

**Great Oaks Charter School
- Wilmington**

Date of Submission: March 17, 2021

**Application for Major Modification
2020-21**

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IV. CHARTER SCHOOL MODIFICATION APPLICATION QUESTIONS

There are core questions that must be answered by the applicant, regardless of whether the modification is considered a minor or major modification. Additional questions are determined by the specific nature of the request, for example expansion or reduction by more than 15%, change of name, change of location, etc. Please provide clear, complete, and accurate information in response to each question.

Please indicate the type(s) of modification(s) you are requesting by checking all applicable boxes below:

Table 2

Minor Modification (Section A Only)		Major Modification (Section A <i>AND</i> additional questions identified below)	
<input type="checkbox"/>	Enrollment change (increase or decrease) between 5 and 15%	<input type="checkbox"/>	Performance Agreement Section A only
<input type="checkbox"/>	Change agreement with EMO/CMO	<input type="checkbox"/>	Enrollment change (increase or decrease) of greater than 15% Section B
<input type="checkbox"/>	Start date (one-time) delay	<input checked="" type="checkbox"/>	Grade configuration (adding grade levels or reducing grade levels) Section C
<input type="checkbox"/>	Name of charter school	<input type="checkbox"/>	Educational Program (i.e. curriculum) Section D
<input type="checkbox"/>	Existing or planned school facilities or structures (including any plan to use temporary or modular structures)	<input type="checkbox"/>	Mission (includes At-Risk designation) Section E
<input type="checkbox"/>	Change in terms to current site facility arrangement (i.e. lease to purchase)	<input type="checkbox"/>	Replace, remove, or add EMO/CMO, or transfer of authorizer Section F
<input type="checkbox"/>	Educator Evaluation Process	<input type="checkbox"/>	Enrollment preferences Section G
<input type="checkbox"/>	A change to the current authorized number of hours, either daily or annually, devoted to actual school sessions.	<input type="checkbox"/>	Location change Section H
<input type="checkbox"/>	Other	<input type="checkbox"/>	Goals for student performance Section I

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Introduction

The Board of Directors for Great Oaks Wilmington Charter School (GOWILM) respectfully requests your approval for a grade reconfiguration of our school from a middle school and high school to be a high school, exclusively.

In Wilmington, there is a market and a real tangible need for a high school dedicated to meet the needs of students in grades ninth to twelfth. In the Great Oaks Wilmington School zip code 19801, there are a number K-8 schools including Kuumba Academy, Charter School of New Castle, EastSide Charter, Thomas Edison Charter School, The Bayard School, First State Montessori Academy, and PS Dupont Middle School which has created a difficulty for 6th to 8th grade student recruitment.

The high school selection within the City of Wilmington is limited to fewer options. The public high schools available for students are: Howard High School of Technology, Freire Charter School, Cab Calloway School of the Arts, and The Charter School of Wilmington. Other high school options are outside of the city limits and require long bus rides to attend. A very large number of students have chosen to drop out of high school. Estimates are that the majority of students do not graduate from High School in the city of Wilmington. The GOWILM team believes by focusing solely on a high school, they will be able to provide a unique and viable option to students in their own community. We will utilize our tutoring and mentoring model to ensure students receive the individualized instruction and the personal investment that they will need to be prepared for their future -- especially after a year of distance learning. The GOWILM Team will continue to build on the community connections they formed in the midst of the pandemic to connect students with opportunities for internships and work experience in the field of their interest.

In the spring of 2020, the Great Oaks Board of Directors conducted a national search for a new leader for the school. Leland Kent was selected as the new Executive Director of GOWILM. After 5 years of serving the students as their Middle School Math teacher, Mr. Kent's long term commitment to the success of GOWILM students was well established. He accepted the position to provide stability and direction to the school and to the community that he cares about and loves. GOWILM is truly an amazing place to work and serve. Despite significant leadership changes in Fall of 2019, community concerns, and a pandemic, GOWILM has continued to excel at meeting student needs.

GOWILM serves one of the most vulnerable populations in the State of Delaware. Many GOWILM families have layers of barriers that make remote learning difficult for many students: transitory housing, technological needs, older children caring for younger children, economic hardships, and the traumatic impact of COVID-19. Despite the challenges of remote learning, GOWILM has created several distinct learning pods (small groups of students that receive virtual and in person support) to help those scholars who are struggling to succeed in a virtual learning environment. The pods provide a distraction-free, tech-enabled learning environment, so that all students have equitable access to virtual learning. GOWILM strategically created pods within the school at the Community Education Building through WAVE, and also in three separate locations within neighborhoods where GOWILM students live. They have formed partnerships with the Teen

Warehouse (one location) and Community Intervention Team (two locations) to meet students' needs where they live.

GOWILM's Executive Director came up with an acronym for what the school needs to do to improve the outcomes of our students. It is Building Relationships In Delaware Grows Everyone (BRIDGE). As a middle school teacher, Mr. Kent learned quickly that students do not care about how much you know as a teacher, until they know you care about them. Similarly, he has learned as a new school leader that the community we serve does not care for any school ideas or plans until they know school leaders care. The pandemic has produced major challenges in education. However, it has provided GOWILM with an opportunity to engage families and serve the school community in new unique ways. The GOWILM team is fortunate to have community partners like the Community Education Building (CEB) that enables the school to provide additional resources and services to students and families that have real tangible impacts on their lives. The CEB partnership afforded us the opportunity to provide students with critical resources such as food, clothing, healthcare, and social/emotional support.

GOWILM leadership is comprised of a small dynamic team, including administrators, educators, and student support staff who are committed to teaching and supporting students every day.

