

## 1.1 Executive Summary

14 Del. C. §§ 512 (1), (2), (3), (5) and (6)

The purpose of the Executive Summary is to provide a high level overview of the application. The Executive Summary does not receive a rating.

The following concerns were noted:

- Classes per grades are not aligned to enrollment. The executive summary states that there will be three classes for the starting sixth grade class but six classes seems more accurate. It was requested that the applicant update the school enrollment chart with accurate classes per grade.

The chart has been updated to reflect that the first cohort of students will have 6 classes of 33 students and all subsequent cohorts will have 3 classes of 33 students.

## 1.2 Founding Group and School Leadership

14 Del. C. § 512 (1)

The following concerns were noted:

- Operating schools have a short track-record - Great Oaks Charter School-Newark is only in its third year and Great Oaks Charter School-New York City is in its first year.

While Great Oaks' operating schools have a relatively short track record of success, our model is proven and our schools, particularly GO-NWK, have received a great deal of positive feedback. Attached please find:

- 1) A recent study by the National Bureau for Economic Research demonstrating the efficacy of high-dosage tutoring (Attachment 2: NBER Tutoring Study).
  - 2) A letter from New Jersey State Education Commissioner Christopher Cerf praising GO-NWK (Attachment 3: Commissioner Cerf Letter).
- The applicant is advised that criminal background and Child Protection Registry checks are sent to the Department of Education on an ongoing basis and will continue to be reviewed as they come in. For this reason, any concerns arising from these documents will be raised at a later point in the process.

GO-WIL will field any concerns arising from criminal background and Child Protection Registry checks if they are raised at any point in the process.

### 1.3 Education Plan

14 Del. C. §§ 512 (4), (5), (6), (7), (8) and (11) Curriculum and Instructional Design

#### **Curriculum and Instruction**

The following concerns were noted:

- All content areas have been reviewed by Delaware Department of Education content area experts for alignment to Delaware Content Standards, and a copy of the results were provided to the applicant at the end of the meeting. *The results of this alignment review may be found in Exhibit A at the end of this report.*
- The application does not demonstrate alignment to Delaware Content Standards.

Please see updated curriculum materials ([Attachment 4: Memorandum of Understanding with the Social Studies Coalition of Delaware](#); [Attachment 5: Spanish Curriculum](#) and [Attachment 6: Health Curriculum](#)).

#### **High School Graduation Requirements (High Schools Only)**

The following concerns were noted:

- The application does not include science graduation standards (page 3-23).

[GO-WIL has included language about science graduation standards \(page 3-24\).](#)

#### **Supplemental Programming**

The following concerns were noted:

- The applicant's plan for providing supplemental programming (page 3-31), specifically aligned with student absence, does not align with new language placed into law last year regarding the trigger number for requiring a plan for a visiting teacher or educational service provisions.

[The language in the application has been modified to reflect the new language placed into law last year regarding the trigger number for requiring a plan for a visiting teacher or educational service provisions.](#)

- It is unclear whether plans to offer summer school are reflected in the budget ([Attachment 14A and 14B](#)).

[The costs associated with summer school have been included in Other Educational Programming @ \\$10,000. GO-WIL will offer Math, English Language Arts, Community Service and PE. Each summer school teacher will receive a stipend of between \\$1,000 and \\$3,000 depending on subject area and level of expertise.](#)

## **Special Populations and At-Risk Students**

The following concerns were noted:

- The applicant is requested to provide additional about its plans for the school will comply with regulations in the area of Extended School Year Services (Application page 3-31) Refer to: <http://regulations.delaware.gov/AdminCode/title14/900/923.shtml>

GO-WIL has updated the application to reflect the fact that the school will ensure that extended school year services are available as necessary to provide FAPE. Special education and related services will be provided to a child with a disability beyond the normal GO-WIL school year in accordance with the child's IEP and at no cost to the parents of the child. All instruction and programming will meet the standards of the DOE.

- The applicant is requested to provide additional details about its plans for transition planning for students with IEPs including, but not limited to, Student Success Plans, measurable post-secondary goals, and participation of a Career/Tech Ed Teacher at all IEP meetings for students 14 years of age or entering the 8th grade and older (Application page 3-43). Refer to: <http://regulations.delaware.gov/AdminCode/title14/900/925.shtml>; and [http://www.doe.k12.de.us/infosuites/students\\_family/specialed/transition/default.shtml](http://www.doe.k12.de.us/infosuites/students_family/specialed/transition/default.shtml)

As described in the application, GO-WIL will work with every 7<sup>th</sup> grade student to prepare a Student Success Plan that will encompass Grades 8-12, with plans updated at least annually by the student, a supervising adult, a faculty/staff member and the student's parent/guardian. GO-WIL will ask each student to first identify his or her end goal, then back-map their plan to make sure they are taking the courses and receiving the academic supports necessary to meet their end goal. Student success plans will be monitored by the Director of Curriculum and Instruction on an ongoing basis (at least quarterly), to ensure that every student is on track to graduate from high school and meet his or her post-secondary goals. GO-WIL has updated this section to include the following information (3-43):

“Beginning at age 14, a student's IEP will be heavily influenced by transition planning. The IEP team will work closely with the student to begin preparing him or her for the adult world with the IEP becoming goal-oriented and based upon the student's preferences, interests and needs. The student will set goals regarding where he or she will live, work, attain more education and participate in community activities. Post-high school goals will be reviewed annually to ensure that the vision/outcomes become more concrete as the student gets older. The IEP team will examine Present Levels of Educational Performance (PLEP) to ensure that the student is taking courses that will lead to graduation or completion of a secondary program, and also plans for educational experiences that will help him or her achieve the desired post-school goals.”

- The applicant is requested to provide additional details about its plans for the school's policies, practices, and procedures regarding discipline of students with disabilities including, but not limited to, manifestation determination, Functional Behavior Assessments, Behavior intervention Plans, and the process for ensuring regulations and procedural safeguards will be followed concerning timelines, suspensions and expulsions (Application page 2-37-38). Refer to: <http://regulations.delaware.gov/AdminCode/title14/900/926.shtml>

As described on page 3-47: “For Special Education students, GO-WIL will discipline students in accordance with manifestation determination. If an infraction is considered a manifestation of a child’s disability, he or she will not be punished for that infraction. GO-WIL’s Special Education Coordinator will be closely involved in all discipline of students with IEPs and 504 Plans to ensure that they are not disciplined inappropriately. GO-WIL will offer several professional sessions related to IEPs and 504 Plans to ensure that all teachers and staff are adequately trained and properly implementing the state and federal law related to the discipline of students with disabilities.” GO-WIL has added the following additional detail:

Within ten school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, GO-WIL, the parent and relevant members of the child’s IEP Team will review all relevant information in the student’s file, including the IEP, any teacher observations and any relevant information by the parents to determine if the conduct is a manifestation of the child’s disability. If the conduct was caused by or related to the child’s disability or was a direct result of GO-WIL’s failure to implement the IEP, the conduct will be deemed a manifestation of the child’s disability.

If it is determined that the conduct is a manifestation of the child’s disability, GO-WIL will take immediate steps to remedy the issue by a) conducting a functional behavioral assessment or b) reviewing the behavioral intervention plan if one already exists and modifying it as necessary. GO-WIL may remove a student to an interim alternative educational setting for 45 school days or less if the child a) carries a weapon or posses a weapon at school or to a school function or b) knowingly possesses, uses, sells or solicits the sale of a controlled substance at school or at a school function or c) inflicts serious bodily injury upon another person while at the school or at a school function.”

### **Student Recruitment and Enrollment**

The following concerns were noted:

- The application’s proposed admissions process and application does not reference the state’s new Standard Application for Educational Options (page 3-45).

GO-WIL will use the Delaware Standard Application for Educational Options (referenced on page 3-45).

- Providing a sibling preference (Attachment 7) in the first year for students who are selected early in the lottery may be stretching the statute and should be reviewed carefully.

Should the State of Delaware conclude that the proposed sibling preference does not align with the statute, GO-WIL will change this policy.

### **Student Discipline**

The following concerns were noted:

- The applicant is requested to provide more information about student retention data at Great Oaks Charter School-Newark and Great Oaks Charter School-New York City.

GO-WIL has included the following information in our application.

While we recognize that “no excuses” charter schools have a reputation for having high levels of student attrition, GO-WIL is confident that we will have low attrition based on student retention levels at our existing Great Oaks schools. Last year, 7.1% of GO-NWK students left during or at the end of the school year. Attrition has been a bit higher at GO-NYC (approximately 10%). We attribute this to the fact that we did not finalize our lease until May 2013, so many parents registered their child without knowing the location of the school. This meant that in the first month and a half, many parents decided the location was inconvenient and chose to move their child to a school closer to home.

- The school’s Bullying Prevention Policy (page 3-30) does not reference 14 Del. C. §4112 or 14 Del. Admin. Code 624.

GO-WIL has incorporated references to 14 Del. C. §4112 or 14 Del. Admin. Code 624 into the school’s Bullying Prevention Policy (3-30).

- The applicant’s discipline policy (page 3-47) does not include a procedure for allegations and substantiated bullying to be reported to the Department of Education within 5 business days.

GO-WIL has a procedure for allegations and substantiated bullying to be reported to the Department of Education within 5 business days (3-31).

## 1.4 Performance Management

14 Del. C. §§ 512 (4), (5), (6) and (7)

The following concerns were noted:

- The applicant only references Delaware Comprehensive Assessment System (DCAS), but not the Smarter Balanced assessment.

GO-WIL has added references to the Smarter Balanced Assessment (1-4 and 3-25).

- On page 4-51, the applicant indicates its plan to track merits/demerits through the Delaware's eSchool Pupil Accounting System, but this functionality might not exist.

GO-WIL described its plan for tracking merits/demerits should that functionality not exist through the Delaware's eSchool Plus Accounting System (4-52).

## 1.5 Staffing

14 Del. C. § 512 (6) The following concerns were noted:

- The application states “See attachment 8 for more details on the staffing plan”, however this attachment is the Science Coalition agreement (page 5-52). The applicant is requested to submit its recruitment and selection model as aligned to the mission and vision of the school.

Please see GO-WIL’s Organizational Charter, included here as Attachment 7.

- The applicant is requested to clarify its plan to utilize Tutor Corps for hiring future teachers.

On page 5-61, the GO-WIL charter application states: “For those members of the Tutor Corps who wish to become classroom teachers, the Great Oaks Foundation has partnered with the Steinhardt School at New York University to create an innovative pathway that blends the inherent benefits of working full-time as a tutor for a full year with the benefits that a large graduate school of education can offer. Covering a two-year course of study (the Tutor Corps year and the Corps member’s first year as a classroom teacher), participants in this program receive hundreds of hours of coaching, participate in extensive practical coursework and attend content courses at NYU, leading first to initial certification as a teacher and then a Master’s of Education.”

To clarify GO-WIL’s plan to utilize Tutor Corps for hiring future teachers, GO-WIL added the following language to the application (5-61):

“The Teacher Residency is an option for members of the Tutor Corps but is not mandatory. The operation of the Teacher Residency is analogous to that of a teaching hospital. Great teaching hospitals such as Boston Mass General or New York’s Mount Sinai have a dual mission: 1) to deliver the best possible care to their patients and 2) to train the next generation of doctors by providing practical experience with actual patients. Great Oaks has similar goals: 1) to deliver the best possible education to our students and 2) to train the next generation of excellent teachers. The Teacher Residency will mirror the intensity of a medical residency, with Teacher Residents working, learning and studying 60+ hours, 6-7 days a week. The expectation is that Teacher Residents will commit to teaching in a Wilmington public school for three years, either in a regular district school or the growing number of charter schools, including GO-WIL.”

- The average teacher salary of \$55,000 with step increases of 5% each year seems very high. The applicant is requested to provide additional details around these figures (page 5-53).

GO-WIL’s rationale for hiring teachers at a higher than average salary is described on page 3-13: “To ensure that we make the most of our per pupil dollars, GO-WIL will support higher than average salaries for Master Teachers who have several years of experience under their belts. Master Teachers provide the highest caliber classroom instruction and have the skills and experience to leverage tutors in the classroom. Current research suggests that small class sizes do not have a positive effect on student achievement.<sup>1</sup>

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<sup>1</sup> “Class Size: What Research Says and What it Means for State Policy”, 2011:  
[http://www.brookings.edu/~media/research/files/papers/2011/5/11%20class%20size%20whitehurst%20chingos/0511\\_class\\_size\\_whitehurst\\_chingos.pdf](http://www.brookings.edu/~media/research/files/papers/2011/5/11%20class%20size%20whitehurst%20chingos/0511_class_size_whitehurst_chingos.pdf)



According to a summary of research conducted by the Brookings Institution, “Effects on student achievement related to differences in teacher quality are very large. The same data...demonstrates long-term effects for class-size reduction produces estimates of much larger effects for variation in teacher quality within schools. Thus, for example, while differences between large and small classes in early elementary school had no long-term effects on the earning power of adults, differences in classroom quality did.”

