieces aimed at families with school-age children.

1.5 SCHOOL REENROLLMENT

Reenrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	2	
1	70	93.33%
2	75	97.4%
3	75	96.15%
4	74	94.87%
5	74	98.67%
6	71	91.03%
7	74	98.67%
8	71	92.21%
9	49	60.49%
10	153	79.69%

11	165	88.71%
12	154	101.32%
Total/Avg	1107	90.44%

2. Explain successes or challenges of implementing the school's retention plan.

School Comments:

MOT Charter School consistently sees high re enrollment numbers across all grades. Our main challenge continues to be students exiting our K8 Academy and choosing to return to their traditional "feeder" schools for high school. We conduct exit interviews with all students and families who choose to leave after 8th grade, and the reasons remain consistent year to year. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not offered at our high school, or to pursue an academic courseload more in line with their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.

II. Academic Performance

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The [Delaware School Success Framework \(DSSF\)](#) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK – SY 2023-2024

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	20%		100	62 Approaching Expectations
Proficiency ELA (grades 3-8 and 11)	10%	66.60%	50	33
Proficiency Math (grades 3-8 and 11)	10%	57.93%	50	29
Academic Progress	25%		112.50	78 Approaching Expectations
Growth in ELA (grades 4-8)	10%	65.54%	50	33
Growth in Math (grades 4-8)	10%	61.59%	50	31
Growth of lowest quartile ELA (grades 4-8)	1.25%	90.41%	N/A	6
Growth of highest quartile ELA (grades 4-8)	1.25%	56.90%	6.25	4
Growth of lowest quartile Math (grades 4-8)	1.25%	85.71%	N/A	6
Growth of highest quartile Math (grades 4-8)	1.25%	56.65%	6.25	4
School Quality/Student Success	25%		125	95 Meets Expectations
On Track Attendance (grade K-12)	3%	92.09%	12.5	12
Proficiency Science (grade 8 and Biology)	5%	47.52%	25	12
Proficiency Social Studies (Grades 7 and 11)	5%	40.96%	25	10
College and/or Career Preparedness (9-12)	8%	97.72%	37.5	37
On Track in 9th Grade	5%	95.43%	25	24
Graduation Rate	20%		100	99 Exceeds Expectations
4-Year Cohort Graduation Rate	15%	98.10%	75	74
5-Year Cohort Graduation Rate	3%	96.25%	13	13
6-Year Cohort Graduation Rate	2%	98.25%	12	12
Progress toward English Language Proficiency	10%	52.23%	50	26 Well Below Expectations
Total	100%		493.75	367
				74.33%

Overall Percentage / Rating

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 30, 2030, our expectation is to achieve an overall rating of "Meets" or "Exceeds" on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve academic performance expectations. This progress will be monitored through our annual performance review.

3. Reflect on your school's academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
 - a. Academic Achievement
 - b. Academic Progress
 - c. School Quality/Student Success
 - d. Graduation Rate (if applicable)
 - e. Progress toward English Language Proficiency

School Comments:

MOT Charter School students continue to demonstrate a high level of achievement across all grades. We pride ourselves on an environment that is responsive to students and their needs. Our teachers are personally invested in the development of curriculum that incorporates best practices and content standards. By engaging in reflective practice, we are consistently adjusting curriculum and instruction to ensure student success.

In recent years we have invested in many steps to achieve our goals. Recent endeavors include:

- Competency based grading in Kindergarten through Fourth grade.
 - Introducing Habits of Successful Scholars to provide feedback to students on skills that lead to success.
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- Adoption of early literacy High Quality Instructional Materials supported by the Science of Reading as recommended by the state's HQIM initiative and Senate Substitute 1 for Senate Bill 4.
 - Expansion of special educational staff in order to better meet the varying needs of our students.
 - Implementation of a differentiated setting for our neediest Special Education students.
 - Data analysis structures to support a data driven instructional model.
 - Investment in access to high-level professional development for our teachers.
 - A focus on the impact that school culture and climate has on student success.
 - Restorative Practices Training
 - Opportunities for family engagement
 - Weekly grade-level Advisory period for all high school students

MOT Charter School received a rating of *Meets Standard* on the DSSF Framework for SY23/24, an improvement from our rating of *Approaching Standard* for SY22/23. While we are certainly disappointed that we did not receive a rating of *Exceeds Expectations* this past year, we remain confident in the quality of our program, our teachers, and our students.

MOT scored higher than all Delaware school districts in reading and math on the Smarter Balanced Assessment Consortium (SBAC) assessment, which measures reading and math knowledge in grades 3-8. In addition, among charter schools, MOT Charter School is ranked third in reading performance and second in math performance on those same assessments. Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11th grade and measures students' proficiency in three areas, reading, writing and math. In all three sections of the SAT, MOT students scored higher than all district high schools, and ranked third in all three sections among charter schools. While we are pleased with our relative success in all of these testing areas, we remain committed to improving our proficiency scores across all areas in all grades.

MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal

is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA's Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing.

Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning-of-the-year and mid-year MAP testing to inform instruction and to revise our goals for students. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar students and schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and to create new learning for students. If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development. For SY23/24 MOT students continued to realize high levels of growth. Overall growth in ELA was just over 65% for the year, while 62% of students met growth targets in Math. In both areas, however, we acknowledge that we have room for improvement and have already begun taking steps to improve our growth rates in the coming year. In the short term, we are currently discussing increased utilization of Smarter Balanced Interim Assessment Blocks to guide instruction in real-time response to student performance. In addition to the steps mentioned previously (data analysis, targeted professional development, etc.), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.

MOT Charter continues to excel in the areas of On Track Attendance (just over 92%), College and/or Career Preparedness (98%) and On Track in 9th Grade (95%). Anecdotally, we have found that members of our 9th grade who attended MOT Charter K-8 building during middle and elementary school are very well prepared for MOT Charter High School and generally realize great success. At the same time, we enroll new 9th grade students from

almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, we have implemented a summer onboarding academy for all rising 9th graders and use that time to focus on ensuring that all students understand our academic culture and expectations as well as setting aside time for community building. Further, we have instituted an advisory program that brings students together in smaller groups under the guidance and direction of a faculty member. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning. Finally, we created a 9th Grade Collaborative Learning Community to target specific needs for freshmen. This group reviews academic data on a monthly basis to determine where 9th graders are struggling most and then initiates strategies to mitigate those challenges. The group also communicates with families to promote positive and proactive academic engagement from parents/guardians. Lastly, the 9th Grade Collaborative Learning Community provides information and activities for the advisory period that address academic, behavioral, and social aspects of the transition to high school.

For our most recent cohort of graduates, MOT saw a 4-year graduation rate of 98.10%. Our goal remains a 100% 4-year graduation rate, and we will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.

One area in which we have significant room for improvement is Progress toward English Language Proficiency. For SY 23/24 38% of our multilingual learners achieved their growth target, down from 43% the prior year. This remains an area of focus and concern. MOT has two main entry points (Kindergarten and 9th grade) and subsequently two points at which students enter our population of multilingual learners. For those students who enter in Kindergarten, we have generally realized great success. Our K students enter the program as “newcomers”, can generally be categorized as “evolving” by the lower and middle grades, and have tested out of the program and become “Former EL” by the time they reach middle school. At the high school, however, the bulk of our multilingual learners enter as “long term” participants in the program in other districts and it has proven difficult to move them quickly and effectively to proficiency. To address this concern, MOT has increased its MLL staffing. In 23/24 a single staff member attempted to meet the needs of both the K8 and HS MLL students. For 24/25, we have hired separate staff members to meet the needs of each

building. This has doubled the amount of support time for our HS students, our area of greatest need.

One final metric of which we are incredibly proud is that over the last five years 97% of our seniors have been accepted into a college of their choice. This includes our special education, 504, MTSS and Multi Language Learners for those years. As a school with a focus on college preparedness and success, we can think of no greater indicator of our philosophical and programmatic success than college acceptance.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:

See above

5. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

See above

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6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

See above

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

YEAR	Education Program	Governance & Reporting	Students & Staff	Facilities	
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	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English Learners	Governance & Public Stewardship	Oversight & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring Requirements	es, Transportation, Health, & Safety	
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2023-24	M	M	M	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2030, our expectation is to achieve an overall rating of “Meets,” as measured by the Organizational Performance Framework. Each year, we will be back on track to demonstrate performance aligned with those expectations. This progress will be monitored through our annual performance review.

- Describe the school’s organizational performance during school year 2023-24. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets

standard” in each of the past seven years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.

Strong Site-Based Leadership

MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. The large majority of board members are parents of currently enrolled students.

A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board’s members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.

- Head of School (9 years at MOT; previously 15 years as an educator, senior administrator and school leader; 8 years in business and operations management)
- K-12 Director of Student Services (15 years at MOT; previously a K8 Academy Principal; previously spent 17 years at local districts)
- Director of Learning Support (8 years at MOT; previously spent 11 years in local districts)
- High School Principal (10 years at MOT; previously Director of Curriculum & Instructions; previously spent 12 years at another Delaware charter school)
- K8 Academy Principal (20 years at MOT; previously a lead mentor)

Shared Accountability

MOT Charter embodies the phrase “it takes a village” not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school’s success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.

- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.

- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.

- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.

- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

Hiring Process Aligned with Our Mission

MOT's hiring process is a multi-faceted and thorough process designed to identify potential team members with the skills, knowledge, drive, and passion to be successful at MOT Charter School. The hiring process for teaching staff includes the following steps:

- Resume Screen
- Telephone Interview
- Panel Interview conducted by a team that includes parents, teachers, administrators and board members.

- Writing Sample Review
- Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding their lessons.

- Head of School Interview
- Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.

Exit Interviews

When a family or staff member departs from MOT Charter School, we conduct an exit

interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.

Satisfaction Surveys

MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.

Written Policies and Procedures

MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights & Privacy Act Policy are regularly reviewed and updated.

8. Discuss management and operations successes and challenges during the 2023-24 school year. Areas you may want to consider as appropriate:
- School leadership
 - Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

See above

9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments:

N/A – MOT Charter met standard in all areas.

3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

School Comments:

N/A - The Spring 2024 IDEA Annual Determination for FY 2022, found MOT Charter School to “meet requirements” **in all indicators** reviewed.

11. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

MOT Charter School views the Multi-Tiered System of Supports (MTSS) as a vital framework in supporting the academic growth and development of all of our students and specifically, those we find at-risk. During the MTSS process we systematically work to meet overall student needs, understand the needs of our struggling learners, develop interventions to meet their needs, and then assess the success of those interventions, modifying and changing them as needed. An updated overview of the framework we use is described below.

Screening and Tier 1

At the beginning of each school year at MOT, students in grades K-12 are screened in both reading and math to determine the current level of proficiency of each student. For more than fifteen years, MOT has used the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment. This continued use of a screening tool means that instructional staff are familiar with its use, the instructional recommendations it makes, and how those recommendations can inform the MTSS process. The MAP screening tool is nationally normed and thus is able to measure each student's current proficiency through a national percentile rank. In addition, since it is coded for the Common Core standards, it provides useful guidance for subsequent instruction for all students, struggling and otherwise. All students in grades K-8 at MOT are screened using the MAP assessment for reading and math in the fall, winter and spring.

Student performance on the MAP reading and math assessments, combined with other knowledge including but not limited to DIBELS scores, classroom progress, additional academic or behavioral information about the student, etc., determines a student's tier status. Tier 1 status applies to all students and represents the universal, core classroom instruction that all students receive. For math and reading, this means the instruction that all students receive to achieve the Common Core standards adopted by Delaware.

Tier 2

If a student scores at the 20% or below in either reading or math on the MAP screening, the student is considered for Tier 2 interventions. Other classroom based data and screening tools are also considered during this initial process. In order to make an overall determination about placing students in a tier beyond receiving the core classroom instruction, more data is collected about the student's current level of performance. Additional data comes from current and historical grades,

current and historical math and reading assessments, the student's past successes and struggles at MOT, teacher observations, and parent feedback. To make the determination of whether a student needs Tier 2 services, a school-based team meets to consider the student's data at a cycle review meeting prior to the start of interventions and at the end of each trimester. At a minimum, this team is always composed of the student's reading and math teachers, other grade-level teachers, the math specialist, literacy coach and an administrator. Additional content experts and support providers (ML instructors, counselors, student advisors, content specialists/leads) also attend as needed.

Once a determination is made that a student needs Tier 2 support in order to be successful, this same team seeks to define the academic concern and identify its root cause. Once a potential root cause is identified, the team develops a plan for intervention, including the amount of instructional time needed for intervention, what research supported interventions and materials are best suited to this particular learning need, and how progress will be monitored. MOT places an emphasis on student interventions that are specific to the student, flexible, creative, research supported, and most importantly, interventions that work. While the student is receiving Tier 2 services, their progress is monitored approximately every three weeks using a variety of progress monitoring tools/assessments.

Tier 3

If after a trimester (approx. 8-9 weeks) of Tier 2 instruction the student still does not show progress towards grade level benchmarks, then the student is discussed at the trimester cycle review meeting to be considered for Tier 3 support. Like Tier 2 interventions, Tier 3 interventions must be research-based and implemented with fidelity, but Tier 3 interventions have to be given at a higher dosage (frequency/time) than Tier 2 supports. In addition, progress monitoring for students in Tier 3 moves to a biweekly or weekly basis. Tier 3 is a sustained and intensive intervention to help students get on track to meet reading and math benchmarks.

After a student participates in one cycle (approx. 8-9 weeks) of Tier 3 intervention, progress is reviewed. If a student participates in another cycle of Tier 3 interventions and is still not making progress, the student would be recommended for further evaluation. The parent would then be informed of the school's recommendation to move forward with a psychoeducational evaluation. In addition, it would be explained to the parent that the purpose of the evaluation would be used to determine whether the student qualifies to receive special education services or not. If the evaluation does indicate that a student should receive special education services, those services do

not replace but instead work with the Tier 3 interventions already in place. The student would receive both MTSS and Special Education services.

Also note that any student who is determined to need tier 2 or 3 instruction, receives a parent letter that is sent home to explain how that determination was made and what the intervention would look like during the school day. If a parent declines the tiered support offered, it is documented for the school's records.

Changes/Enhancements made to the MTSS process

Over the past few years we have continued to utilize a few of our intervention and progress monitoring materials. With an increase of attention towards early literacy and reading foundational skills, we've continued to use a systematic-based reading program called SPIRE through Orton-Gillingham. If our students aren't responding to reading intervention in Tier 2 or are being serviced at the Tier 3 level, we have found that dedicated instruction to this program has helped specific foundational reading needs. Other materials used for tier 2 reading instruction include McGraw Hill Wonders intervention in grades K-3, which is embedded within the curriculum purchased. Grades 4 and 5 have also explored using Word Study (the previous "Words Their Way"). We also use Bridges intervention for math in grades K-5, which was provided in conjunction with the curriculum purchased. The upper grades use IXL for both reading and math intervention unless there is a severe need to continue using SPIRE for reading.

We have also continued to implement the lead administrator role that helps organize MTSS in addition to their other duties - primarily at the K8 level. This person continues to organize cycle review meetings (academic/non-academic), supports teaching staff as they submit progress monitoring data/utilize the online data input center, serves as a liaison between the school and the data input center point person, communicates with the reading/math building leads, helps organize/communicate parent meetings and conversations, and sends tier letters to parents each cycle regarding their student's current intervention tier/supports.