Organizational Structure and Responsibilities

Much effort has gone into creating a new organizational structure that will support and sustain GOWILM's momentum for improvement while at the same time capitalizing on the unique strengths and talents within the organization that would help shape a course for future growth and improvement. The organizational realignment was based on student population and the restructured agreement with the Great Oaks Foundation. GOWILM was thoughtful about evaluating duplicated efforts and continues to look for staffing and other cost inefficiencies, so that they align the model to desired outcomes, policies, and regulatory approaches. Believing that student success is the school's most important job, every employee and every department channels resources to maximize learning and success.

This modification will allow GOWILM to continue this work in a more focused, student-centered manner.

Section A Core Questions

1. What modification does the school's Board of Directors want to make to the term(s) of the charter? Identify the page number(s) on which the term(s) is/are stated in the currently approved charter. If the term(s) of the charter the school wants to modify is/are conditions placed on the charter by the Secretary of Education and members of the State Board of Education, state the condition(s) and the date(s) on which the condition(s) was/were placed on the school's charter.

GOWILM's Board of Directors (BOD) seeks a modification to change the grade configuration of the charter.

Primarily, the BOD seeks to reduce the grades served from middle and high school (grades 6-12) to high school (grades 9-12). GOWILM will phase in the modification by eliminating one grade per year, so as to not have a negative impact on any current GOWILM students. Thus, GOWILM will serve grades 7-12 in SY 21-22, grades 8-12 in SY 22-23, and grades 9-12 beginning in SY 23-24 henceforth.

The projected enrollment resulting from the modified grade configuration is outlined in the Projected Enrollment Table in response C1.

These terms are stated on Page 7/Appendix A of the Minor Modification from the 19-20 School Year.

As noted in our minor modification filed in December 2019, we anticipated re-evaluating our strategic plan and developing a long-range vision for GOWILM based upon significant organizational changes and experiences. "We fully expect to be back in front of the DOE with a major modification next year to present a long-range vision and plan regarding the size of GOWILM that will allow us to best serve our students and families... The Board has already begun a deep inquiry to determine the most effective enrollment configuration for GOWILM."

2. What is the effective date of the proposed modification?

The effective date of the proposed grade configuration will begin on 7/1/2021. As noted above, the grade reconfiguration will take place over 3 years as our current 6th grade students advance to high school.

3. The authorizer will review your most recent **Performance Review Reports** as part of your application. Discuss the school's academic performance, compliance with the terms of its charter, and financial viability as measured by the Performance Framework.

- a. Academic Performance

Students consistently perform better in ELA across all grades.

- MAP NWEA Data: Table 2 summarizes the NWEA MAP data for the past three

years.

Table 2: NWEA MAP Proficiency Data

	Math					ELA				
	6	7	8	9	10	6	7	8	9	10
SY18	20%	12%				22%	18%			
SY19	17%	18%	14%			20%	22%	25%		
SY20	30%	33%	24%	17%	66%	38%	38%	30%	33%	38%

■ PSAT/SAT Performance

Table 3 summarizes PSAT Data

	PSAT9		CollegeSpring Practice SAT11	
	English Reading & Writing	Math	English Reading & Writing	Math
SY20	336/720	342/720	375/800	364/800
SY21			375/800	364/800

During the 19-20SY, sophomores were unable to take the PSAT10 due to the COVID-19 pandemic.

- As of February 2021, 42% of the freshmen (class of 2024) are on track to graduate on time.

b. Organizational Performance/Compliance with Charter

- The proposed modification is in alignment with the terms of our current charter.
 1. This Grade Configuration Modification enhances our ability to implement our mission and vision by shifting to a focus on high school. We can appropriately align our resources to student services, rather than having duplicative administrative staff in order to run two schools.

c. FINANCIAL Performance:

Great Oaks has consistently met standard or above in the following Financial Performance Measures for the past 4 years:

- Current Ratio

- Default, Loan Covenants, & Debt Service Payments
- Debt to Asset Ratio
- Financial Management and Oversight

Days Cash: In years FY17 and FY18, the school earned “Meets Standard” on the Days Cash benchmark. In the past two years, it fell to “Approaching Standard.”

Enrollment Variance: After earning three consecutive “Meets Standard” ratings (FY16-FY18), the school earned two “Approaching Standard” ratings (FY19-FY20).

Please see response C1 below for full response.

Not surprisingly, as a result of the enrollment variances, our ratings on “Total Margin” and “Cash Flow” have dropped from “Meets Standard” to “Approaching Standard,” and from “Meets Standard” to “Does Not Meet Standard,” respectively.

GOWILM identified the problem in the fall of FY20 and acted precipitously to mitigate the financial shortfall, while also positioning the School for an improved cash flow position in FY21. GOWILM will Meet Standard for one-year cash flow in FY21. In addition to FY20 actions taken (e.g., reduced fees to Great Oaks Foundation, reduced number of tutors, reduced transportation costs), GOWILM has plans in place to maintain viability throughout the grade reconfiguration process. GOWILM will continuously optimize staffing to adjust to changes in student enrollment. Transportation expenses will be optimized through improved contract language, increased use of DART (with older scholars), and increased efficiencies associated with after-school buses. Our rent to the CEB has decreased, which helps with cash flow. GOWILM now has a PCard and all purchases go through the COO. This control device will also improve financial standing.

4. Describe the rationale for the request(s). Discuss any relevant research base or evidence that supports this type of request. (*Attachments may be provided*)

The Greater Wilmington area has a sufficient number of K-8 schools; these student needs are being met in the City. There is not a great need in the City for GOWILM to offer middle school grades.