- The applicant is requested to describe the Great Oaks educator evaluation system which would be implemented in Delaware should the law regarding novice teachers change (page 5-55).

GO-WIL has incorporated the following language on page 5-58.

The DPAS II will be incorporated to foster professional growth, continuous improvement, and quality assurance. The process will include goal-setting, conferences for formative and summative feedback, and improvement planning, as needed, for both the one-year and two-year appraisal cycles. Novice Teacher (Teacher who holds an initial license) will receive a minimum of two Announced Observations and one Unannounced Observation with a Summative Evaluation every year. Novice teachers who have earned a rating of "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation shall have an Improvement Plan which may require additional observations or other types of monitoring as outlined in the DPAS II Revised Guide for Teachers.

## 1.6 Governance and Management

14 Del. C. §§ 512 (1), (2), (6) and (9) The following concerns were noted:

- Attachment 7: Statutorily allowed preference is for siblings of currently enrolled students, not concurrently enrolled students.

Should the State of Delaware conclude that the proposed sibling preference does not align with the statute, GO-WIL will change this policy.

- The applicant may want to reconsider the requirement in its School Enrollment Policy and Procedures that original documents are required for registration to permit other forms of documentation such as certified copies of court records.

GO-WIL has updated this policy to make it easier for students to enroll; GO-WIL will not require original documents and will permit other forms of documentation such as certified copies of court records.

- Attachment 9: A copy of the stamped certificate of incorporation, showing it has been filed with the State of Delaware, is requested.

Please see the attached stamped certificate of incorporation (Attachment 8)

- By-laws need to be reviewed and revised to ensure compliance with the restrictions of 14 DE Admin C 275.4.1.3.2, particularly in Article III, Section A. Article III Section C needs clarification that there will be a certified teacher and parent member in accordance with 14 DE Admin C 275.4.1.3.1.

The updated Board by-laws are included as Attachment 9.

- By-laws: Article III Section C, Article X and the Code of Ethic needs clarification that they are in compliance with and, if necessary, are in addition to the State of Delaware Code of Conduct. The Delaware Public Integrity Commission has determined that Charter Schools are state agencies and that both Board members and employees are subject to the State Employees Code of Conduct in Chapter 58 of Title 29 of the Delaware Code

The updated Board by-laws are attached.

- By-laws: There is some inconsistency throughout with the use of the terms "School" and "Corporation", see e.g., Articles I, IV and V.

The updated Board by-laws are attached.

- By-laws: Article V references "Public Officers Law," which is not reflected in the Delaware Code. This may be a reference to Delaware's Freedom of Information Act.

The updated Board by-laws are attached.

- By-laws: Article VI, particularly section B.2., as written, does not comply with the Delaware Freedom of Information Act. Applicant might also consider referencing that Act in Section C of this Article.

The updated Board by-laws are attached.

- By-laws: With reference to Article VI, Section G, with the possible exception of a vote to come out of executive session, under Delaware's Freedom of Information Act, no votes are permitted to be made in executive session.

The updated Board by-laws are attached.

**1.7 Parent and Community Involvement**

14 Del. C. §§ 512 (1) and (6)

No concerns noted at this time.

### **1.8 Start-up and Operations**

14 Del. C. §§ 512 (1), (8), (9), (10), (12) and (13)

The following concerns were noted:

- The applicant is advised to familiarize themselves with the DE Omnibus School Safety Act and make plans to coordinate with the Delaware Department of Safety and Homeland Security, if approved, to begin the work to have their plan completed and approved.

GO-WIL's operations/start-up team will familiarize themselves with the DE Omnibus School Safety Act and make plans to coordinate with the Delaware Department of Safety and Homeland Security, if approved, to begin work to have our plan completed and approved.

## 1.9 Facilities

14 Del. C. § 512 (8) and (12)

The following concerns were noted:

- The application does not provide sufficient information about other potential locations and options if the Community Education Building (CEB) application is not successful (page 9-73).

GO-WIL's leadership team has had extensive conversations beginning last November with the Buccini/Pollin Group who have offered to work with the team to develop one of their many real estate properties in Downtown Wilmington should the Community Education Building not accept GO-WIL's application.

### 1.10 Budget and Finance

14 Del. C. §§ 512 (8) and (9)

The following concerns were noted:

- The applicant did not submit copies of the revenue estimate worksheets, so it is difficult to validate the information presented in the budget worksheets.

Please see attached copies of revenue estimate worksheets (Attachments 10 and 11)

- It is unclear what assumptions were used when estimating revenue (i.e., number of students expected from each district, number of special education students from each district).

Please see attached copies of revenue estimate worksheets (Attachments 10 and 11)

- The budget sheets show a deficit in State and Local funds in Year 3.

Please see Attachment 12.

- The 2% contingency is not met on State and Local funds for Years 3 & 4.

Please see Attachment 12.

- The budget sheets show a deficit in “Other” funds in Year 1.

Please see Attachment 12.

- The contingency budget (based on 80% enrollment) shows that the 2% contingency is not met on State and Local funds in Years 1 & 4.

Please see Attachment 13.

- Average teacher salaries of \$55,000 are high. The applicant is proposing a 5% increase per year and this is very high based on state experience.

GO-WIL’s rationale for hiring teachers at a higher than average salary is described on page 3-13: “To ensure that we make the most of our per pupil dollars, GO-WIL will support higher than average salaries for Master Teachers who have several years of experience under their belts. Master Teachers provide the highest caliber classroom instruction and have the skills and experience to leverage tutors in the classroom. Current research suggests that small class sizes do not have a positive effect on student achievement.”<sup>2</sup>

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<sup>2</sup> “Class Size: What Research Says and What it Means for State Policy”, 2011:

[http://www.brookings.edu/~media/research/files/papers/2011/5/11%20class%20size%20whitehurst%20chingos/0511\\_class\\_size\\_whitehurst\\_chingos.pdf](http://www.brookings.edu/~media/research/files/papers/2011/5/11%20class%20size%20whitehurst%20chingos/0511_class_size_whitehurst_chingos.pdf)

According to a summary of research conducted by the Brookings Institution, “Effects on student achievement related to differences in teacher quality are very large. The same data...demonstrates long-term effects for class-size reduction produces estimates of much larger effects for variation in teacher quality within schools. Thus, for example, while differences between large and small classes in early elementary school had no long-term effects on the earning power of adults, differences in classroom quality did.”

- The amounts budgeted for audits and legal fees (line 59 State & Local funds) seem low (\$2,000/year for legal expenses). Audits alone typically cost \$20,000.

GO-WIL has updated this line item to include annual audit expense @ \$20,000 in Year 1, with a \$1,000 annual increase. Legal fees have been upgraded to \$5,000 per year (Attachments 12 and 13).

- Year 1 enrollment starts with 200 students and moves up to 800 and drops back to 700. This drop in enrollment will impact the budget. Also, 200 students will probably not generate enough units for a principal unit in the first year.

We acknowledge that a decrease in enrollment will impact the budget. At this point the school will be operating with a surplus that will sustain any fluctuations in enrollment. GO-WIL recognizes that 200 students may not generate enough units for a Principal unit in the first year. For this reason, GO-WIL has entered into conversations with the Delaware philanthropic community to cover that salary in the first year.



## 2.5 Charter Management Company and Highly Successful Charter School Operator Supplement

14 Del. C. §§ 512 (1), (6), (8), (9), (10) and (11) The following concerns were noted:

- A copy of a completed audit is requested.

Please see a draft audit for the Great Oaks Foundation. This will be finalized as soon as the Great Oaks Foundation board accepts it at the March 12<sup>th</sup> board meeting (“GO Foundation Draft Audit - 3.11.14”).

- It was unclear how the CMO (Great Oaks Foundation) and Innovative Schools will work together as services seem duplicative (Attachment 17A).

The role that Innovative Schools will play is solely related to Delaware-specific budgeting / finance requirements. Innovative Schools will in no way act as a management company nor will it provide any support related to instruction, operations, human resources or recruitment. Based on the work Innovative Schools will be doing, GO-WIL anticipates that the fee paid to the organization will be lower than initially expected (\$10,000 per year instead of \$40,000 per year) and has updated the budget accordingly.

- The CMO fee seems extremely high at 14.5% of non-competitive public revenue. By year 4, the CMO fee is expected to be \$661,922. These steep fees appear to make it difficult for the school to build a cash reserve. At the end of year four, they show a balance in State and Local funds of only \$39,608 which is less than the 2% contingency for that year (\$98,820.06).

Since the submission of our charter application, the Great Oaks Foundation has had an opportunity to investigate the costs associated with operating in Delaware, as well as speak with other charter operators. Based on our research, we believe we can provide services to GO-WIL through a 10% management fee, rather than 14.5%.

## **Attachments Cover Sheet**

1. Updated GO-WIL Charter School Narrative Application
2. NBER Tutoring Study
3. Commissioner Cerf Letter
4. Memorandum of Understanding with the Social Studies Coalition of Delaware
5. Spanish Curriculum
6. Health Curriculum
7. Organizational Chart
8. Stamped Certificate of Incorporation
9. Board By-Laws (Updated)
10. GO-WIL Revenue Estimates (100% enrollment)
11. GO-WIL Revenue Estimates (80% enrollment)
12. GO-WIL Budget (100% enrollment) (Updated)
13. GO-WIL Budget (80% enrollment) (Updated)
14. Great Oaks Foundation Draft Audit

## School Proposal Overview

Name of proposed school: Great Oaks Charter School – Wilmington

Primary contact person: Christina Grant

Mailing address: Great Oaks Charter School – Wilmington, c/o Delaware Charter Schools Network, 100 W. 10th St. Suite 308, Wilmington, DE 19801

Phone: Day: 516-749-9462

Evening: 516-749-9462

Email address: [cgrant@greatoakscharter.org](mailto:cgrant@greatoakscharter.org)

Fax: N/A

Name of applicant group or entity applying: Great Oaks Charter School – Wilmington Board of Trustees

Provide the names and roles in the applicant team and current employer of all persons on the Applicant team:

Name	Role	Current Employment
Christina Grant	Chair, Board of Trustees	Great Oaks Foundation
Kia Childs	Board Member	GO-NYC
Geoff Langdon, CPA	Board Member	Cover & Rossiter
Michael Maxwell, Esq.	Board Member	Richards, Layton & Finger

Provide the name and planned opening year for the proposed school.

Proposed School Name	Opening Year	Geographic Community †
Great Oaks Charter School – Wilmington	2015	Wilmington, DE

What is the model or focus of the proposed school? High Dosage Tutoring/College Preparatory

Does the school expect to contract or partner with a Charter Management Company or other organization for school management/operation?

Yes

No

If yes, provide the name of the Charter Management Company or other partner organization if known. Great Oaks Foundation

Proposed Principal/School Leader Information (if known)

Name of proposed Principal/School Leader

Candidate:

Kia Childs

Current Employment

Great Oaks Charter School – New York City

Daytime phone:

(212) 233-5152

Cell phone

(267) 886-3164

E-mail address

Kchilds@greatoakscharter.org

### School Enrollment Projection

Grades	Number of Students				
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
K					
1					
2					
3					
4					
5					
6	200	100	100	100	100
7		200	100	100	100
8			200	100	100
9				200	100
10					200
11					
12					
<b>Total Students</b>	<b>200*</b>	<b>300</b>	<b>400</b>	<b>500</b>	<b>600</b>
<b>Classes per grade</b>	6	$\frac{6 (7^{\text{th}})}{3 (6^{\text{th}})}$	$\frac{6 (8^{\text{th}})}{3 (6^{\text{th}} \text{ and } 7^{\text{th}})}$	$\frac{6 (9^{\text{th}})}{3 (6^{\text{th}}, 7^{\text{th}}, 8^{\text{th}})}$	$\frac{6 (10^{\text{th}})}{3 (6^{\text{th}}, 7^{\text{th}}, 8^{\text{th}}, 9^{\text{th}})}$
<b>Average number of students per class</b>	33	33	33	33	33

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\* GO-WIL will admit an initial cohort of 200, then add one new cohort of 100 every year.

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<sup>†</sup> Please note Scope and Sequence (Attachment 4) and Units of Instruction (Attachment 5) are combined by subject area.