Overall Characteristics

MTSS tiers are meant to be flexible, with students moving between Tier 1, Tier 2 and Tier 3 as needed after each cycle is complete. In addition to the intervention through the MTSS framework

being applied to academics, MOT utilizes the framework to address student behavior and SEL needs. The MTSS framework is an integral part of why students are successful at MOT Charter School.

SEL/Behavioral MTSS

At the K8 building, support staff meet twice a month to discuss student SEL and behavioral needs. The team includes an administrator, any or all of the three counselors, the dean of students, the nurse and the special education coordinator. Teachers or other staff members attend as needed or available.

A tracking sheet is kept and updated at each meeting regarding the specific interventions students are receiving and by who. For example, a student who is receiving tier 1 classroom interventions may escalate and require a tier 2 behavioral intervention such as a point card or check-in/check-out with a counselor outside of the classroom. We would note this intervention, track how long it was happening and decide when it would be most appropriate to discontinue the use of it. Some of our students may escalate to a tier 3 need, which might require the use of the outside counselor that comes in to meet 1:1 with students. This would be noted and tracked over time to determine next best steps after interventions are implemented after a set amount of time.

At the High School universal, targeted and individualized supports are in place based on cyclical review of student data. Supports are classroom based and led by teachers, delivered in a small group led by staff, and/ or in a one on one setting with staff.

Within Tier 1, all students engage in Advisory and Proactive/Reactive Circles to build relationships with adults and peers. The goal is to strengthen relationships within the community in a safe, non-judgemental environment. All members of the community are expected to adhere to a shared set of expectations outlined in MOT Charter High School's Behavioral Matrix. MOT: A School of R.E.S.P.E.C.T

Within Tier 2, students are supported through Behavior Plans, peer restorative/mediation sessions, SEL Groups, Re-Entry Meetings, and/ or relationship building exercises to provide additional social emotional support. These supports serve to provide students with coping skills and/or strategies geared toward managing stressors impacting their academic performance and building conflict resolution skills. Additionally, at the Tier 2 level, students may participate in a 2x10; an individualized

support wherein a staff or faculty member formally and informally checks in with students to develop a positive adult relationship.

Within the more intensive Tier 3, MOT utilizes the FBA/BIP process to outline strategies and interventions that may be used to modify and manage students' identified needs. Students may also benefit from one on one SEL counseling and/ or SEL support in the classroom where students may receive immediate feedback and guidance for use of strategies. Behavior Contracts also serve as a tool to promote student success through individualized goals and supports. This includes, but is not limited to increased communication and conferences with a student's family and identified staff member(s) to serve as resource people to support the student in a holistic manner.

12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

MOT Charter School recognizes that Multilingual Learners are an important and growing part of our student body. Over the past few years, MOT has seen significant increases each year, with a total of 56 English Learners for the 23-24 School Year. We recognize that identifying multilingual learners is important because often these students need additional supports to be academically successful in school. This increase in our population over the last few years has caused MOT to solidify its program and to integrate it into both the K8 and HS campuses.

Our current identification process is to begin by giving the Home Language Survey to all new students that were not previously screened by another LEA. This can occur at any grade but typically occurs in either kindergarten. If a family indicates on questions one, two or three of the Home Language Survey that a language other than English is spoken at home, MOT initiates its screening process.

First, a records review helps to determine whether the student is an active ML student, a former ML student, or a student that has never received ML services. Unless data indicates otherwise, all students who have never received services before are screened using the MODEL Screener (kindergarten) or the WIDA Screener. Depending on the situation, current or former multilingual learners may also require the screener. The Home Language Survey and any screener given are filed in the student's cumulative file.

Data from the screener for identified students is then entered into the State ML Database to determine whether a student requires services. If services are required, the ML teacher for each campus will immediately set up the schedule for services and begin working with the student. The screening score of students who don't qualify are still entered into the ML Database as well.

If a student is determined to be eligible, families are notified in writing within 25 days of identification. The identification letter provides information to families about what services are being supplied, the frequency of the service, how the service will be delivered, and the staff delivering the service. The letter also provides contacts for questions as well as an acknowledgement that even though MOT does not recommend it, parents can decline services if they choose. Finally, the letter explains that all students must participate in winter ACCESS testing, even if they did choose to decline services. Notices of continued services are mailed to students at the beginning of each school year and a copy of those letters are filed in the students' cumulative folder.

During the year, all multilingual learners are progress monitored three times a year on their grades, attendance, academic testing, and discipline. This information is examined by the ML teacher and administrator and entered into the ML Database. If the ML teacher's observations and other data indicate that a student is not progressing, the ML Team will alter the services being delivered and monitor the results of those changes.

If students receive an ACCESS score of 4.7 or higher from their end of year testing, they have graduated out of ML services. Families are informed in writing that their child no longer requires services and a copy of that letter is filed in the student's cumulative folder. Students who have scored out of ML services are still progress monitored for three school years by the ML teacher to ensure that they are continuing to be successful in school. If a student was observed to be struggling without ML support, a student intervention team would meet about the student to determine next steps and additional supports for the student.