There is a great need for a high school in the City of Wilmington that meets the needs of all scholars. GOWILM intends to meet those needs. We are building an exceptionally responsive high school that engages each student on a personal level, meets them where they are, and takes them to post-secondary success. The pandemic has highlighted the lack of a student-focused high school in the City. Many high school students across the nation have been missing since COVID struck. GOWILM has been reaching out to families, friends, relatives, community centers, and agencies to locate these high school students and help them get back to class. This is what the City needs to prevent high school dropout and the consequential negative effects on students, families, and society.

5. Describe how the proposed modification will impact the operation of the school. Include how student achievement, staffing, facilities, and financial viability of the school may be impacted in the current school year and for the remainder of the school’s charter term.

Impact on Academic Achievement

The reconfiguration will help us serve students in a more intentional, focused manner. Student achievement for high school students will improve.

- Provides better focus and ability to implement innovative high school programming
- More dollars go to direct services for students because we do not have to duplicate administrative and support staff
- Smaller cohesive staff working in the same grade band will result in more effective use of professional development time and resources
- Better opportunity to share staff across content and grade levels
- Increased access to grant opportunities for high schools
- Increased flexibility to adopt innovative new instructional practices
- Strengthen our ability to serve diverse learners
- Improve internal ability to deliver rigorous programming at the high school level: curriculum, PD, hiring, access to workforce and college-going opportunities
- Increased access to employers, internships, mentors, grant funding, and college admissions
- Providing for those who are most unprepared for post-secondary life
- Addressing dropout, violence, and trauma data across the City by providing a successful, student-driven high school
- Help to address Wilmington workforce needs
- Help to address Wilmington middle school parents/leaders, who are seeking a better option
- Embrace cultural excellence and foster self-advocacy
- Increased focus on CTE programming and real world experiences for grades 9-12
- Summer programming (and promotions) will be precisely aligned to the needs and interests of high school scholars and their families

During this time of unprecedented change in the scope of our work, we will focus on fewer key priorities and give full effort and resources to those versus spreading our human and fiscal resources out too thinly on too many objectives. To increase our effectiveness, we are working in collaboration with DASL (specifically Mark Holodick and Sharon Brittingham) and the Department of Education in Reimagining Professional Learning to elevate our capacity to drive our staff and students growth.

Impact on Staffing

- Concentrating staff on high school as middle school grades phase out
- Positive impact on retention: smaller team works toward one set of common goals, coherent approaches and pedagogy, policies focused on high school, schoolwide professional development, not teaching multiple subjects at varying grade levels
- Focus the annual staff recruiting efforts on incoming 9th graders
- Become experts at engaging parents of high school students (very different from middle school); few high schools succeed at parent engagement
- More effective coaching -- all administrators trained to coach high school educators
- Concentrating staff will accelerate our ability to become 100% certified
- Increase efficiencies of contracted supports (e.g., social workers, behavioral health consultant) by focusing on high school students and their distinct needs
- Recruit employees, board members, and volunteers who are mission-aligned and want to work in an urban high school (e.g., Rita Landgraf who is volunteering as our UD Professor in

Residence to lead a CTE Program of Study).

Impact on Facilities

Where other charter schools would have to consider relocation or pay a penalty to reduce their footprint, or continue to pay a mortgage for space they are not using, our partnership with the CEB makes it possible for us to reduce our facility footprint **and** conserve financial resources, further supporting an overall positive impact on our educational program. With the grade configuration, GOWILM will move from leasing 2 floors to leasing 1 floor of direct space. However, we will continue to have access to the same shared space under our current lease (cafeteria, staff lounge, conference rooms, multi-purpose room, counseling rooms, library, dance studios and wellness center.

Impact on Financial Viability

As discussed more fully below, transitioning to a high school only will significantly improve Great Oak's financial viability.

6. Indicate the projected impact, if any, of the proposed modification on the school's present financial position, and its financial position going forward. If the modification promises to create financial challenges, indicate how those will be remedied.

The most significant financial challenge associated with the grade configuration change is associated with the corresponding decrease in enrollment. However, we can successfully meet this challenge of decreased revenue by decreasing our rental expense by a little less than half, by a corresponding reduction in staff, and through critical partnerships that will provide much needed support to our students at less cost to GOWILM.

Reduced Rent

In prior years, GOWILM has rented two floors of the CEB at a cost of approximately \$1.2MM per year. For FY22 and onward, GOWILM intends to rent only one floor of the building at close to half the cost. As noted above, we are able to reduce the direct classroom spaces without losing access to the necessary shared spaces. In addition, if our enrollment exceeds current projections, we have at the CEB the opportunity to lease apportioned classroom space on a year-to-year basis.

Adjusted Staffing Levels

Due to decreased enrollment, GOWILM will appropriately adjust staffing levels for FY22 and onward. We will ensure that all content is delivered with fidelity and that all IEP needs are fully addressed. Where feasible, we will work with partners and volunteers to provide high school services.

Examples of Partners

- WAVE. This year, we have partnered with WAVE to provide small group learning pods that include SEL support, and workforce development incentives, partially funded through grants secured by the CEB and WAVE. WAVE is an innovative program created by Summer

Collaborative, a like-minded organization in Wilmington.

- United States Attorney Civics Education. We have also partnered with the United State Attorney's office and The Community Intervention Team (CIT) to provide high interest, relevant civics programming to high school students at no additional cost to GOWILM.
- CEB will launch a grant-funded student advocacy case management program that will provide one-on-one support to students in the areas of academics, 21st century skills, goal setting, behavioral health and physical health.
- We are collaborating with the CEB and other area high schools to share courses, afterschool programming, and extracurricular activities to provide more flexible and viable experiences for our students at shared costs.