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## Proposed School Narrative

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### 1.1 Executive Summary

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*14 Del. C. §§ 512 (1), (2), (3), (5) and (6)*

**MISSION AND VISION STATEMENTS:** The mission of the Great Oaks Charter School – Wilmington (GO-WIL) is **to prepare students to succeed in college**. The purpose of the school is to give students the knowledge and values required to graduate from a competitive four-year college by delivering individualized instruction, emphasizing character development and fostering relationships with families. What sets GO-WIL’s approach apart from other college preparatory charter schools is our high-dosage tutoring; the Great Oaks Tutor Corps, a highly selective cadre of recent college graduates, will deliver at least two hours of individualized instruction to every student every day. GO-WIL will serve Wilmington students in Grades 6-12. In our first year, we will enroll 200 sixth graders, adding one new cohort of 100 every year until we are a full middle/high school in 2021-2022.

GO-WIL will be supported by the Great Oaks Foundation. The Great Oaks Foundation is a non-profit organization dedicated to the launch and support of the Great Oaks Charter Schools. The academic model of our schools was inspired by the Match School of Boston (Match), which has an extraordinary track record of success using the Tutor Corps model. The Great Oaks Foundation successfully replicated this model in Newark, NJ in 2011 (GO-NWK), and opened a second Great Oaks in the Chinatown neighborhood of New York City in September 2013 (GO-NYC). GO-NWK is among the most successful charter schools in Newark, outperforming its home district by 17 percentage points in Language Arts and 36.6 percentage points in Math on the 2013 standardized NJASK State Assessment. Of 65 district and charter schools in Newark, GO-NWK had the third highest average student growth in literacy and math. Of the 87 charter schools in the state of New Jersey, Great Oak’s growth percentage on Math ranked second.

GO-WIL’s vision has three components and extends beyond the four walls of our school. First we envision creating a supportive yet rigorous middle/high school program that promotes college readiness. Second, we envision incorporating an intensive teacher preparedness program that creates a pipeline of highly effective educators. Third, we envision partnering with other high-performing schools and community-based organizations to invest in the community of Wilmington, DE.

**EDUCATIONAL NEED AND TARGET POPULATION:** GO-WIL will serve students in Grades 6-12 in Delaware. We expect that the majority will come from school districts around Wilmington including Brandywine School District, Christina School District, Colonial School District and Red Clay Consolidated School District. Across these four districts, slightly more than half of students are low-income, 13% are Special Education and the average percentage of English Language Learners is 8%. Because of GO-WIL’s location in downtown Wilmington and efforts to recruit low-income, high needs students, we expect to serve a higher percentage of low-income students, students with Special Education needs and ELLs. At GO-NWK and GO-NYC, we’ve



found that our high-dosage tutoring model is particularly attractive to families of Special Education students and ELLs.

Based on the demographics of students attending Wilmington schools, we anticipate that approximately 58.3% of students will be African American, 22.5% will be White, 13.8% will be Hispanic/Latino, 4.4% will be Asian and 1% will be Other (American Indian, Hawaiian, and/or Multi-Racial). Looking at the fifth grade student achievement in Wilmington, we predict that a large percentage of our target population will enter 6<sup>th</sup> grade with significant educational deficits in reading and math.

The intended effect on the existing community is for more students in Wilmington to attend a high-performing school. The rationale for the chosen location is that Wilmington is a city that desperately needs higher performing schools. Citywide, only 62% of students are proficient in reading and 60% are proficient in math. Only five schools located in city limits have a reading proficiency at or above the state average (72%) and five have a math proficiency at or above the state average (70%). Furthermore, several of these schools serve a more suburban population than the one we will target. Across the four districts, nearly a quarter of students are not graduating from high school. Based on the College Board's college readiness benchmark (a combined score of 1550 out of 2400 on the SAT), students in the Wilmington districts were woefully unprepared with an average score of 1239.

GO-WIL's 6-12 model will fill a gap in quality middle-high school programming in Wilmington and offer school choice to more parents. With only one 6-12 charter school in Wilmington (The New Maurice J. Moyer Academy), parents seeking a 6<sup>th</sup> grade placement have limited options. Furthermore, GO-WIL's model is uniquely suited to serving the diverse needs of the Wilmington community and of our target population. GO-WIL's high level of individualized instruction delivered by the Tutor Corps will ensure that students entering 6<sup>th</sup> grade with major deficits, including English Language Learners and students with Special Education needs, will achieve grade level proficiency. That said, proficiency is the bar, not the ceiling. We are committed to preparing students to be college-ready. GO-WIL will do this by setting high academic and behavioral expectations, while providing the intensive supports – tutoring, family engagement and college preparedness activities – needed to succeed.

All applications for enrollment received during the open application period will be accepted for the lottery should one be necessary. Following the closing date for applications, a lottery will be conducted only if there are more applications received than there are spots available. GO-WIL will offer admissions preference to siblings of enrolled students.

**COMMUNITY ENGAGEMENT:** GO-WIL's Founding Team has assessed demand and solicited support by meeting with many members of the Wilmington community and conducting direct outreach to parents and families. Additionally, GO-WIL's proposed Principal, Kia Childs, has deep roots in Wilmington and is reaching out to community- and faith-based organizations in Wilmington that she is connected to such as the Forum to Advance Minorities in Engineering (F.A.M.E), the Christina Cultural Arts Center, Kuumba Academy, the Girls and Boys Club in Claymont, DE, the Wilmington Urban League and the Resurrection Center.

Members of the GO-WIL applicant team attended the Delaware Charter Schools Network's Charter School Expo November 23, 2013 where we distributed literature about the school in both English and Spanish (see Attachment 12A) and answered questions from prospective

parents. Additionally, GO-WIL distributed a petition for the school throughout the Greater Wilmington area and received hundreds of signatures (see Attachment 12B). GO-WIL's Planning Team met with the following stakeholders.

To discuss facilities, we met with **Riccardo Stoeckicht**, President - Community Education Building. Mr. Stoeckicht described the mission of the CEB, and took members of the Planning Team on a walkthrough of the space. He has also been instrumental in introducing the team to other community stakeholders. Mr. Stoeckicht also visited GO-NWK.

GO-WIL met with several prospective supporters to discuss funding opportunities including **Thère du Pont**, President - Longwood Foundation; **Paul Herdman**, President and CEO - Rodel Foundation; **Madeleine Bayard**, Vice President for Policy and Practice - Rodel Foundation; **Rex Varner**, Chief Operating Officer - Rodel Foundation; **Eileen Dalton**, Past Chair - Social Venture Partners Delaware; and **Michael B. Berardi**, Vice President - Wohlsen Construction.

We discussed Delaware's education and policy landscape with **Mark Murphy**, State Secretary of Education; **Lindsay O'Meara**, Deputy Legal Counsel (Education Policy Advisor to Governor Markell) and **Dr. Teri Quinn Gray**, President - State Board of Education. We extensively consulted with **Kendall Massett**, Executive Director - Delaware Charter Schools Network on a number of occasions.

We talked about teacher recruitment and talent with **Laurisa Schutt**, Executive Director - Teach for America; **Tasha Cannon**, Deputy Officer-Recruitment & Selection - State Teacher & Leader Effectiveness Unit (TLEU); and **Shana Young**, Chief of Staff - TLEU.

We considered potential sites for tutor housing and school facilities with **Chris Buccini**, Co-President - The Buccini/Pollin Group, Inc. and **Karl Wagner**, Executive Vice President of Acquisitions and Finance - The Buccini/Pollin Group, Inc.

We discussed school models with **Jesus Urdiales**, School Leader - Academia Antonia Alonso, **Chuck Baldwin**, Founding Commandant - Delaware Military Academy; **Sally Maldonado**, Head of School - Kuumba Academy; and **Courtney Fox**, Chair - First State Montessori Academy

Finally we met with countless community members to speak generally about the need for the school. We discussed community outreach with **Claire M. Love**, Attorney - Richards, Layton and Finger and **Matthew Albright**, Reporter - The News Journal. Councilman **Nnamdi Chukwuocha** was interested in the possibility of replicating the Teachers Village concept in downtown Wilmington. Pastor **Meredith Griffin** - IMAC Education Committee Chair talked to us about the importance of supporting excellent schools – regardless of whether they are district or charter.

**EDUCATION PLAN:** GO-WIL's educational philosophy is that every child can learn. The most important characteristics of our model include: Unrelenting Focus on College Readiness; Individualized Instruction; Data-Driven Instruction; More Time on Task; Character Development; Relationships; Blended Learning; No Excuses; and Master Teachers.

GO-WIL anticipates that the majority of 6<sup>th</sup> graders will come to us well below grade level. Our goal is to get every student on grade level by 8<sup>th</sup> grade, and college-ready by high school graduation. Through a diversification of instructional roles at GO-WIL, our students can receive more individual attention and our teachers can develop and deliver more rigorous and engaging classroom instruction. The mechanism by which we achieve that diversification is

through a combination of excellent classroom teaching and high-dosage tutoring provided by the Tutor Corps.

GO-WIL will create a “warm-strict” no excuses learning environment that blends discipline and love. GO-WIL will fairly and consistently enforce a Code of Conduct to ensure safety and create a climate where every student can achieve. The individual attention devoted to each student will enable them to maximize their own potential and graduate from GO-WIL with the knowledge, skills and habits of mind to earn a college degree. All teachers, tutors and administrators will be aligned in creating a strong school culture by implementing consistent responses to student misbehavior and creating incentives for positive behaviors.

GO-WIL anticipates serving a diverse population of students including: students with Individualized Education Programs, students with Section 504 plans, English Language Learners, immigrant, migrant, and refugee students, students identified as gifted, students at risk of academic failure or dropping out, and homeless students. At the heart of GO-WIL’s educational philosophy is the belief that all children can learn in an environment of high expectations and supportive relationships. We will ensure that the needs of any child who enrolls in our school are met. For the subgroups of students above, we will create policies that protect the legal rights of the child and we will hold staff accountable for the execution of those policies.

GO-WIL will use an array of high-quality assessment tools, both formative and summative, to determine the success of all students in meeting DE Content Standards and improving student learning. In addition to the required **DCAS** ([and/or the Smarter Balanced Assessment](#)), GO-WIL will administer **Achievement Network** exams four times per year for reading and math to determine that they are mastering State standards and on-track to pass State Exams; **Scholastic Reading Inventory** to assess reading level and track growth; **Course Exams** to determine whether students are mastering course content and on-track to pass classes; monthly **Unit Level Course Quizzes** to ensure that students are mastering content standards delivered in each unit and **Exit Tickets** which are collected at the end of each class period and tutorial to assess whether students mastered the learning objectives for the day. Whenever an assessment indicates that an individual student, cohort or grade is not on track to meet standards, GO-WIL will create interventions for struggling students, reorganize ability level tutor groups, guide teachers to re-teach specific material, provide professional development in certain areas, revise the curriculum and/or make staffing changes. Data will be constantly monitored to ensure that every student is on-track for academic success.

**LEADERSHIP AND GOVERNANCE:** The Great Oaks Charter School - Wilmington Board of Trustees will oversee GO-WIL. It is anticipated that the Board will contract with the Great Oaks Foundation to carry out school support responsibilities. The proposed Principal, Kia Childs, will report to the Great Oaks Foundation. All other employees will report to the Principal or her designee. The leadership team at capacity will include the Director of Operations, the Dean of Students, the Director of Curriculum and Instruction and the Tutor Corps Director.

**Proposed Governing Board:** The Founding Board of Trustees brings a diverse set of skills. **Christina Grant** brings more than ten years of teaching, fundraising and charter school management experience to the board. **Kia Child** brings experience in teaching, developing curriculum, recruiting school staff, executing professional development and parent engagement. **Geoff Langdon** is a CPA in Delaware and brings the financial management and

accounting skills required to effectively monitor the school's expenses. **Michael Maxwell** is a Delaware lawyer and will guide the school through the legal issues around hiring, facilities and any other issues. We are in the process of adding additional Board members, including **Sarah Hutton**, Director of Middle and High School Programs at the Latin American Community Center. It is anticipated that the Founding Board will be supplemented by additional members around the time of the school's opening to meet the State's requirements.

Proposed Principal: In addition to her skills as an educator and manager, Ms. Childs also has deep roots in the Wilmington community which will be critical for connecting with families and engaging with other stakeholders. Ms. Childs is a member of the congregation at the Resurrection Center and a member of the Forum to Advance Minorities in Engineering (F.A.M.E.) Alumni Association. Both her mother and father reside in Wilmington. Ms. Childs previously served as Dance Student and Teacher at The Christina Cultural Arts Center where Raye Jones-Avery, the founding board president of Kuumba Academy was her supervisor and mentor and as a counselor for Girls, Inc. at the Girls and Boys Club in Claymont.