3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

The MOT Charter Board of Directors prides itself on our fiscal stewardship, staff and student retention rates, and school community relationships. At each meeting, we delve in-depth with data-driven discussion and informed votes. MOT has an external financial audit conducted by Barbicane Thornton annually, in addition to other state and federal requirements. Very few legal issues reach the board level, a credit to our building staff at both campuses. Our students consistently perform well on state and national tests, and the majority of our students are engaged in a variety of extracurricular activities. We consistently meet or exceed reporting requirements. Our facilities are clean, inviting, and student-centered.

14. Discuss board-related success and challenges during school year 2023-24. Areas you may want to consider as appropriate include:

- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

School Comments:

All MOT Charter Board Members complete all state-mandated trainings. In addition, Board Member are encouraged to bring their own passions and community affinities to the MOT Board of Directors. All board members are required to be current with their financial and leadership oversight certifications. Board members also serve on at least one board committee (listed below).

New members are voted on the Board with a majority vote. In 2023, we added several new members and adjusted our by-laws to set new and consistent term timing and limits. Onboarding of new members includes a session with the Governance Committee with an overview of how MOT “works” and a Q&A opportunity before joining their first general meeting. New board members are also asked to attend several Finance Committee meetings in order to deepen their understanding of the budget and financial logistics.

For MOT Charter, 2024 brought some changes to the school’s leadership, as our last remaining founding board member retired in June , and two other longstanding members finished their terms and commitment as their children graduated. The Board elected a new Chair, 2 new Vice Chairs and a new Finance Chair. The Board conducted interviews and added 6 new members with experience in the banking, healthcare and legal sectors.

MOT Charter School utilizes the *Board On Track* platform to maintain records, meeting agendas and minutes, and board goals and directives. The MOT Charter School meets regularly throughout the year to discuss progress and goals. There are several permanent board committees tasked with the minutiae of Board oversight, including Governance, Finance, Faculty Retention, and Facilities.

The MOT Charter School Board strives to stay above the day-to-day operations of the school, and we focus instead on policy initiatives, facilities improvement, and fiducial concerns.

The biggest challenge that MOT Charter’s Board faces – in 2024/25 and in all years, although it is growing more acute – is paying faculty and staff a competitive wage. We have made every effort to financially compensate and retain our faculty and staff while being fiscally responsible. However, there will be a reckoning soon as the State of Delaware pays less per teacher than surrounding states and other schools consistently poach teachers, oftentimes in the middle of the school year. MOT has been fortunate to fill our faculty vacancies, but shortages especially in the fields of mathematics and the sciences – as well

as our inability to meet the salaries and “signing bonuses” being offered by other schools and districts -- is very concerning for the Board.

15. Describe the process used by the board to evaluate school leadership.

School Comments:

At MOT Charter, the Head of School is the single employee which reports directly to the Board of Directors, and is the sole employee which is singularly evaluated by the Board. The MOT Charter Board of Directors evaluates the Head of School annually (typically in May/June). That evaluation consists of feedback on at least ten specific topics from Board Members and Administrative Staff. From that feedback, specific goals are created and shared with the HOS, which then constitute the direction of the HOS' efforts in the coming year.

In addition, every few years the MOT Charter Board of Directors conducts a 360 °review, and solicits feedback from a large population of the MOT Charter School community.

Once feedback has been collected (we currently use Survey Monkey Premium) in at least ten areas of HOS responsibility, the Executive Committee meets to review the information and discuss the goals and compensation adjustments (if any) for the HOS in the upcoming year.

The Board Chair and Vice Chair meet in person with the HOS after the Executive Committee has determined goals and compensation following the review process. All survey results and comments are shared as well as a formal letter including short- and long-term goals and salary information.

16. Describe the school's process for success planning including identification, development, and retention of school leaders.

School Comments:

MOT Charter School is fortunate in that we have been able to grow, and in so doing elevate, some of our "in house" talent in administrative areas. MOT Charter has a HOS which oversees both of our campuses. There are additional administrative team members with responsibilities K-12 (for example: Special Education Leader, Business Manager). In addition, we have a Principal, Assistant Principal and Dean of Students who serve at both the K8 Academy and High School campuses, providing a depth of talent should MOT Charter need to reconfigure our school leadership. MOT Charter in the past several years has placed an emphasis in expanding our student-counselor capacity and emphasizing the K-12 connection between students and staff. We have many long-serving faculty members who are natural leaders in their respective buildings and we do not anticipate being short of administrative talent should we need to reallocate our considerable personnel resources.

17. Share how the board supports the school. Speak to the board's involvement in events, operations, and fundraising activities.

School Comments:

MOT Charter School's Board of Directors attempts to remain well away from the daily operations of the school. Our sole employee is the Head of School. All hiring, employment, and other matters are done by the administrative team. Board members are required to

attend board meetings, stay current on shared documentation (budgets, proposals, legislation, etc.), and participate in at least one board committee.

The current majority of MOT Charter's Board Members are also parents, which leads to members often being in both buildings and attending many campus activities. Board members are expected to attend senior graduation and the 8th grade promotion ceremony. Oftentimes board members can be found on the sidelines of athletic competitions and academic competitions, and in the audience of performances and concerts. Board members also make an effort to attend Open House evenings in order to talk to prospective and current parents.