Section C Questions

1. Describe the nature and extent of the proposed changes to the school's current grade configuration. Indicate whether you seek to add or cease offering a grade or grades, substantially increase or decrease current enrollment practices and/or projections for future enrollment, etc. *(Please make sure to indicate whether you seek an increase or reduction of enrollment of between 5 and 15% or more than 15% of the currently approved total enrollment and note that modification requests that fall into those ranges must be received by the Department of Education's Charter School Office between November 1 and December 31.)*

GOWILM seeks to change its grade configuration by phasing out grades 6-8 over the next three years. GOWILM seeks to make this modification by eliminating one grade per year, so as to not have a negative impact on any of GOWILM's current students. GOWILM will serve grades 7-12 in SY 21-22, grades 8-12 in SY 22-23, and grades 9-12 beginning in SY 23-24 henceforth. In alignment with our current charter, GOWILM will add grade 12 in SY 21-22.

Phasing out the middle school will decrease our overall enrollment compared to our current authorized enrollment. The impact of a violent incident outside of the building last year and the pandemic cannot be overstated. GOWILM's enrollment projections are based on current enrollment, which dropped as a direct result of the shooting on the corner of 12th Street and French Street last January, and was further aggravated by the state shutdown. Like schools across the state and nation, many GO's poorest and highest need students did not return to virtual learning this fall.

Table 3 details our projected 5 year enrollment.

Table 3

Projected Enrollment						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grade 6	16					
Grade 7	66	25				
Grade 8	87	80	40			
Grade 9	42	75	100	100	100	100
Grade 10	42	50	80	90	90	90
Grade 11	65	44	60	75	85	85
Grade 12	0	60	45	60	70	80
Total	318	334	325	325	345	355

Our Plan for Achieving Projected Enrollment Targets

GOWILM monitors and minimizes attrition rates by engaging students and families on an ongoing basis throughout the year in order to assess overall satisfaction with the GOWILM experience. The

methods that they implement in order to do this effectively are as follows:

- Consistent Parent Communication: Frequent progress updates from teachers and fellows, online daily teacher communications through the Remind mobile App, Weekly Parent Newsletter, Quarterly Report Card Conferences, Monthly Parent University sessions, and Student Support Meetings as needed. Parent communications are available in Spanish and English. Our website also offers Spanish/English versions.
- Collection of Parent Feedback: Mid-Year and End of Year Parent Surveys, PTO Meetings, School Advisory Committee Meetings.
- Student Experience & Feedback: Joy Factor Events, Robust Extracurricular Activities, Sports Programs, Student Surveys, Student Ambassador Programs, Design Thinking experiences, Consistent focus on student self-advocacy
- Family Engagement: Annual Holiday Adopt-a-Family Fundraiser, Community Potluck Dinner, Parent Appreciation Week, Parent Shadow Days

From FY16 to FY20, 71% of the students that did not re-enroll cited transportation as the main reason for withdrawal; 12% cited moving out of state and/or custodial/guardianship changes; 10% cited that the school was not a good fit for their student, and 8% did not provide a reason. All students choosing to withdraw are presented with an exit survey, and interview in order for Great Oaks to identify trends. In response to the overwhelming trend of transportation struggles, the school contracted a new bus company with penalties for failing to meet time requirements. They also created and delivered sensitivity training for all bus drivers in response to feedback that bus drivers were not redirecting students in an acceptable manner.

FY20 presented the GOWILM Community with significant challenges that directly impacted retention and enrollment:

- Community issues, that have since been resolved, spilled over into the streets near the school. This caused safety concerns at the time, which affected enrollment.
- In the life of a charter school, the transition from founding leadership team to fully functioning operating team can reveal the need for leadership change. In the 19/20 school year, GOWILM experienced such leadership change. This is not always a smooth transition and in our case, these changes created uncertainty.
- COVID-19 also hit in 2020. The GOWILM community was impacted as much as any other school in the State by the pandemic.

To address the tumult of 2020, GOWILM has implemented coherent, comprehensive strategies to drive enrollment and reach our targets.

GOWILM has brought on dedicated, experienced leaders to develop and implement a five-year strategy that meets the needs of the GOWILM Community, achieves the school's Mission, and ensures financial viability. This includes: new board members from the Wilmington community, a new Executive Director who has been with GOWILM since its founding, a new COO with urban education expertise, a new Principal who excels at engagement/recruitment, a new Director of Literacy to focus on reading growth, a new Director of Student Supports with incredible "get it done" ability, and a new Math Coach with deep pedagogical knowledge.

Throughout 2020-21, the GOWILM team has made thousands of phone calls to homes and made hundreds of home visits to drive attendance and retention. They use email, social media, the postal service, and the school website to stay connected with families while offering new layers of support each month (e.g., home internet, food deliveries to the front door, free Chromebook, tutoring, counseling). They have a new marketing strategy that will encompass: phone calls, website, Twitter/Facebook/Instagram/LinkedIn, emails, postal mail, targeted web-based marketing, search engine optimization, open houses, recruiting incentives, parent outreach, community center sessions, Carvertise, and more. GOWILM has uniquely robust summer programming planned for 2021 and intends to use this game-changing platform as another method of ongoing recruitment through the end of August.

GOWILM is becoming a model school for community partnerships because of the profound student/family impact of the partnerships.