At the Board of Trustees level, a clear set of Board Bylaws, lack of self-interest, and diversity of skill sets will ensure effective governance throughout the five-year charter term. Board trainings will help the Board understand and carry out its roles and responsibilities. At the school level and CMO level, management structures have sufficient accountability, checks and balances and support for all staff built in to guarantee effectiveness. Both the Board and members of the CMO and school community will be constantly focused on fulfilling the school's mission and vision.

**BUSINESS PLAN:** At capacity, GO-WIL will run strictly on the public revenue it receives and not rely on philanthropic dollars to balance its books. While the school will sustain its overhead once it scales, we may require philanthropic support to cover start-up expenses. GO-WIL has had several conversations with foundations about the prospect of start-up philanthropic support. Additionally, GO-WIL's CMO partner, Great Oaks Foundation, has had substantial success raising funds for GO-NWK and GO-NYC. To ensure that the school is financially viable, the full Board (which includes a CPA) will receive monthly reports from the Treasurer on cash flow and budget updates that include variances from budget to actual. GO-WIL will apply for space in the Community Education Building (CEB). We are also speaking with developers and seeking back-up options should the CEB not accept the school as a building tenant. We intend to partner with Innovative Schools to assist us in understanding the unique aspects of the charter environment in Delaware including those relating to invoices, financial accounting, payments and other financial matters.

## 1.2 Founding Group and School Leadership

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### Founding Group Membership [14 Del. C. § 512 (1)]

1. Identify the key members of the Founding Group for the proposed school. Identify *only* those individuals who will play a substantial ongoing role in school development, governance, and/or management, and will thus share responsibility for the school. These may include proposed board members, school leaders/management, staff members, or other essential partners. Explain what role each individual will play, and note which Founding Group members are certified educators, parents, and members of the community as required by 14 Del. C. § 512(1).

GO-WIL’s Founding Group brings a diverse set of skills including: school management, academics, financial management, law and community development. The Founding Group was recruited and selected by the Great Oaks Foundation, the nonprofit organization supporting the launch of GO-WIL. The Foundation worked closely with members of the Wilmington community (described in the Executive Summary) to identify Founding Group members who care about improving education in Wilmington and bring the expertise needed to oversee a charter school.

The Founding Group includes: Christina Grant, Proposed Board Chair; Kia Childs, Proposed GO-WIL Principal; Geoff Langdon, Proposed Board Member; and Michael Maxwell, Proposed Board Member. The team has met to plan and design GO-WIL. Each team member has contributed in smaller groups, phone discussions, school visits, document reviews, community meetings and/or other outreach activities. All members of the Founding Group will transition to the Founding Board.

2. Explain the Founding Group’s collective qualifications for establishing a high-quality charter school in Delaware and in assuming stewardship of public funds. Address the following in your response.

As demonstrated by the chart below, GO-WIL’s Founding Group is collectively qualified to establish a high-quality charter school in Delaware and assume stewardship of public funds:

	Christina Grant	Kia Childs	Geoff Langdon	Michael Maxwell
K-12 public education	X	X		
Design and operation of a charter school	X	X		
School leadership, administration, governance	X	X		
Curriculum and instructional strategies	X	X		
Business Management			X	X
Law				X
Personnel Management	X	X	X	
Diversity issues	X	X		
At-risk populations	X	X		
School operations	X	X		
Parent and community engagement	X	X		

3. Describe the Founding Group’s ties to and knowledge of the proposed school community. Summarize each person’s experience, qualifications, and affiliations that will be directly relevant to developing a high quality charter school that reflects the school’s mission and vision. Explain why each founder was chosen to participate in this Founding Group and the circumstances and motivations that brought the Founding Group together to propose this school.

**Christina Grant:** Ms. Grant is the Vice President of the Great Oaks Foundation. Ms. Grant got her start in education as a corps member for Teach For America in NYC public schools and later taught at KIPP Academy Charter School in the Bronx. Ms. Grant served as the Associated Director of Recruitment for Uncommon Schools, the Deputy Executive Director for the New York City Department of Education and the Managing Director of New Site Development for Teach for America and the Executive Director for NYCAN. Her wide range of charter school experience will be critical to developing a high quality charter school.

**Kia Childs:** Ms. Childs began her career as a Teach for America teacher in New Orleans, Louisiana. She has worked at several high performing charter networks including KIPP and Mastery Charter Schools. Kia is currently the Dean of Students of GO-NYC. Ms. Childs is a member of the congregation at the Resurrection Center and a member of the Forum to Advance Minorities in Engineering (F.A.M.E.) Alumni Association. Both her mother and father reside in Wilmington. Ms. Childs previously served as teacher at The Christina Cultural Arts Center and as a counselor for Girls, Inc. at the Girls and Boys Club in Claymont.

**Geoff Langdon, CPA:** As a Managing Director of Cover & Rossiter, Mr. Langdon's areas of expertise include accounting and auditing, taxation, management consulting, financial planning, investment advisory services, litigation support and business valuation. He recently served on the Board for the Wilmington Housing Authority and Peninsula United Methodist homes. He is a member of the American Institute of Certified Public Accountants, the Delaware Society of Certified Public Accountants, and the Wilmington Rotary Club. He is also a graduate of Leadership Delaware and a teacher of Accounting at the University of Delaware. Mr. Langdon will bring the financial and accounting expertise to responsibly monitor the school's finances.

**Michael Maxwell:** Mr. Maxwell is an Associate at Richards, Layton and Finger and focuses primarily on rendering advice on matters of Delaware state law relating to Delaware limited partnerships, general partnerships and limited liability companies, including formation, operation, governance and dissolution matters. He also has expertise with investment fund transactions, joint venture transactions, cross border transactions and structured finance transactions, mergers, conversions and other restructurings involving partnerships and limited liability companies. Mr. Maxwell sits on the Advisory Board of the American Lung Association of Delaware and serves as the Guardian *ad Litem* for the Office of Child Advocate. Mr. Maxwell will bring the legal expertise needed to navigate facilities, hiring and any other legal matters.

4. Provide, as Attachment 1 (Founding Group Résumés and Biographies). Include full résumés (including contact information) and professional biographies (brief narratives) for the individuals named. Label each document with the individual's affiliation with the proposed school.

Please see Attachment 1.

Principal/Founding Group School Leader and Leadership Team [14 Del. C. § 512 (1)]  
Background [14 Del. C. § 512 (1)]

Explain the circumstances and motivations that brought the Founding Group together to propose this school.

Committed to educating high needs students, the Great Oaks Foundation identified Wilmington, DE as a community that urgently needed higher performing schools. Members of the Foundation met with various community stakeholders both in Wilmington and statewide to determine whether applying to open a school in this community was feasible. After connecting with policy makers, education reformers, prospective donors and countless community members, the Great Oaks Foundation made the decision to expand to Wilmington.

Meanwhile, Kia Childs, current Dean of Students of GO-NYC and the proposed Principal for GO-WIL had long dreamed of opening a school in Wilmington. Her family lives in the city, Ms. Childs and her family are members of the Resurrection Center and she has been involved in local community-based organizations for years. It was clear that Ms. Childs, who is in the process of applying for leadership training programs, would be a natural fit to become the school's proposed Principal.

The Great Oaks Foundation organized a group of community members who believe deeply in the need for better school options for the students of Wilmington. Every member of the Founding Group shares the same underlying belief: that every child can succeed.

**Principal/Founding Group School Leader and Leadership Team [14 Del. C. § 512 (1)]**

1. Name the Principal/School Leader candidate, if identified, and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as Attachment 2, the qualifications, résumé and professional biography for this individual. If no candidate is yet identified, explain your timeline, criteria, recruiting, and selection process for hiring the school leader.

Ms. Childs is in the process of applying to the Summer Principals Academy at Columbia's Teachers College, as well as the Delaware Leadership Program. She will have decisions for both of those programs by February 2014. As demonstrated by her relevant experience listed in the below chart, Ms. Childs is well-qualified to lead the proposed school in achieving its mission:

<b>Training/Position</b>	<b>Description and responsibilities</b>	<b>How it translates to School Leadership</b>
Teach For America Summer Institute	-Developed and implemented five-week summer school curriculum. -Attended six research based courses including: Instructional Planning and Delivery, Elementary Literacy, Classroom Management and Culture, Teaching As Leadership, and Learning Theory.	The training was intense, and enlightened Ms. Childs on best practices, theory, and pedagogy as a classroom teacher. The coaching model was also imperative to her ability to coach teachers as she moved into leadership/master teacher positions later on in her career. She also established an affiliation and network with TFA that has been integral to her growth as an educator.
Teaching For Results: <i>Secondary ELA Seminar Leader</i>	-Customized a tailored Secondary ELA curriculum for first-year teachers seeking alternate certification. -Tracked participant's progress toward mastering the content, assessment, and instruction competencies. -Built personal relationships with participants and delivered culturally relevant seminars to help participants make significant gains toward closing the achievement gap in their classrooms.	As a seminar leader Ms. Childs was trained on how to effectively facilitate professional development, instruct 1 <sup>st</sup> year teachers about content, assessment, and instructional strategies, and how to use best practices to increase teacher effectiveness.

Great Oaks Charter School - Wilmington, Section 2: Founding Group and School Leadership

<p>Mastery Charter Schools: <i>Recruitment Manager</i></p>	<ul style="list-style-type: none"> <li>-Planned and coordinated recruitment events, including Networking Events and School Visits.</li> <li>-Managed operations for the recruitment process as well as relationships with school sites.</li> <li>-Conducted in-person interviews and evaluated prospective teachers strengths in the Mastery competencies and values.</li> <li>-Tracked and monitored progress toward hiring and diversity goals.</li> </ul>	<p>This role gave Ms. Childs in-depth experience about screening potential candidates for the mindset, mission alignment, and instructional knowledge necessary to build excellent schools. She also became skilled at strategic questioning, managing a recruitment process, evaluating teacher effectiveness, and planning recruitment events (happy hours, info sessions, network referral programs, etc.).</p>
<p>KIPP Renaissance: <i>Literacy Coach and Grade Level Chair</i></p>	<ul style="list-style-type: none"> <li>-Coached teachers on the best strategies to implement literacy instruction across content areas.</li> <li>-Visited other KIPP High schools to learn about literacy strategies, and conducted PD for her team on effective implementation.</li> <li>-Handled discipline and culture for the ninth grade team.</li> </ul>	<p>In this role Ms. Childs had the opportunity to visit and learn from other highly effective institutions, and bring back her findings to her KIPP Renaissance team. She also had the opportunity to become skilled at observing and giving feedback, having difficult conversations, and as Grade-Level Chair, the culture within the grade level was driven by her discipline systems and grade-level celebrations.</p>
<p>Great Oaks Charter School: <i>Dean of Students</i></p>	<ul style="list-style-type: none"> <li>-Establish high expectations in regards to discipline and behavior management throughout the school community.</li> <li>-Lead efforts in maintaining school-wide culture that balance high expectations and accountability with joy and academic rigor.</li> <li>-Create systems for ongoing monitoring of student discipline data.</li> <li>-Create systems for reinforcing positive behavior such as assemblies and school rituals.</li> <li>-Create systems for supporting students of concern and communicating with stakeholders about student behavior.</li> <li>-Meet regularly with students and parents to communicate discipline information.</li> <li>-Lead school-wide professional development and work collaboratively to coach teachers and tutors on classroom management and student discipline.</li> </ul>	<p>Ms. Childs has learned how to purposefully and strategically engage the parents and families of Great Oaks in manner that has garnered extreme support of our “warm-strict” culture. By implementing the School-Wide Celebrations, Dean’s List, Parent Committee, Parent University, and Parent Liaison Group, she has been able to positively impact school culture. Additionally, she is constantly perfecting her coaching ability as she trains teaching staff on best practices for classroom management through observations, 1:1 check-ins, and whole group professional development. She is also learning the importance of being consistently reflective by using survey data, observational data, and minute data points to inform her decisions as the Dean.</p>

Ms. Child’s resume is included as Attachment 2.

2. If the Principal/School Leader candidate has been identified, provide specific data that demonstrates strong evidence of the leader’s ability to effectively serve the proposed target population. If the candidate is not yet identified, summarize the Board and/or other Founding Group members’ academic and organizational performance record and provide specific evidence that demonstrates the Board’s ability to effectively serve the proposed target population.