Fundraising at MOT Charter is minimal; we are conscious of our families' socio-economic diversity and any fundraising is both voluntary and completely student-impact-based. We do not ask students to sell anything, and we do not expect families to give, although we are appreciative of all donations. Recent fundraising efforts supplied shade trees for student areas at K8 and the High School and supplies for outdoor learning areas at both campuses.

3.5 STUDENTS AND SCHOOL ENVIRONMENT

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

MOT Charter works hard to create and support open lines of communication between students, families and the school. Educators and administrators have open door policies that allow for regular and meaningful conversations with students and families alike. We encourage students and families to advocate for themselves and meet directly with classroom teachers or building leaders whenever issues arise. In addition to these impromptu meetings, we hold regular parent conferences in all

grades, ensuring that all families have the opportunity to ask questions and share concerns. We maintain active Parent Teacher Organizations (PTOs) at each campus, with PTO leadership meeting regularly with campus leaders to share ideas.

In addition to these informal methods of communication, each year MOT invites all parents and students to complete a climate and satisfaction survey. This survey focuses on the student classroom experience, feelings of connection within the school and among families, and the overall level of happiness and satisfaction felt by students and families. This data is collected each spring and shared with all staff. Campus-level teams then use this data to review policy and practice and to make improvements as opportunities present themselves.

The results of this past year's survey confirmed once again that MOT students and families are happy with the school community that MOT has built over the course of its history as well as with the quality of instruction students are receiving in the classroom. Each year we use the bulk of this survey data to assess our success as an institution as defined by our Mission-Specific Goals, which were created as an outgrowth of our overall school mission and philosophy. These goals were designed to be assessed using data gathered in the 5Essentials survey that was conducted by the state of Delaware during the spring of 2016. Unfortunately, the state chose not to conduct the survey during the spring of 2017 or beyond. In order to successfully gather the data required to gauge our success as defined in our mission specific goals, we incorporated the ideas behind the relevant questions from the 5essentials survey into internally created and conducted teacher, student, and parent surveys. For each of the three areas under study, **high academic standards with a focus on 21st century skills, diverse and student-centered teaching strategies, and high levels of student and parent engagement**, we chose specific survey questions that best captured the goal behind each subcategory.

The percent of responses that indicated "agree" or "strongly agree" (or the closest question-specific similar choices) with the question was determined to be the "score" for that question. Questions were then mapped to one of the three main categories under consideration. For the 2023-2024 academic year, MOT Charter School **Meets Standard** for its mission specific goals. In each of the three areas under study, **high academic standards with a focus on 21st century skills** (71.30%), **diverse and student-centered teaching strategies** (80.63%), and **high levels of student and parent engagement** (75.39%) scores exceeded the 60% threshold.

All surveys include a number of open-ended questions that allow students and parents to share anecdotal information or comments. Almost across the board these comments reflect the positive and supportive environment we strive to create -

- "The teachers at MOT Charter are amazing!! Our children are blessed with such an amazing and caring staff."

- “We love the school, we have always had great teachers. I have never had any major problems, and the few times I’ve had little problems, they are been addressed. We’re very happy with MOT and would recommend it to others!”
- “MOT Charter is a great school. I am very impressed with the administration and teachers. They care about the students and showcase it in various ways.”

We do always receive some constructive criticism, and we look to respond to those concerns whenever possible. The first area of concern that was shared by K8 Academy parents was opportunities for involvement with PTO at the event-planning stage. There was a change in leadership of the PTO at the K8 Academy this past year and we shared these concerns with the incoming leadership team. The new slate of parent leaders has already made great strides in ensuring all parents (and not just those who have been involved in the past) felt welcome. We will continue to work with the PTO to make sure that all parents have a voice and a true opportunity to participate.

As second area of concern (and not a new one) was the timeliness of transportation and the length of bus routes. We have worked hard with our transportation contractor again this year to ensure that all bus routes are staffed every day and to ensure that our routes are as efficient as possible. This year we have been able to have regular (as opposed to substitute) drivers on all of our routes and we have had minimal disruptions due to routes going uncovered. The length of routes is more difficult to address, as we draw students from as far north as Wilmington and as far south as Dover.

3.6 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

SCHOOL YEAR	PERCENT OF TEACHERS RETAINED	NUMBER OF TEACHERS RETAINED	NUMBER OF TEACHERS ELIGIBLE
2023-24	89	71	80

19. Explain successes or challenges of implementing the school’s teacher retention plan.

School Comments:

MOT recognizes that a stable and experienced teaching faculty is integral to the success and longevity of the school. We work hard to ensure that all faculty and staff members have the support and direction they need to feel fulfilled in the classroom and to provide the best possible student experience. Each year we conduct formal exit interviews with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers tend to reflect favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and continue to work hard each year to ensure that we offer as competitive a compensation package as possible.

20. Describe how the school's professional development plans have evolved to support teachers and leadership.

School Comments:

MOT Charter School is an organization that promotes the ideal that we are all learners. We invest in the development of academic pedagogy, instructional practice, and content development. As a K-12 organization, we work to meet our institutional needs and the individual needs of our staff and student body.