- Through partnership with the CEB, GOWILM is offering several social workers to students, families, and staff to help during this troubling time. These Wilmington-based social workers are making a difference every day through home visits, risk assessments, counseling services, and connecting families to available resources.
- Through partnership with the CEB, GOWILM is offering a Behavioral Health Consultant to the school community. This Wilmington-based consultant spends time in learning pods, in virtual classrooms, and in individual conversations with the intent of developing student-centered protocols/procedures for improved outcomes.
- Through partnership with the CEB, GOWILM offers food, clothing, and other items to families. The CEB has a sizable Food Pantry and Spanish-speaking staff who go above and beyond to assist GOWILM. The CEB's Family Engagement staff regularly help the team make phone calls, knock on neighborhood doors, and translate important school communications.
- Through partnership with Kuumba and the CEB, GOWILM has a best-in-class nursing organization on-site. There are three full-time nurses at the CEB to provide preventive and reactive services, as needed. Senior nursing students from UD also spend several days each week in the CEB as their practicum. This reinforces the services available to persons in the school.
- To drive attendance and retention, GOWILM partnered with several organizations to provide community-based learning pods. In the pods, students learn virtually but are supported by peers and adults. This option has helped those students who were not succeeding with virtual learning from home. GOWILM initiated Delaware's pod efforts in the summer of 2020 with WAVE. This successful pilot has grown in enrollment, scope, and number of locations throughout the academic year. The specialized pod environments have notably improved attendance and performance. Students who had trouble logging on from home (for their respective reasons) are now showing up every day for learning pods!

Great Oaks Wilmington's community partners include, but are not limited to:

- WAVE: This learning pod partner is part of the Summer Collab organization. Students take the bus to GOWILM each morning, report to their WAVE pods, and log in to classes. The WAVE Guides (adults) facilitate discussions, manage concerns/distractions, and create exceptionally positive environments. High school WAVE students are eligible to earn weekly wages via the State's Workforce Development program.

- Community Intervention Team (CIT): CIT has a long history in the City of Wilmington connecting marginalized communities to social supports and promoting positive youth development. CIT has earned a reputation for being able to engage those labeled “the hardest to reach” due to their commitment to employ trusted, respected, and credible members of the community. These individuals house a tremendous amount of social capital. GOWILM’s partnership with CIT has allowed the school to successfully reconnect with scholars in a manner heretofore impossible.
- Teen Warehouse (TW): TW is a thriving member of the Riverside community in Wilmington. It provides a safe, positive, exciting location for teens to engage and make a difference in their community. The school’s partnership with TW provides another opportunity for GOWILM to be a School without Walls, while affording scholars a dance studio, a gym, a kitchen, a movie theatre, breakout rooms, study spaces, and more.
- Network Connect: This Wilmington-based organization specializes in engaging teens to improve educational outcomes while learning about social justice.
- Dual School: This Wilmington-based nonprofit is built around the design thinking model. Dual School’s approach to design thinking is best-in-class and consistently makes material impacts in every student of every cohort: improved confidence, improved communication skills, improved problem-solving, and improved goal-setting.
- CollegeSpring: To help GOWILM’s juniors increase their SAT scores, we have partnered with CollegeSpring, a nationwide SAT Prep nonprofit organization who specializes in helping students at lower percentiles. Initial progress is promising.

Through these partnerships and more, GOWILM is building relationships in the community and strengthening connections with families. Students are learning and laughing! These partnerships are a fundamental component of our retention/recruitment plan.

Finally, GOWILM is working with the CEB and other city charter schools to provide all city students with additional extended learning opportunities, internships, a full complement of after school athletics and clubs, and specific identity-affirming programming. The CEB is also launching a student advocacy case management program where students can opt in to receive support from a one-on-one advocate. See Appendix D for more details.

As a result of these efforts, the community interest in GOWILM has increased. Local K-8 charter school leaders are reaching out to ask for information about the high school program. Great Oaks has significantly reengaged a high percentage of those “lost” students who have become the priority in state and nationally.

Throughout the history of GOWILM, the school has put in the work to attract and retain top educators and leaders of color. Since its founding, GOWILM has employed a staff that is representative of the community they serve. The school plans to build upon this incredible asset through a partnership with The Institute for Anti-Racist Education. We intend to provide an anti-oppressive high school environment that is built upon anti-racist principles. GOWILM will be unlike any other high school in the region. Students of color will be celebrated. Teachers of color will be appreciated. Leaders of color will provide representation.

Great Oaks will provide a safe, nurturing, enriching environment for students at all times. Staff will

employ its positive behavior process to track student successes. Students will have access to multiple layers of various supports to assist them in contributing to a safe and healthy school environment. Our student support team includes a Guidance Counselor, Behavioral Health Consultant, multiple social workers, a Dean of Culture, a trained response team, and on-floor security during certain times. CIT will also be a component of our school culture/climate.

For Summer 2021, GOWILM intends to offer a summer program like no other! Tentatively, students will arrive at 8am and leave at 8pm each day. They will be exposed to social justice projects, cultural identity experiences, conflict resolution sessions, credit recovery, tutoring, arts, sports, and more. While this will be a place to address learning loss, it will also be a critical piece of our recruitment process. One of the main reasons that students stay at GOWILM is because of their relationships with the teachers. By introducing new students to the school's amazing teachers over the summer, they expect to increase enrollment each week. This model has been explicitly requested by school and community leaders of Wilmington. When GOWILM proves the value of the model, they believe that families and funders will show their support for GOWILM.

2. Provide an overview of the planned curriculum, including one scope and sequence per subject area per grade band (K-2, 3-5, 6-8, 9-12) for each grade level that will be affected by this modification. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in [English Language Arts \(ELA\)](#) and [Mathematics](#), and [Next Generation Science Standards](#)) in all content areas. Summarize curricular choices, by subject, and the rationale for each choice, including research and other evidence of effectiveness. If the modification includes a commitment to join the Social Studies and/or Science Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies and/or Science.