In addition to the leadership capabilities described above, Ms. Childs has a strong track record of educating high needs students as demonstrated from her teaching career:

- **Lake Pontchartrain Elementary 2008-2009:** Ms. Childs grew 8<sup>th</sup> grade student ELA scores on the LEAP test (high stakes year in Louisiana) from 56% proficiency in the prior year to 83% proficiency.
  - 100% of students grew at least two years in reading levels.
  - 83% of students scored proficient in writing
  - 12% of students scored advanced in writing



- **Lake Pontchartrain Elementary 2009-2010:** As a result of the 2009 results, Ms. Childs was given the lowest performing 7<sup>th</sup> graders and all 8<sup>th</sup> graders. She grew 8<sup>th</sup> grade student ELA scores on the LEAP test from 64% proficiency in the prior year to 92% proficiency.
    - 100% of students grew at least two years in reading levels.
    - 74% of 8<sup>th</sup> grade students scored proficient in writing
    - 21% of 8<sup>th</sup> grade students scored advanced in writing
    - Nominated for Teacher of the Year
  - **KIPP Renaissance High School 2010-2011:** 84% of 9<sup>th</sup> grade ELA students scored proficient or higher on the LEAP-standardized test.
    - 100% of AP composition students passed the AP exam
    - 76% of students wrote a composition using the Toulmin method that scored '4' or higher on the writing rubric
    - Retained 100% of students in her advisory (compared highest attrition of 50%)
  - **Southwest Leadership Academy 2012-2013:** 96% of students scored proficient or higher in writing (24% growth from prior year).
    - Average growth on acuity test (benchmark test used in PA): 15% at each interim
    - 88% of students scored proficient or higher in ELA (22% growth from prior year).
    - Reduced the percentage of violent classroom incidents in her class by 80%.
    - 100% of students were accepted into either high-performing public, or charter schools. No student from that class is attending their neighborhood high school.
3. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated prior to the school receiving per-pupil funding?

The Great Oaks Foundation will work on a full-time basis immediately after approval to lead the development of GO-WIL. This will include: facilities procurement and improvements, hiring Principal and Director of Operations and addressing all operational and compliance needs. The Foundation is supported by philanthropic dollars, ensuring that staff time is compensated prior to the school receiving per pupil funding as was the case for GO-NWK and GO-NYC.

4. Describe the responsibilities and qualifications of the school's leadership/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications, résumés, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

GO-WIL's management team will include the Principal, Director of Curriculum and Instruction, Director of Operations, Tutor Corps Director and Dean of Students. Other than the Principal, the individuals who will fill these positions have not been identified. The Director of Operations will be recruited by the Great Oaks Foundation, with input from the Principal, by the end of the 2014 calendar year. Other staff positions will be hired by the School Leader. Recruitment will begin in mid-2014 with hiring beginning in the spring of 2015. Please see **Attachment 3** for more information about the timeline, criteria, and process for recruitment and hiring.

### 1.3 Education Plan

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*14 Del. C. §§ 512 (4), (5), (6), (7), (8) and (11)*

#### Curriculum and Instructional Design [14 Del. C. § 512 (6)]

1. Provide a synopsis of the proposed educational program, including key components of the education model and any unique or innovative features of the school.

GO-WIL's rigorous educational program is built on our Newark and New York City programs and will be aligned to the Delaware Content Standards and provide every single student with the knowledge, skills, and character that they need to graduate from college and achieve their potential. The key components of the educational program include:

**Unrelenting Focus on College Readiness:** GO-WIL will prepare students to graduate from college by holding them to exceptionally high academic standards; according to USDOE researcher Clifford Adelman, "The academic intensity of the student's high school curriculum still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor's degree."<sup>3</sup> In addition to concentrating on academic preparedness, GO-WIL will decorate classrooms, offices and hallways with college paraphernalia to make sure that students never lose sight of their goal. Weekend and summer trips to college campuses, financial aid planning and ongoing academic support will equip students and families with the knowledge tools needed to graduate from college.

**Individualized Instruction:** To ensure that students can meet our high academic standards, every GO-WIL student will receive at least two hours of individualized tutoring every day delivered by our full-time Tutor Corps. The Tutor Corps is a one-year fellowship program for recent college graduates who work full-time at our school as tutors. The Tutor Corps is highly competitive, attracting top students from Ivy Leagues, HBCU's, Largest Public Universities and Small Liberal Arts Colleges. High-dosage tutoring is one of the key practices in charter schools found to raise academic achievement.<sup>4</sup> At GO-NWK and GO-NYC, we've also seen that when students feel that teachers, tutors and administrators are genuinely invested in their success, it results in stronger student engagement, improved family partnerships, a decrease in disciplinary issues and lower student attrition rates.

**Data-Driven Instruction:** GO-WIL will use high-quality interim assessment tools, including the *Achievement Network* exams and the *Scholastic Reading Inventory*, to provide a dynamic, externally validated picture of our students' growth and areas for improvement. Daily "Exit Ticket" mini-assessments provide teachers and tutors with immediate feedback on student understanding of daily objectives. All teachers and tutors are provided frequent time for data review in order to improve instruction at the tutorial, classroom and whole-school level.

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<sup>3</sup> Adelman, Clifford. "The Toolbox Revisited: Paths to Degree Completion from High School Through College." U.S. Department of Education.

<sup>4</sup> Fryer, Roland. 2012. "Learning from the Successes and Failures of Charter Schools." Hamilton Project Discussion Paper 2012-06, Washington D.C.: Brookings Institution Press. 2012.

**More Time on Task:** The GO-WIL school day and year will be significantly longer than those of the district schools. Our school day will be from 7:30am-4:45pm (two hours longer than the average district middle school), with additional enrichment opportunities from 4:45pm-6:00pm. GO-WIL will provide more instructional days per school year than the 188 in district schools. Finally, students whose grades and assessment results indicate that they are at risk of falling behind will attend Saturday and after school programming for additional tutoring targeted to the areas in which they need help. In one year, GO-WIL students will receive at least 400 more hours than those enrolled in neighboring district schools. A recent paper by Harvard economist Roland Fryer demonstrates that increased instructional time is a key predictor of success.<sup>5</sup>

**Character Development:** At GO-WIL, we recognize that graduating from college requires character, and that for our students to graduate from college, they will need to develop traits such as perseverance, courage and discipline. We will actively develop character traits through a school culture that reinforce these core values.

**Relationships:** The principal, teachers and tutors will engage in at least weekly individual parent outreach. At GO-NWK and GO-NYC, we've seen that student success is contingent upon a community of support. Such a community includes teachers, school leaders, tutors, students and - crucially - families. We believe that students' families possess "hidden human capital" that can be tapped to leverage greater effort from students, ultimately leading to better outcomes.

**Blended Learning:** GO-WIL will combine intensive tutoring with Common Core-aligned online learning portals - including Achieve 3000 for ELA and ALEKS (Assessment and Learning in Knowledge Spaces) for Math - to provide a new level of differentiated instruction. Both tools assess each student's level, and target instruction to meet them where they are. All online learning is supplemented by hands-on support from tutors.

**No Excuses:** At GO-WIL, we will equip students with the grit and perseverance needed to graduate from college. GO-WIL will implement a "warm-strict" culture and discipline system. Students and their families will know that everyone at the school cares about them and wants them to succeed and *because* of that, will hold them to the highest standards of behavior and push them daily to work hard.

**Master Teachers:** GO-WIL is committed to hiring passionate, talented lead teachers who have several years of teaching experience under their belt. This will ensure that our students receive excellent instruction and that our teachers are well suited to direct tutors how they can best support classroom learning.

2. Provide a synopsis of the proposed instructional design that reflects the needs of the school's target population and that will ensure that *all* students meet or exceed the expectations of the Delaware Content Standards.

GO-WIL anticipates that the majority of 6<sup>th</sup> graders will come to us well below grade level. Our goal is to get every student on grade level by 8<sup>th</sup> grade, and college-ready by high school graduation. To achieve this ambitious goal, GO-WIL's instructional approach will replicate practices that have been effective at GO-NWK and GO-NYC.

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<sup>5</sup> Fryer, Roland. 2012. "Learning from the Successes and Failures of Charter Schools." Hamilton Project Discussion Paper 2012-06, Washington D.C.: Brookings Institution Press. 2012.

Through a diversification of instructional roles at GO-WIL, students receive more individual attention and teachers develop and deliver more rigorous and engaging classroom instruction. The mechanism by which we achieve that diversification is through a combination of excellent classroom teaching and high-dosage tutoring provided by the Tutor Corps.

### **Instructional Design**

Class Size and Structure: Class size is the key variable that allows GO-WIL to implement a uniquely successful staffing model without the need for significant philanthropy. By increasing the general education class size to 33, we generate additional revenue, which allows GO-WIL to support Master Teachers and a high-dosage tutoring program. To ensure that we make the most of our per pupil dollars, GO-WIL will support higher than average salaries for Master Teachers who have several years of experience under their belts. Master Teachers provide the highest caliber classroom instruction and have the skills and experience to leverage tutors in the classroom. Current research suggests that small class sizes do not have a positive effect on student achievement.<sup>6</sup> According to a summary of research conducted by the Brookings Institution, “Effects on student achievement related to differences in teacher quality are very large. The same data...demonstrates long-term effects for class-size reduction produces estimates of much larger effects for variation in teacher quality within schools. Thus, for example, while differences between large and small classes in early elementary school had no long-term effects on the earning power of adults, differences in classroom quality did.”

Students at GO-WIL are grouped in “homerooms” - grade-level groupings of students. The first cohort of 200 students will have six homeroom groups that move through the school day together. Subsequent cohorts of 100 will have three homeroom groups that move through the school day together. The homeroom group - named after the college or graduate school that its first-period teacher attended - is the unit used for school-wide competitions (for homework completion, for example). Each homeroom moves together - attending courses and tutorials as a group. Classroom groupings will be heterogeneous with respect to student’s prior achievement, special education status and English proficiency in order to foster an inclusive environment where all students are held to high expectations for academic performance.

High-dosage Tutoring: To provide a high level of attention to each student’s needs, our full-time Tutor Corps, in conjunction with our teachers, will provide individual educational experiences to each student. Every GO-WIL student receives two hours of tutoring in groups no larger than three students per tutor - and often one on one - every single day. The Tutor Corps is a one-year residential tutoring fellowship. Recent graduates from top colleges and universities across the country commit to a year of service as full-time tutors to a handful of GO-WIL students and in exchange receive housing and a small living allowance.

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<sup>6</sup> “Class Size: What Research Says and What it Means for State Policy”, 2011:  
[http://www.brookings.edu/~media/research/files/papers/2011/5/11%20class%20size%20whitehurst%20chingos/0511\\_class\\_size\\_whitehurst\\_chingos.pdf](http://www.brookings.edu/~media/research/files/papers/2011/5/11%20class%20size%20whitehurst%20chingos/0511_class_size_whitehurst_chingos.pdf)

The benefits of high-dosage tutoring are well documented. In 1997, the U.S. Department of Education published a research brief entitled “Evidence that Tutoring Works,” which surveyed dozens of studies and finds that “when tutors work closely with teachers and are provided with intensive, ongoing training, they can make a difference.” More recently, Harvard Economist Roland Fryer has found tutoring to be a key characteristic of highly effective charter schools in New York. In Houston, the Apollo 20 project compared students who received daily tutoring (implemented by Match) with students who simply received an equivalent amount of extra classroom instruction and found that tutoring was significantly more effective at improving student achievement.

The Tutor Corps incorporates all of the evidence-based elements of a successful tutoring program.

1. **Thorough training:** All Tutor Corps members receive two weeks of full-time training prior to the beginning of the school year. Training topics are focused on academics and curriculum, maintaining positive school culture and building a productive and professional working environment. Weekly professional development sessions on Fridays provide frequent opportunities for ongoing training.
2. **Structured tutoring sessions:** Tutor Corps members are trained in the appropriate format of a tutorial. All tutorials begin with a silent “Do Now” activity, follow a stated agenda organized around a key learning objective and end with a short “Exit Ticket” assessment to determine whether the learning objective was reached.
3. **Careful monitoring of tutors:** The Tutor Corps Director, a full-time employee who is responsible for the effectiveness of the Tutor Corps, supervises the Tutor Corps. Each Corps members is observed frequently and provided regular coaching and feedback in order to improve.
4. **Close relationships between classroom and tutorial:** A key benefit of high-dosage tutoring, when every student is being tutored every day, is the level of integration between the regular classroom and the tutorial sessions. Tutors do not help with homework, but rather provide extra help via tutorial packets that supplement their Math and ELA coursework. This close integration allows the tutorial to act as a natural counterpoint to the classroom environment.