Our professional development plan is structured in a way that supports authentic learning. We understand clearly that PD is not a one size fits all model. Many of our educators are members of professional organizations that provide them access to high quality PD. Some examples include the:

Association for Supervision and Curriculum Development
Drama Teachers Academy; National Music Educators Association
American Choral Directors Association
International Society for Technology in Education
International Technology and Engineering Educators
National Science Teaching Association
National Association of Secondary School Principals

Statewide organizations include the:

Delaware Science Coalition
Delaware Math Coalition
Delaware Council of Teachers of Mathematics
Delaware Literacy Coalition & Cadre
Delaware Social Studies Coalition
Early Literacy Leadership Academy (ELLA)
Advancing Literacy
Delaware Association of School Administrators

Some recent organizational professional development we have provided to our staff have focused on: Social and Emotional Learning, Diversity/Equity and Inclusion, Student Centered practices, Restorative practices, Differentiated instruction and Tier 1 instructional strategies. These opportunities have supported our district-wide goals and needs.

Building teacher leaders is another important component of our professional development planning. We have had staff members present at various conferences and coalition meetings. Our Instructional Leadership team at each campus is made up of content leads representing all disciplines. This team provides PD to staff, as well as engages in leadership workshops to enhance their own leadership skills.

21. Describe how the school's completion of educator evaluations has evolved.

School Comments:

MOT Charter believes teacher growth and professional learning are integral components to student success. We have consistently held professional growth goals in high regard among our staff. These goals include student improvement, pedagogy, classroom management and curriculum design. Four years ago MOT was selected to participate as a pilot school for the DTGSS educator evaluation system. School and campus leaders participated in the professional learning plan laid out by DDOE during the year one phase. This included calibration walks with members from DDOE and our leadership team, multiple opportunities to engage with training facilitators, and conversations with our staff to deepen understanding of the newly created DTGSS rubric. As we completed year one, we participated in feedback opportunities with DDOE to support revisions and potential areas of concern within the system. We have continued to participate in DDOE-supported calibration walks with our members of our leadership team. We have come to believe that DTGSS lends itself to creating more of a coaching model with teachers, which helps administrators form more collaborative relationships with educators. This allows educator evaluation conversations to remain focused squarely on instructional growth and building educator confidence in the classroom. Prior to the adoption of DTGSS, educators often expressed that evaluations felt more punitive and less geared towards growth and improvement. DTGSS also allows and forces administration to be present in classrooms more frequently, albeit for shorter durations. This helps capture more instruction at various times throughout the school year. Overall, DTGSS has fostered more purposeful conversations around classroom instruction and has created more opportunity for collaborative teacher/administrator relationships. Teachers have invested significant time in setting individualized goals to improve both practice and student achievement, and as a school we remain committed to supporting our teachers in their growth and professional learning.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

	Cur ren t Rati o (Wo rkin g Capi tal Rati o)	De bt to Ass et Rati o	Da ys Ca sh	Deb t Serv ice Pay men ts / Loa n Cov ena nts	Ag gr eg at ed Th re- Ye ar To tal Mar gin	Ca sh Flo w	D e b t S e r vi c e C o v e r a g e R a t i o	Enr oll me nt Var ianc e	Stud ent Rete ntio n	Fin anc ial Ma nag em ent & Ov ersi ght	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2023-24	M	M	M	M	M	M	M	M	Not Rated	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

4.2 FINANCIAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2030, our expectation is to achieve an overall rating of “Meets,” as measured by the Financial Performance Framework. Each year, we will be back on track to demonstrate performance aligned with those expectations. This progress will be monitored through our annual performance review.

22. Using the results contained in the Financial Performance Framework, describe the school’s financial performance during school year 2023-24. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

MOT Charter School received a “meets standard” overall rating for 2023-2024. Additionally, we have received an overall rating of “meets standard” in each of the past eight years. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.

Budget Process

- Our annual budgets are based on conservative revenue projections.
 - We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.
 - We look at a three-year history to more accurately project expenses.
 - In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.
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- Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.

Transparency

- The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.
- The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.
- Board and CBOC members are trained in how to review the financial reports and ask probing questions.

Internal Controls and Fiduciary Oversight

- We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.
- The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school's performance against the framework's benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.
- Board level Finance & Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.

23. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

See above

24. Address any measure(s) where the school did not meet the standard (if applicable).

School Comments:

N/A – MOT Charter met standards in all areas.

25. Describe how the schools developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments:

N/A – MOT Charter had no audit findings.

V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

School Comments:

Supportive and Friendly Environment: At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.

Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.

Involved Parents: Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours each (non-COVID-impacted) year, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents

provide small group instruction to students who need extra help and those who need additional challenge. Finally, parent volunteers regularly provide support in our library.

Rigorous, Student-Centered Instruction: At MOT Charter School, classrooms are student-centered and lessons are designed to challenge and engage students in thoughtful inquiry, problem-solving, and analysis. Based on the Common Core standards for math and language arts and the Next Generation Science Standards (NGSS) for science, instruction guides students to increasingly deeper levels of understanding. Classroom experiences include discussion, independent and group research, collaboration with peers, presentations, projects, and real-world learning opportunities. While we expect all students to work to their potential, we accept that all students do not begin at the same place. We have a variety of supports in place to ensure that all students continue to excel.