English Language Arts- GOWILM ELA curriculum is CommonLit, which provides a curriculum for all learners. It is a comprehensive pathway for struggling students with an emphasis on research-based pedagogical approaches aligned with the school's core standards. GOWILM prioritizes CommonLit as it provides culturally responsive texts featuring diverse authors and protagonists, focusing on student voice, discussion, collaboration, and problem solving.

Mathematics- GOWILM uses Reveal Math, a K-12 curriculum that unleashes the full potential in every student by focusing on exploration, conversation, and reflection. It is a program built on contemporary academic research.

Social Studies/Science- GOWILM participates in the Science and Social Studies Coalitions, and will continue to align with the Department of Education program for these content areas. GOWILM participates in training and development through Schoology and the Science coalition meetings. GOWILM is aware that the Science Coalition does not have fully aligned kits for high school. The school will be using STEMScopes for HS science curriculum.

See Appendix A for curricula details.

3. Provide one Mathematics unit of instruction with corresponding summative assessments and scoring rubrics, and one ELA unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in [ELA](#) and [Mathematics](#)). If the school does not intend to join the Delaware Science or Social Studies Coalitions, then one Science unit and one Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the [Next Generation Science Standards](#) and [Delaware Social Studies Content Standards](#) are also required.

See Appendix A for more information.

Appendix A: Curriculum

English Language Arts

GOWILM will use CommonLit as the core curriculum in ELA. This has been selected because of its strong alignment to the standards, but also the attention to the world, and our connections to it.

[-Scope and Sequence](#) comes directly from CommonLit with a skill focus center. The scope focuses on pathways for struggling students.

[-Units Found Here](#) engages students in rich text and engaging topics. Emphasizing learning through explicit writing, including information, argumentative, and narrative.

CommonLit Example Units at a Glance
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade

Mathematics

Reveal Mathematics (McGraw-Hill, 2020) materials were selected in July, 2020, as the curriculum for Math 7, Math 8, Algebra 1, Geometry, and Algebra 2. Teachers shared curriculum materials they had heard of, and the team discussed the materials. Final decision was based on a combination of teacher recommendation and availability of an online student platform. Pre-Calculus text was chosen from the same publisher for alignment. Since *Reveal Precalculus* has not yet been published, McGraw-Hill recommended Glencoe Precalculus.

Scopes and sequences, standards correlations, and recommended pacing come directly from *Reveal Mathematics* and *Glencoe Precalculus* for those courses. Statistics and Calculus scopes and sequences are based on College Board's Advanced Placement overviews, although those courses are not yet being proposed as AP courses.

Scope & Sequence CCSS-M/P Correlation	Recommended Pacing
Reveal Math Scope and Sequence and CCSS-M/P Alignment	

Math 7 S&S	Math 7 RP
Math 8 S&S	Math 8 RP
Algebra 1 S&S	Algebra 1 RP
Geometry S&S	Geometry RP
Algebra 2 S&S	Algebra 2 RP
Precalculus S&S/RP	
Statistics S&S	
Calculus S&S	

Mathematics

- Math 8 Unit 3: Solve Equations with Variables on Each Side
 - [PDF of teacher guide](#)
 - [Assessment \(includes teacher version\)](#)
 - [Assessment \(online student version\)](#)
 - Assessment Scoring Guide: *Reveal* recommends one point per problem as noted on the opening page of the online version. Scores will be determined by proportional conversion to a percent to accommodate GOWILM percent-based grading system.
- Geometry Unit 3: Logical Arguments and Line Relationships
 - [PDF of teacher guide](#)
 - [Assessment \(includes teacher version\)](#)
 - [Assessment \(online student version\)](#)
 - Assessment Scoring Guide: *Reveal* recommends one point per problem as noted on the opening page of the online version. Scores will be determined by proportional conversion to a percent to accommodate GOWILM percent-based grading system.

Science

GOWILM participates in the Science Coalition and will continue to align with the Department of Education program for this content area. Please see signed [MOU](#).

Social Studies

GOWILM participates in the Social Studies Coalition and will continue to align with the Department of Education program for this content area. Please see signed [MOU](#).



Appendix B: Human Resources Playbook

Great Oaks Charter School

2021



Strategic Plan for 2021-2022



Vision

Every member of the Great Oaks Charter School team is invested in the development of our school community, resilient in the face of challenges, and prepared to provide a top-tier education to our students.

Values

1. Personal Wellness - The GOWILM team culture honors personal wellness. It is a workplace that is committed to running a marathon, not a sprint. What is best for our hard-working, committed team members IS what is best for our students.
2. Equity - We value and respect the diversity of our team, through the hiring and development process. We are committed to being an antiracist institution.
3. Agency - Teammates have goals for their careers and are supported in their path to achieving those goals.
4. Community - Teammates support one another, especially senior members of the team.

Goals

Phase One

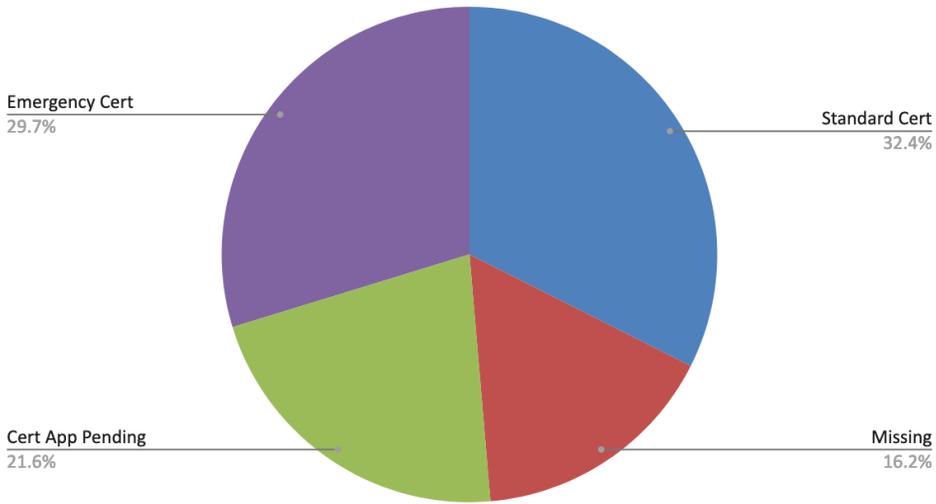
1. Ensure certification of teaching and administrative talent for the 2021-2022 School Year. Work with Michael Saylor on administrator certification plans.
2. Attract top teaching and administrative talent for the 2021-2022 School Year to fill open positions.
3. Co-plan individualized development plans for staff members so they may actively work towards their certification and development goals.
4. Increase the percentage of Highly Qualified Educators from 24% to 50% by Fall 2022.