Integral to the quality of our tutorial program is the quality of the individuals participating. In the first three years of hiring tutors for GO-NWK and GO-NYC, the average selection rate was approximately 10%. Tutor Corps applicants are recruited nationally via college career services centers, career fairs, online job boards and direct outreach to professors at universities. Tutors are selected on the basis of their academic history, prior experience working with students, the strength of a sample tutorial and multiple interviews with members of the school team.

A tutorial setting is best for addressing individual students’ areas of struggle, developing strong relationships with each student and giving students who are excelling the opportunity to stretch their understanding. Daily tutorial content is designed by the classroom teacher as part of the lesson-planning process. Tutorials culminate in a daily “exit ticket” mini-assessment that allow tutors, teachers and staff to understand whether students’ daily learning objectives were met. Tutors are trained in interpreting student achievement data and are included in the data

review meetings that take place after each interim assessment to better understand their students’ progress and needs.

The presence of a cadre of energetic tutors in the school providing every student with daily support fundamentally realigns the role of the classroom teacher at GO-WIL. Teachers are allowed to be laser focused on the creation and delivery of rigorous and engaging lessons so that the time dedicated to teacher-led instruction is used to introduce new material, excite students about content, build school culture and address school-wide academic needs.

**School-wide routines:** Across all classes, consistency in instructional practices will create an environment where students know what is expected of them. The first week of each school year, typically the last week of August before Labor Day, will be Student Orientation. Students will be dismissed at 1:00pm each day and will spend the day learning about GO-WIL’s school mission, its academic and behavioral expectations and the systems and routines that the whole school will follow. Spending time at the beginning of the year to get all students oriented to the mission and model of GO-WIL will reduce time spent correcting individual students throughout the year. In the afternoon, after students leave at 1:00pm, the whole school staff will have an opportunity to debrief and make changes before the students return the following day.

We will not waste valuable learning time by confusing students with different routines and procedures for each classroom. For example, in each classroom teachers will write the class’s Aim, agenda, “Do Now” assignment and homework on a whiteboard at the front of the class for each period. Students will know immediately upon entering the classroom where to look for that information and will be able to start their Do Now and record their homework without teacher prompting. In every GO-WIL class, the following items are on the blackboard (in class) or on the table (in tutorial):

Class	Tutorial
The extended form of the date	The extended form of the date.
The specific and measurable “Aim” for the day (connected to the standards)	The “Do-Now” or opening activity, which immediately engages students in writing for two to five minutes.
SAT Word of the Day	The “Agenda” or list of the activities for the class period.
The “Do-Now” or opening activity, which immediately engages students in writing for two to five minutes.	The “Exit Ticket” to test student understanding of the tutorial aims.
The “Agenda” or list of the activities for the class period.	
The “Homework” assignment due the following day.	
The “Exit Ticket” to test student understanding of the day’s class aims.	

Similar school-wide consistency in classroom routines, note-taking styles, behavioral expectations and academic policies will increase coherence for students and families and allow us to create a more focused school environment.

The school year at GO-WIL is organized in Trimesters. Each course will have exams at the conclusion of each trimester (roughly the end of November, March and June). Reviews of the data derived from the first two rounds of trimester exams will be used to inform which content is re-taught for the first two weeks of the following trimester.

GO-WIL’s classrooms largely use traditional teaching methods, with an intense focus on excellence in “the little things.” The first step is creating Aims linked to the Common Core Standards for every subject every day. The Aim is what a teacher wants students to be able to do by the end of class. Teachers post the Aim in student-friendly language, explain it to students orally at the beginning of the class or subject block, and return to it at the end so students can reflect on their progress reaching the objective.

1. **The Do Now** helps students transition from downtime to class time. Whether they’re in the hall for a mere two minutes before class or coming back from a boisterous session of gym or lunch, a teacher needs to create the conditions in which students can quickly refocus their attention to the business of class. As a short academic exercise, the Do Now builds or solidifies students’ understanding of content through quick reviews of previously covered material, activators that generate students’ prior knowledge on a new topic, or brief reflections on personal performance or class goals.
2. **The Opening** has five components: Quick Check of the Do Now; Connect the New to the Known; Review the Aim and Agenda; Review Expectations; Hook Students into the Lesson. Example: Review the Aim and Agenda:

*Today our Aim is “Students will be able to connect what they read in Macbeth to at least three things they already know about human nature.” We’ve already done the Do Now, we’re in the Opening now. Then I’ll show you how to make a connection like this. You’ll try it out in pairs. Then you’ll try it on your own. Then we’ll review, complete an Exit Ticket, and we’re done until tomorrow! Let’s get started.*

3. **Introduction to New Material:** When introducing new material, teachers attempt to be unusually explicit and concise. We encourage teachers to move quickly to Guided Practice, where students are more active.
4. **Guided and Independent Practice:** A typical class relies heavily on students doing much of the work. The chart shows the range of ways this happens.

Method	Description	Best For
A. Silent Independent Work	Students do not talk at all except to teachers if they raise their hands.	Isolating individuals’ skill levels; re-establishing a calm learning environment
B. Independent Work w/check-ins	Students may talk about their work in a whisper.	New skills that a few students might struggle with; assignment in which students should check their answers as they go along; assignments with complicated directions
C. Partner Work	Students may work together on the independent practice in low voices.	Paired reading, higher-order thinking skills (students can discuss), pair discussion before whole-class discussion, checking work together.

5. **Closing:** Class ends with a closing and then an Exit Ticket. The purpose of the closing is to solidify student understanding of material through review and provide the daily assessment for the teacher. The teacher presents a concept, practices it with students, students practice it on their own, and finally, students present the concept back to the teacher. This feedback loop allows teachers to edit the next lesson plan accordingly.

### Evidence of Effectiveness

In addition to the research cited above, the effectiveness of this model is well documented in other schools serving similar populations. Match has consistently served a student body that is more than 90% black or Hispanic and where more than 75% of students receive free or reduced-price lunch. Started as a high school, Match expanded in 2008 to become a 6th-12th-grade program. Even with just 9th-12th grades, however, Match generated significant learning gains for its students, presenting clear evidence of success for this existing school. Nationally, just 8% of Americans in the bottom income quartile hold college degrees by age 24 (compared to 31% of all U.S. students). Of the first seven classes to graduate from Match, between 2004 and 2010, 74% of alumni have either graduated from college or are still enrolled. Furthermore:

- Five times between 2008-09 and 2011-12, New Leaders for New Schools and the USDOE recognized Match's Middle School and High School programs as Effective Practice Incentive Community (EPIC) award winners for student achievement gains (the most of any school in the country during the same period).
- In 2009, U.S. News and World Reports ranked Match among the top 3% of U.S. public high schools.
- In 2008, the U.S. Department of Education recognized Match as one of the 8 best charter high schools in the country.
- In 2007 and 2009, Newsweek ranked Match as one of the top 100 U.S. public high schools.

While GO-NWK has only been in existence for three years, that school is on-track to achieve similar results. GO-NWK is among the most successful charter schools in New Jersey. Last year, GO-NWK outperformed its home district, Newark Public Schools, by 17 percentage points in literacy and 36.6 percentage points in math on the standardized NJASK State Assessment.

In addition to presenting absolute scores, New Jersey calculates Student Growth Percentiles (SGP) to measure student growth from one year to the next. GO-NWK made substantial gains on the NJASK from 2012-2013; of 65 district and charter schools, GO-NWK had the third highest average SGP in math and literacy. Of the 87 charter schools in the state of New Jersey, Great Oak's growth percentage on Math ranked second.

3. Provide an overview of the planned curriculum, including, as Attachment 4, a course scope and sequence *by subject for each grade level* that the school plans to serve during its first four years of instruction. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (Common Core State Standards in English language arts and mathematics, and Next Generation Science Standards) in all content areas.

The founding team identified curriculum by drawing on the design approach of other high-performing charter schools, and examining what has been most successful at GO-NWK and GO-NYC. While we have identified proven curricular approaches, the goal is for the academic program be educator-driven from within GO-WIL, rather than simply involve the adoption of off-the-shelf programs. Therefore, GO-WIL will provide significant time for planning and professional development, ensuring that teachers have the opportunity and expertise to adapt the curriculum to meet the unique needs of their students, and to ensure that it is rigorous



enough to support GO-WIL's mission to prepare students for college success. The criteria the foundation team used to select the curriculum included: Aligned to Delaware Content Standards; Researched-based or field-tested; Easily adaptable for English Language Learners; Sufficiently flexible to serve learners of varying abilities; Includes assessment tools; and Engaging and relevant to students.

GO-WIL will use the Common Core-aligned Engage NY curriculum for **Reading** and **Math**. Engage NY is created by Expeditionary Learning and is fully aligned to the Common Core State Standards for English language arts and math. This curriculum has been fully adopted by GO-NYC with impressive preliminary results. We believe that implementing this curriculum across two states that are aligned to the Common Core will allow for meaningful professional development and data sharing across our network of schools. These curriculum materials will:

- Provide access to sequenced, spiraled, content-rich statewide curriculum programming and instructional practices that support the attainment of the CCLS and align to the Board of Regents' strategic goals.
- Include teaching and learning experiences that scaffold P-12 grade levels, are focused on P-12 learning progressions, and project a trajectory of learning standards in each content area (English Language Arts & Literacy and Mathematics).
- Incorporate curriculum maps, lesson plans, performance tasks, scaffolding materials, samples of student work, and other classroom artifacts. Newly developed modules will provide curriculum and instructional resources targeted to address all learners within any classroom setting.
- Emphasize resources that are planned and developed according to the principles of Universal Design for Learning, and are able to be used by all students, including: English Language Learners (ELLs), students with disabilities, accelerated learners and students achieving and performing below grade level (up to two grade levels behind through grade 8, and up to four grade levels behind in high school, grades 9-12).

Curriculum modules will include:

- Year-long scope and sequence documents
- Module framing/overview documents
- Performance tasks (for administration in the middle and at the end of each module)
- Lesson plans and supporting materials (class work, homework, etc.)

To further differentiate instruction in literacy and math, GO-WIL will also use research-based, Common Core-aligned supplemental tools that have yielded successful results at GO-NWK including:

- Achieve3000: When researchers looked into the test scores of nearly 87,000 middle schoolers across the nation, they found that those who used Achieve3000's middle school program nearly doubled their expected growth norms after only one year. The same level of achievement also was seen for students who had been struggling readers. This group began with reading levels at least two years below average, yet made a remarkable average Lexile gain of 118 points. ELLs and Special Education students using Achieve3000 showed that they could close the achievement gap after only one year. On

average, ELLs more than doubled their expected Lexile growth, while Special Education students saw a gain of more than 1.5 times the expected.

- **Assessment and Learning in Knowledge Spaces (ALEKS):** ALEKS is the practical realization of Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) and Professor Jean-Paul Doignon at the University of Brussels<sup>7</sup>. ALEKS has been shown to dramatically increase student learning across numerous case studies<sup>8</sup>, particularly among students at risk of academic failure and English Language Learners.

GO-WIL will join the Delaware **Science** Coalition, which provides units and models that are aligned to the Next Generation Science Standards. In the Delaware Science Coalition:

- Teachers are encouraged and supported in developing positive attitudes toward science.
- Hands-on activities motivate students to learn.
- The program is inquiry-based. Students, like real scientists, learn to ask questions, make tests, and develop concepts based on their experiences.
- Activities in the program can be integrated with other content areas.
- Field trips and enrichment activities are encouraged.
- The in-service program allows teachers to work through each activity and share ideas before they present lessons to their students.
- Almost all materials needed for the lessons are included in the kit. (Consumable and non-consumable)
- Kits are delivered and picked-up, so they do not need to be stored in the classroom.
- Concepts presented in the kits are correlated to the State Standards.
- The end-of-kit assessments developed by the Coalition help teachers to monitor student learning and to inform their instruction.

For **Social Studies**, GO-WIL will use curriculum materials from the New York State Education Department and will also join the Social Studies Coalition of Delaware, which will:

- Assist in the development of assessments to guide social studies curriculum development and instruction at the district level.
- Support the development and alignment of social studies curriculum and instructional materials by designing model lessons for each benchmark to be distributed to members of the Coalition.
- Provide staff development for curriculum development and instructional delivery.
- Provide leadership and an organizational structure to facilitate planning, assist with the development of instructional materials and coordinate the delivery of the items listed above.