Responsive Curriculum: Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter's curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

Early Intervention: Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including intervention services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of these interventions services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.

Well-Rounded Arts Program Beginning In Kindergarten: We believe that a well-rounded education includes study in the arts. MOT's educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the Academy of the Arts and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

K-12 Continuous Course of Study: As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic career.

Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students' needs.

The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

1-to-1 technology program: Every high school student enrolled at MOT Charter is provided with a chromebook and online access to all of their instructional materials. Using Schoology as our learning platform, students and teachers engage in a true blended learning experience. We have extended use of the Schoology platform to portions of our K8 Academy, and have also expanded our 1-to-1 technology program to include grade 6, 7, and 8. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms.

Commitment to Enrichment Programs at K8: The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7th and 8th grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.

Embedded Dual Enrollment: At MOT Charter High School, the experience and delivery of Dual Enrollment opportunities are very different from other high schools. Students at MOT begin experiencing Dual Enrollment as early as freshman year. Additionally, Dual Enrollment opportunities are embedded directly into our current classes. Through our partnership with Wilmington University

and Wesley College, our team of educators have worked with professors and academic deans from both schools to provide rigorous, college-level instruction. Course content is aligned to both state standards, as well as the curriculum formulated by each university. As a result, college courses are taught on our campus, during the school day, by our certified instructors- enabling our MOT Charter High School students to gain college credits that are transferable to institutions throughout the country.

Technology: The K8 Academy constantly strives to identify ways to engage learners with technology. We have recently added coding and robotics as a regular part of our related arts program across grades K-8. Additionally, we have focused on the ways that technology can help learners investigate and communicate. We have introduced green screen technology into the classroom, first modeling how this tool can be used by students and then allowing them the opportunity to use green screen production in their own classroom projects and presentations. In addition to green screen technology, we have invited teachers and students to develop augmented and virtual reality experiences. Teachers have taken students on field trips through our AR/VR software and students are able to use this resource to enhance their own learning. The AR/VR cart has been used in many classes and across all content areas. Students are engaged and inspired by what they see and experience.

Community and Relationship Building Focus: When we consider what is important to learning and promoting the most effective learning environment, we recognize that building strong relationships is at the core. We place great value on our school culture and by extension our school community. In order to promote these ideals, we have developed three specific approaches that are meant to promote positive relationships within and outside of our classroom and to build culture and positive relationships within our school. The Parent Teacher Organization; our Diversity, Equity, and Inclusion Committee and Culture of Care Committee, as well as our House Team model promote a sense of community and create opportunities for involvement for our families, students, and staff.

The MOT Charter K8 Academy PTO has evolved beyond a fundraising entity to focus on community building through events that encourage togetherness and positive social opportunities that immerse families in the school culture. They have approached these efforts through holding the annual Fall Festival and hosting timely and relevant workshops including topics such as; Raising Children in a Digital World, How to Navigate School Platforms, and heavier topics such as Suicide Prevention.

The Diversity, Equity, and Inclusion Committee and Culture of Care Committee are made up of teachers, school leaders, and parents who work to develop topics for discussion during restorative circles that teachers lead in each classroom as part of the scheduled social and emotional learning

time. Through these efforts opportunities are created that promote our pillars of kindness and respect and consistently deliver anti-bullying messaging and training, respectful and responsive communication, kindness and empathy and self-esteem building. We also do this by engaging in school-wide monthly activities and summer culture projects. We celebrate our families, students, teachers, and staff with these activities. In addition, as part of the ongoing efforts to foster inclusivity, we have hosted a multicultural event that engages both campuses to share traditions, food, and culture along with family led information tables. and are now working with the Special Olympics to further the ideals of empathy and inclusivity.

Our K8 Academy House Team Program is made up of students from grades 2 through 8. Each student belongs to a House Team and is encouraged to grow in leadership as they reach 7th and 8th grades to become House Team Captains and mentors to their younger family group members. Each House Team Group has 8 to 10 students and a staff advisor who stays with the same group over their 7 years at the K8 academy. Through these groups, we create connections, develop social skills, ensure that all students feel supported and included, and give each student an adult in the building with whom they feel comfortable sharing in times of need. The House Team staff committee and student leaders develop an event to celebrate our school community and message our strong belief in our pillars of kindness, respect, responsibility, and belief in oneself. They spend several months preparing and then lead the school in the event that they have designed and developed. Throughout the year, the house teams engage in competitions and hold pep-rallies. Students earn points as representatives of their house teams through the positive office referral program. Our House Teams have really embraced the responsibility of helping to shape our school culture.

At the high school level this work is done in mixed-age advisory groups of students who share the same major pathway that meet one day each week. As we have developed each of these programs aimed at building a positive and inclusive climate and culture, we have witnessed students feeling more engaged and included, seen them broaden their circles of friends, and recognize their ability to be a part of the big picture of what the MOT experience is and can be for everyone.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	MOT Charter School
Location:	1156 Levels Road Middletown, DE

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.



Signature: Chairperson of Board of Directors (or designated signatory authority)

1/15/25
Date

Print/Type Name:	Ned Southworth; Kelly Swab
Title (if designated):	Head of School; Chair, Board of Directors
Date of approval by board of directors:	January 15, 2025