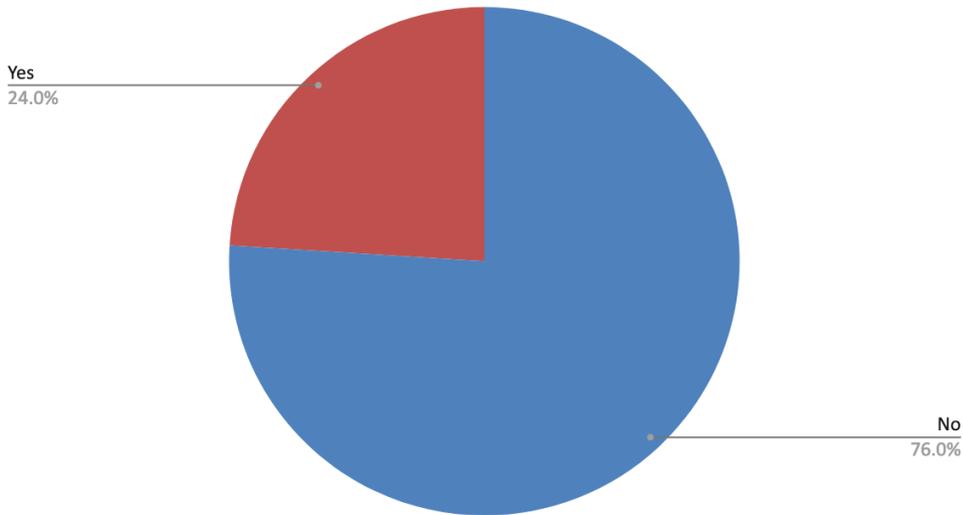
2020-2021 Snapshot

DEEDS Dashboard Snapshot, February 2021

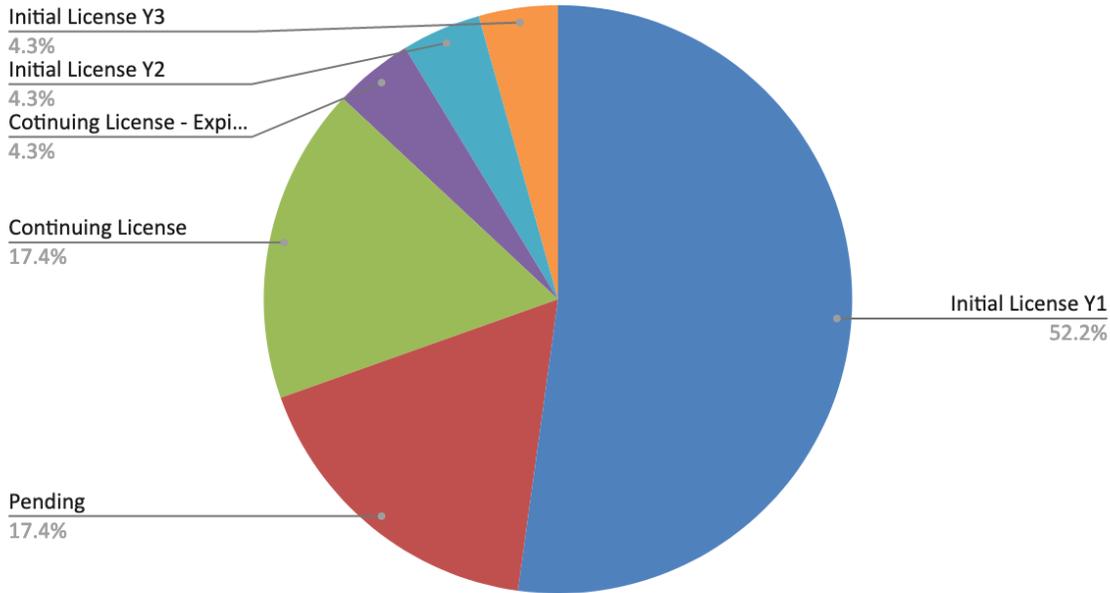
Certification Status



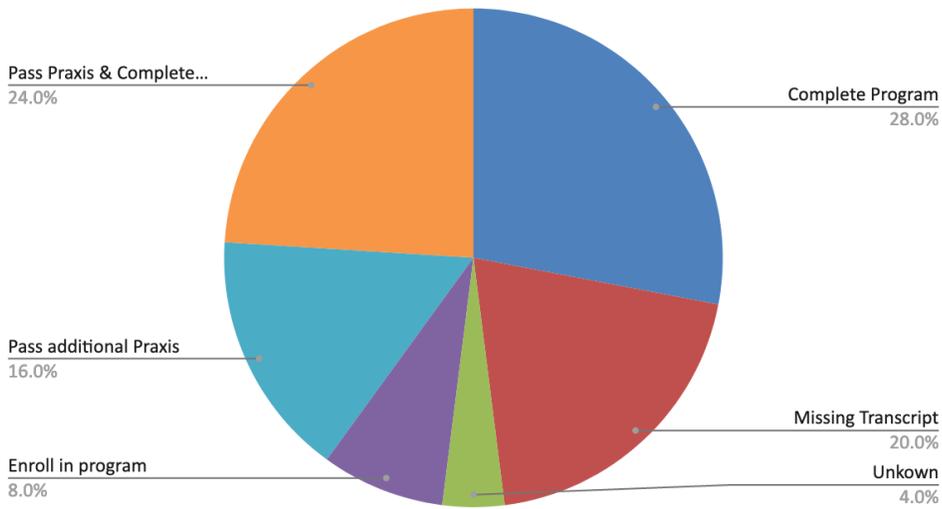
Highly Qualified Teachers



Teacher License Status



Action Needed



Action: Deep Dive into each staff members path to becoming “highly qualified”

**Numbers correlate to goals in phase one*

Where are the “quick fixes” and where are long-term plans needed? (1)

Are there teachers we should prioritize? (1)

What holes exist in the makeup of our existing team? What must we prioritize in hiring for the 21-22 SY? (2)

What are the trends across the team? (3)

Michael Saylor to work with each admin on certification plans.

Goal 1: Certification of Talent

Identify talent from our team and implement plans to ensure retention. Work with Michael Saylor.

Team Member	Retention Plan	Owner
Name redacted	Graduate Relay, Pass edTPA	
Name redacted	Graduate SpEd Program, Pass edTPA & Praxis	
Name redacted	Finalize certification in DEEDS	
Name redacted	Finalize certification in DEEDS	
Name redacted	Pass Secondary ELA Praxis, potential dual-admin role	
Name redacted	Pass Secondary Math Praxis, potential dual-admin role	
Name redacted	Submit clock hours for renewal of license, pass Secondary Math Praxis	
Name redacted	Graduate Relay, pass edTPA (already submitted)	
Name redacted	Graduate UD ARTC, pass Praxis, pass edTPA	
Name redacted	Continue programming in Relay, pass Praxis, Pass edTPA (has 1 additional	

	year)	
Name redacted	Finalize certification n DEEDs, pass world language Praxis	
Name redacted	Finalize certification in DEEDs	
Name redacted	Back up for PE	
Name redacted	Complete Y3 & 4 CIP	



Goal 2: Recruitment of Top Talent

Positions to post	Posted?
All teaching positions. Incorporate best practices to hire and develop teachers of color. Seek Spanish-speaking teachers. Recruit experienced teachers who have worked in public high schools.	yes
Spanish speaking para	yes
Assistant Dean of Culture	seeking internal candidates before posting

Action: Strategize on recruitment plan for open positions

Veteran Teachers

AmeriCorps Members- seek parents/elders from our families

What else?



Goal 3 & 4: Create Individualized Development Plans for Staff Members, Increase % of highly qualified teachers

[Formal Support Plan Write Up](#)

Staff-wide Trend: Praxis Test Support

- Practice test vouchers through [ExamEdge](#)
- For non-Relay students, purchase Mometrix [“Exam Secrets”](#) or [“Flashcard Study System”](#) --~\$40 each