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<sup>7</sup> [http://www.aleks.com/about\\_aleks/Science\\_Behind\\_ALEKS.pdf](http://www.aleks.com/about_aleks/Science_Behind_ALEKS.pdf)

<sup>8</sup> [http://www.aleks.com/k12/ALEKS\\_K12\\_Success.pdf](http://www.aleks.com/k12/ALEKS_K12_Success.pdf)

For **Visual and Performing Arts**, GO-WIL's curriculum will be drawn from the New Jersey Core Curriculum for Visual and Performing Arts and will use the Delaware recommended curriculum as a base for instruction. Through GO-WIL's arts program, students will be able to communicate at a basic level in the four arts disciplines: dance, music, theatre, and the visual arts; communicate proficiently in at least one art form; develop and present analyses of works of art; have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; and relate arts knowledge and skills within and across the arts disciplines and other content areas.

For **Physical Education**, GO-WIL's curriculum will align with the Delaware Standards for Physical Fitness. Students will; demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities; demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; participate regularly in physical activity; achieve and maintain a health-enhancing level of physical fitness; exhibit responsible personal and social behavior that respects self and others in physical activity settings; and create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

For **World Languages**, GO-WIL will offer Spanish. GO-WIL's Spanish Curriculum will: expand the offerings of world languages to establish the K-16 language learning pipelines; infuse international content into World Language curricula to prepare global citizens; design responsive programming to make world language study accessible for all students; offer extended sequential World Language study to develop high level of proficiency, literacy, and cultural competence; establish realistic and clear expectations; build flexible programs with multiple entry and exit points; and ensure student, teacher, and program accountability.

For **Health**, we will follow the Delaware Content Standards and recommended curriculum for health education.

GO-WIL is in conversations with several curriculum specialists, including Innovative Schools and the Southern Delaware Professional Development Center about receiving support to ensure that the curriculum are aligned to Delaware Standards.

Like many successful schools, we will leverage Wiggins and McTighe's highly influential *Understanding by Design* concept for curricular design. Conceptually, Wiggins and McTighe advocate that curriculum planning should begin with the end – that is, educators should first clearly state the enduring understandings that they seek for their students and then work backwards to design a series of interim steps – units of study – that will build up to the desired outcomes. Those units – grouped thematically to stress recurring skills and concepts, are then translated into a series of daily learning objectives, called "Aims".

GO-WIL's year-end learning objectives will be drawn primarily from the Delaware Content Standards. Because these standards are an integrated K-12 sequence with a college-readiness focus, they will allow our teachers and instructional leaders to discuss concepts that recur throughout the school's grade articulation in the common language of the standards:

During the one-month summer teacher training each year, instructors will be supported in translating grade-level Delaware Content Standards into a set of thematic units – grouped around the enduring understandings that are most important for our students. Facilitated by the Director of Curriculum and Instruction (starting in Year 2) and supported by subject-area expert consultants as needed, each teacher will start with the relevant standards for his or her grade and subject and map out a sequence of units that address those standards. In later years, the training period will be used to revise and enhance curriculum plans.

Once unit-level planning is complete, teachers will be supported during the summer and then throughout the school year in translating their unit plans into a series of daily learning objectives that are used for daily lesson planning. Teachers will collaboratively plan the first 4-6 weeks of instruction during teacher training to establish norms of quality and rigor. Once the school year is underway, supporting lesson planning will be a key responsibility of the Director of Curriculum and Instruction, who will meet with teachers regularly to review plans and provide feedback starting in Year 2. In Year 1, the Principal will be responsible for this work.

Investing the time in the summer and throughout the year to understand year-end goals and backwards plan from those goals down to unit-level and daily classroom objectives is a critical step in encouraging our teachers to think more deeply about their instruction and “own” the progression of their classes through the year (rather than feeling as though they are simply working through someone else’s scopes and sequences). Additionally, our tutorial-heavy, highly individualized model and our ambitious goals for our students do not easily align with pre-packaged curricular products.

Across content areas, we will have an intensive focus on literacy as the gateway to all other skills. Levelled independent reading (supplemental to the texts read as a group in class) is an effective way to increase students’ reading abilities by ensuring students are reading books that are paired to their abilities and neither too easy nor too challenging.<sup>9</sup> In alignment with the Delaware Content Standards’ focus on literacy across media, students will read “true” classical literature and contemporary literature, nonfiction and journalism.

Please see **Attachment 4** for course scope and sequence.

4. Provide, as Attachment 5, three units of instruction with corresponding summative assessments and scoring rubrics per grade band that the school will serve (K-2, 3-5, 6-8, and 9-12).

Please see **Attachment 5**.

5. Describe how the school will ensure that all students have equitable access to the curriculum.

GO-WIL expects to enroll an academically diverse population, and therefore identified curricular materials and instructional practices that are flexible enough to support students who enter the school well below grade level while also challenging students who enter at or above grade level - ensuring that all students have equitable access to the curriculum.

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<sup>9</sup> Garan, Elaine and DeVoogd, Glen. “The Benefits of Silent Sustained Reading: Scientific Research and Common Sense Converge.” Reading Teacher, December 2008.

Furthermore, the curriculum selected is adaptable for English Language Learners and sufficiently flexible to serve learners of varying abilities

6. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students, including those who are gifted and talented.

At GO-WIL, teachers will receive extensive professional development around using data to inform the delivery of instruction, identifying student needs and differentiating instruction accordingly to maximize student achievement. All teachers will receive pre-service, common planning time and weekly professional development, including presentations by consultants, coaching by content specialists and peer development of curriculum strategies. Intensive professional development will ensure that teachers are supported in their lesson planning and skilled at implementing differentiated instruction.

That said, even the best teachers may struggle with differentiating instruction for a large class. This is where high-dosage tutoring comes in. In addition to tutors floating in every classroom, they will provide two hours of tutoring in groups no larger than three students per tutor to all students every day. By addressing individual students' areas of struggling, developing strong relationships with each student and giving students who are excelling the opportunity to stretch their understanding, a tutorial setting will be a powerful way for us to further differentiate instruction.

7. Provide a synopsis of plans for additional academic support for at-risk students, including a description of how the school plans to implement procedures to determine whether a student responds to scientific, research-based interventions for reading and mathematics.

GO-WIL will implement a three-tiered Response to Intervention (RTI) to identify students who require additional academic support, and to determine whether a student responds to scientific, research-based interventions for reading and math.<sup>10</sup> GO-WIL's Instructional Support Team (IST) will consist of a student's parent, DCI, general education teacher, special education teacher, Dean of Students and Special Education Coordinator. The IST will collaboratively develop an academic intervention plan that will include the type and length of services needed and short- and long-term goals. The Special Education Coordinator will be responsible for creating and maintaining the RTI meeting calendar and ensuring that services provided are consistent with those required by a student's IEP.

In the context of the RTI process, interim assessments administered by the Achievement Network (ANet), differentiated instruction and high-dosage tutoring for all students will act as the Tier I intervention (a year-long primary intervention for all general education students.)

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<sup>10</sup> Many studies support the appropriateness of a Response to Intervention approach in a school setting. Case studies indicate that the vast majority of students respond well to RTI (Ardoin, Scott P., Witt, Joseph C., Connell, James E., Koenig, Jennifer L., 2004). Furthermore, RTI has been cited as an effective way to distinguish between students who are generally struggling and those with special education needs (Speece, Case & Molloy, 2003). Researchers and educators overwhelmingly agree that RTI is an effective approach. Dr. Matthew K. Burns' 2010 study, "Response-to-Intervention Research: Is the Sum of the Parts as Great as the Whole?" (Perspectives on Language and Literacy, vol. 36, No. 2, Spring 2010) concluded: "Practitioners should implement a three-tiered RTI model with confidence that they are engaging in research-based practice that benefits students."

Based on the ANet assessments and teacher observations, students who are not making adequate progress in Tier I will be recommended for a research-based Tier II intervention which may involve additional tutoring, after school supports, or other support services. The IST will identify a student’s baseline achievement (e.g. 40% proficiency in math) and where that student can reasonably expect to be after a certain period of time (e.g. 65% proficiency in math after one month), then measure his or her progress on a frequent (e.g. weekly or semi-weekly) basis. If that student has reached the set goal within the allotted time, he or she may be moved to Tier I or remain in Tier II based on the IST’s recommendation.

If the student is not responding to the Tier II intervention, or is responding very slowly, he or she may be moved to Tier III. Students will typically go through several Tier II cycles before moving to Tier III. Tier III services involve a high level of customized support, targeting students’ areas of greatest academic need. As with Tier II, the type and length of services, frequency of interim assessments and short- and long-term goals will be developed on a student-by-student basis. At Tier III, a student may be recommended for an IEP.

All RTI processes will be recorded. GO-WIL’s Director of Curriculum and Instruction will review all student achievement data following formative assessments to evaluate the efficacy of the RTI program. If students are demonstrating progress in academic achievement and meeting the benchmarks stipulated in their academic intervention plans, the school will know that the needs of these students are being met.

8. Explain how the graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).

In line with our mission, GO-WIL’s graduation requirements will be shaped around college readiness. In addition to meeting the DE Graduation Standards, to graduate from high school, there are baseline promotion standards that we expect every student to have mastered. These promotion standards are adopted from the Delaware Content Standards. High school Math exit standards are derived from the AP Calculus course standards, which will be the terminal math course at GO-WIL.

ELA Graduation Standards: Students will be able to	Math Graduation Standards: Students will be able to	SS Graduation Standards: Students will be able to
<ul style="list-style-type: none"> <li>• Make critical inferences about a text and what it leaves uncertain</li> <li>• Determine themes/central ideas and their development over the course of a text</li> <li>• Determine the meaning of words/phrases as they are used in a text</li> <li>• Analyze relationship between an author’s choice of structure for specific parts of a story and the overall structure, meaning and aesthetic impact</li> <li>• Understand and recognize satire, sarcasm, irony and</li> </ul>	<ul style="list-style-type: none"> <li>• Work with functions represented in a variety of ways: graphical, numerical, analytical or verbal and understand the connections among these representations</li> <li>• Define the derivative in terms of a rate of change and local linear approximation and use derivatives to solve a variety of problems</li> <li>• Define the definite integral both as a limit of Riemann sums and as the net accumulation of change and use integrals to</li> </ul>	<ul style="list-style-type: none"> <li>• Define, analyze, monitor and discuss issues and policies within a participatory classroom</li> <li>• Demonstrate economic literacy and rational decision-making</li> <li>• Connect insights from the details of a source to an understanding of the text as a whole</li> <li>• Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence Analyze how a complex primary source is</li> </ul>

<p>understatement</p> <ul style="list-style-type: none"> <li>Analyze and evaluate multiple interpretations of a source text</li> <li>Demonstrate knowledge of foundational American texts from 18th - 20th centuries and contemporary themes across texts within periods</li> <li>Read and comprehend grade-appropriate literature independently and proficiently</li> <li>Write arguments to support claims in analytic writing</li> <li>Write informative texts to explain complex ideas, concepts and information accurately</li> <li>Write well-developed narratives</li> <li>Respond to feedback through revisions and editing</li> <li>Use technology to research, produce and publish writing</li> <li>Write routinely over extended and shorter time frames</li> </ul>	<p>solve a variety of problems</p> <ul style="list-style-type: none"> <li>Describe the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus</li> <li>Communicate mathematics and explain solutions to problems both verbally and in written sentences</li> <li>Model a written description of a physical situation with a function, a differential equation or an integral</li> <li>Use technology to help solve problems, experiment, interpret results and support conclusions</li> <li>Determine the reasonableness of solutions, including sign, size, relative accuracy and units of measurement</li> </ul>	<p>structured</p> <ul style="list-style-type: none"> <li>Evaluate authors' differing points of view on the same event</li> <li>Integrate and evaluate multiple source of information presented from diverse sources and in diverse formats/media</li> </ul>
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[Science: All students will be required to take three credits of Science: Biology, Chemistry, and Physics \(or their equivalents\), all of which must have a lab component.](#)

Student Performance Goals [14 Del. C. § 512 (4) and (6)]

1. Describe the student performance standards for the school as a whole.

The mission of GO-WIL is to prepare our students to succeed in college. The metric by which we will ultimately gauge our success is the rate at which our students obtain college degrees. Since our first class will not enroll in college until 2022 and won't graduate until 2026, it is critical that we set interim achievement goals to ensure we are on track to realize our mission.

We will institute distinct academic programs for the middle school and high school grades and will organize those programs around distinct achievement goals for each level. For middle school, our overarching goal is to bring students, who are likely to come from diverse settings and have highly variant levels of previous achievement, up to at least their grade level as quickly as possible. Once a cohort of students advances to the high school level, our primary goal shifts to preparing every student for college success by the time they graduate. GO-WIL set our student performance standards in line with Delaware Department of Education Charter School Office's Performance Framework:

Student Growth

1. GO-WIL has at least 60% of all students meeting their growth targets in each tested subject and grade of the State Assessment.