- Study groups/study time allotted in PD
- Reimbursement for attendance at [Relay test prep seminar](#)

Staff-wide Trend: edTPA

- TIME to plan and implement
- Reimbursement for attendance at [Relay edTPA sessions](#)

Individualized Development Plans

- [Potential IDP Template to be used](#)
 - How might we structure these conversations? Who would conduct these conversations?
- Evaluations and goal-setting plans for non-instructional admin/team members who do not have DPAS
 - Ops Team
 - Paras



Goal 5: Educator Emotional Wellness Plan

*Enlist Julia Wilks + SEL Team

Implement SEL Committee ideas. Incorporate CASEL curricula where appropriate. Use 21st Century platform as a novel way to incorporate SEL into all after-school programming.

[Bright Morning](#)/Elena Aguilar Programming & Resources on Emotional Resilience
[BurnIn Mindset](#) program - \$3000 for 1 leader + \$1000 for each faculty member

Appendix C:

Certification and Licensure

Support Plan for GOWILMEducators

Great Oaks is committed to supporting you on your pathway to licensure and certification. We are invested in your professional growth and development. We have prepared the support opportunities below for you to utilize as you work towards these professional goals.

In order to take advantage of one of these opportunities, you must first make a formal request to Human Resources representative, Kendra Giardiniere, using the form linked here. After you have gained pre-approval, Kendra will work with you to execute the purchase.

Praxis Support

For individuals who are required to take pass a Praxis in order to be considered highly qualified and for those in teacher prep programs, Great Oaks will provide the following supports:

- GOWILM will reimburse for/purchase practice test vouchers through [Exam Edge](#)
- For non-Relay students, GOWILM will reimburse the cost of Mometrix [“Exam Secrets”](#) or [“Flashcard Study System”](#)
- Reimbursement for attendance at [Relay test prep seminar](#)
 - Upcoming session on March 10th @ 6pm; May 8 @ 10am

edTPA Support

For individuals who are working towards submitting their edTPA:

- GOWILM teachers may attend [edTPA workshops](#) through Relay Grad School of Education. GOWILM will cover the cost of the workshop.
 - Upcoming workshops: March 8 @ 5:30; March 22 @ 6pm
- GOWILM will provide monthly workshops on edTPA to provide focused work time for individuals taking the edTPA. These workshops will be led by our Performance Assessment Mentor, Morgan Sagan and Michael Broshcart from the Great Oaks Foundation. (dates TBA)