2. GO-WIL has at least 60% of students in the lowest quartile of performance meeting their growth targets in each tested subject and grade of the State Assessment.
3. The percentage of students making growth sufficient to maintain or achieve proficiency in three years or by 10<sup>th</sup> grade meets or exceeds 70%.

#### Student Achievement

1. GO-WIL's average proficiency rate on DCAS<sup>11</sup> Reading and Math meets or exceeds the statewide average student performance of schools serving the same grades and meets or exceeds the statewide AMO for all students.
2. GO-WIL's average subgroup proficiency rate on DCAS Reading and Math meets or exceeds the statewide average subgroup performance of schools serving the same grades and meets or exceeds the statewide AMO for subgroups.
3. GO-WIL's average proficiency rate on DCAS Reading and Math meets or exceeds the average student performance of students in the district in the same grades.
4. GO-WIL's average proficiency rate on DCAS Reading and Math meets or exceeds the average student performance of students in similar schools in the same grade.

#### State and Federal Accountability

1. GO-WIL meets Delaware AYP target

#### Post-Secondary Readiness

1. More than 40% of GO-WIL students will score a combined SAT score of 1550
2. At least 92% of students will graduate from high school
2. In addition to the mandatory Delaware Comprehensive Assessment System, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware content standards (Common Core State Standards in English language arts, mathematics, and Next Generation Science Standards). Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware content standards (Common Core State Standards in English language arts, mathematics, and Next Generation Science Standards).

In addition to the mandatory DCAS, GO-WIL will use an array of high-quality assessment tools, both formative and summative, to determine, monitor and report individual student, cohort and school progress over time.

GO-WIL will partner with the Achievement Network (ANet), a non-profit that helps schools capture and leverage data to drive instruction. ANet will administer Common Core-aligned assessments in Reading and Math every 6-8 weeks, then return results to GO-WIL within 48 hours. At the individual student level, this will allow us to determine which students need additional assistance and which need a greater challenge. On a school-wide level, it will allow us to identify concepts for re-teaching, standards where teachers may need to try a different

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<sup>11</sup> [Please note that all references to the DCAS also apply to the Smarter Balanced Assessments once Delaware rolls out that assessment.](#)



approach, and standards that should become a priority for tutorial support. After each assessment, ANet coaches will work with the Principal and teachers to drill down on the data and identify areas of weaknesses that should be targeted through professional development.

In addition to ANet, GO-WIL will use the following interim assessments:

Type of Assessment	Frequency	Purpose/Questions to be Answered	Follow-up Questions
“Exit Tickets”	Daily, at the end of each class period and tutorial	Did students master the learning objective for the day?	How should material be addressed in tutorial (for individual students) and the next day (for whole classes)? Do we stay on this topic or move on?
Unit-Level Course Quizzes	Approximately monthly, at the end of a Curricular Unit for each course	Did students master the content standards that were addressed in this unit?	How should material be handled in the next unit? What underlying gaps in student knowledge need to be remediated via tutorial?
Trimester Course Exams	3x/year for each course	Are students mastering their course content? Are students on track to pass their courses?	What material should be re-taught during the two-week re-teaching period? Which students are in need of urgent intervention?
Scholastic Reading Inventory	3x/year computer-administrated reading assessment	What is an individual student’s reading level? Is a student reading at/above/below grade level? How much growth is a student making throughout the year?	What books are appropriate for each student to increase literary achievement?

GO-WIL’s interim assessments, curriculum and performance are aligned with the DE content standards (Common Core State Standards in English language arts, mathematics, and Next Generation Science Standards).

3. If the school plans to adopt or develop additional academic performance goals or assessments beyond the Delaware Comprehensive Assessment System, explain what standards the school will use, and describe the adoption or development process that has taken place or will take place. Include the timeline for achievement of student performance goals and the assessment of such performance.

Not applicable. For the time being, GO-WIL does not intend to adopt or develop additional academic performance goals or assessments beyond the Delaware Comprehensive Assessment System. We will use the above assessments for diagnostic purposes only.

4. How will the school’s policies and standards for promoting students’ from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

GO-WIL’s policy for promoting students is that we will only promote those students who have mastered grade level content. Students must meet the following promotional criteria to be promoted:

Great Oaks Charter School - Wilmington, Section 3: Education Plan

Category	Requirement	Consequence if not met*
Attendance	Must miss <20 days of school in a year	Summer attendance class or repeat the year
Grades	Must pass all classes (passing is 70%)	Make up in summer or repeat the year
Enrichment	Must participate in 1 extracurricular activity (25 hours)	Make up in summer or repeat the year
Community Service	Must complete 10 hours/year	CS class in summer or repeat the year
College Exploration	Must complete 10 hours/year	Advisories will complete this together for 6 <sup>th</sup> -7 <sup>th</sup> grades
Fitness	Must meet grade-level specific Fitness Standards	Fitness class in summer or repeat the year
Discipline	12+ detentions	Discipline class in summer or repeat
	24+ detentions	2 Discipline classes in summer or repeat
	36+ detentions	Repeat the year
	20+ days of suspension	Repeat the year

Promotion criteria will be communicated to parents early and often. Prior to the start of the school year, GO-WIL’s Principal will disseminate information to parents about the school’s core values, culture and academic requirements - including promotion standards. Through weekly phone calls and quarterly progress reports, GO-WIL will ensure that parents know exactly where their child stands academically and what he or she needs to do in order to reach the promotion/graduation standards.

5. Explain the process for ensuring that all students in grades 8-12 have a complete student success plan. Describe how the success plans will be monitored.

GO-WIL will work with every 7<sup>th</sup> grade student to prepare a Student Success Plan that will encompass Grades 8-12, with plans updated at least annually by the student, a supervising adult, a faculty/staff member and the student’s parent/guardian. GO-WIL will ask each student to first identify his or her end goal, then back-map their plan to make sure they are taking the courses and receiving the academic supports necessary to meet their end goal. Student success plans will be monitored by the Director of Curriculum and Instruction on an ongoing basis (at least quarterly), to ensure that every student is on track to graduate from high school and meet his or her post-secondary goals.

Beginning at age 14, a student’s IEP will be heavily influenced by transition planning. The IEP team will work closely with the student to begin preparing him or her for the adult world with the IEP becoming goal-oriented and based upon the student’s preferences, interests and needs. The student will set goals regarding where he or she will live, work, attain more education and participate in community activities. Post-high school goals will be reviewed annually to ensure that the vision/outcomes become more concrete as the student gets older. The IEP team will examine Present Levels of Educational Performance to ensure that the student is taking courses that will lead to graduation or completion of a secondary program, and also plans for educational experiences that will help him or her achieve the desired post-school goals.

High School Graduation Requirements (*High Schools Only*) [14 Del. C. §§ 512 (4), (5), (6) and (7)]

Great Oaks Charter School - Wilmington, Section 3: Education Plan

1. Explain how the school will meet these requirements and monitor them through the use of the State’s pupil accounting system. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Delaware, explain the additional requirements.

As described above, GO-WIL will ensure that every student meets the State’s graduation requirements by implementing a rigorous, Delaware Content Standards-aligned curriculum, and leverage Wiggins and McTighe’s *Understanding by Design* concept to refine the curriculum to align with graduation requirements. All progress toward requirements will be monitored through the eSchoolPLUS system. The grading scale for academic classes will be as follows:

97 – 100 = A+ = 4.3	87 – 89 = B+ = 3.3	77 – 79 = C+ = 2.3	67 – 69 = D+ = 1.3
93 – 96 = A = 4.0	83 – 86 = B = 3.0	73 – 76 = C = 2.0	63 – 66 = D = 1.0
90 – 92 = A- = 3.7	80 – 82 = B- = 2.7	70 – 72 = C- = 1.7	60 – 62 = D- = 0.7
			0 – 59 = F = 0

A sample transcript is as follows:

<b>Student Name:</b>				<b>Grade Level:</b>			
<b>Birth Date:</b>				<b>Student Number:</b>			
<b>OFFICIAL TRANSCRIPT</b>							
<b>ACADEMIC COURSES</b>	<b>Sem 1</b>	<b>Sem 2</b>	<b>Summer</b>	<b>ENRICHMENT COURSES</b>	<b>Sem 1</b>	<b>Sem 2</b>	<b>Summer</b>
Total Credits Earned Cumulative Unweighted GPA: Rank:					<b>Community Service Hours:</b>		
Graduation Date:		_____ Signature			_____ Date		

GO-WIL will also have electives during the school day, such as Art, Dance, Choir, Movement, Film and Language.

2. If applicable, also explain how the school will meet the requirements for any and all Career and Technical Education (CTE) pathways courses. Requirements include, but are not limited to:

Not applicable. GO-WIL will not be a CTE school.

### School Calendar and Schedule [14 DE. C. § 512 (6)]

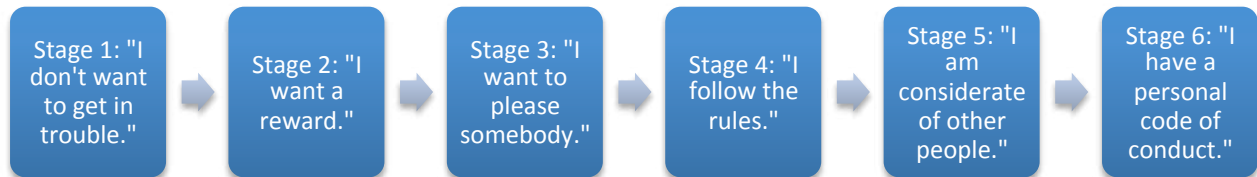
1. Provide, in Attachment 6, the school's proposed calendar for the first year of operation. Include the length of the school day, as well as start and dismissal times. Explain how the calendar will support the success of the educational program.

Please see **Attachment 6**.

### School Culture [14 Del. C. § 512 (6), (7) and 14 Del. C. §4112D]

1. Describe the culture or ethos of the proposed school and how this culture or ethos will promote a positive academic environment and reinforce student intellectual and social development.

GO-WIL will create a "warm-strict" no excuses school culture that blends discipline and love. GO-WIL will fairly and consistently enforce a Code of Conduct to ensure safety and create a climate where every student can achieve. The individual attention devoted to each student will enable them to maximize their own potential and graduate from GO-WIL with the knowledge, skills and habits of mind to earn a college degree. Every adult at GO-WIL is responsible for building a strong school culture. All teachers, tutors and administrators will be aligned in creating a strong school culture by implementing consistent responses to student misbehavior and creating incentives for positive behaviors. The teaching, training, and practice of conduct expected at GO-WIL are underpinned by the teaching and practice of Kohlberg's Six Stages of Moral Development.



We want students to behave well for the right reasons. We will start this important effort at GO-WIL by explicitly teaching the Six Stages. Students will learn more about the Six Stages as they examine role models in the classrooms and check their decisions (both good and poor) throughout the year.

Students must possess their own personal code of conduct. GO-WIL students will actively learn about the importance of Level 6 conduct during student orientation and in regular all-school meetings. At GO-WIL, we will support our students' development by setting clear expectations, explicitly stating our expectations, and holding students responsible for their choices. Students will be expected to follow our 10 "Non-Negotiables" at all times: 1) Attend school daily. Arrive on time and remain at school for the entire day; 2) Respect **all** members of the GO-WIL community; 3) Be focused on learning and take active notes throughout every class; 4) Arrive on time to each class and be seated and silently working on their "Do-Now" when the first bell rings; 5) Follow the GO-WIL dress code; 6) Be prepared for every class by

arriving with the necessary tools to effectively participate; 7) Respect the building and all community property; 8) Turn off and put away all electronic devices before entering school; 9) Always have a pass in the hallways; 10) Complete all assignments with academic honesty and integrity.

While we recognize that “no excuses” charter schools have a reputation for having high levels of student attrition, GO-WIL is confident that we will have low attrition based on student retention levels at our existing Great Oaks schools. Last year, 7.1% of GO-NWK students left during or at the end of the school year. Attrition has been a bit higher at GO-NYC (approximately 10%). We attribute this to the fact that because we did not finalize our lease May 2013, many parents registered their child without knowing the location of the school. This meant that in the first month and a half, many parents decided the location was inconvenient and chose to move their child to a school closer to home.

There are two ways in which GO-WIL will support students in meeting expectations. First, students learn and practice GO-WIL expectations during Orientation. Second, the Great Oaks Check system will keep track of four types of information:

- **Daily Attendance:** Cumulative record of tardiness and excused/unexcused absences throughout the year
- **Weekly Homework Completion:** Homework completion is vital to student success. Homeroom classes that lead the school in homework completion rates will earn rewards and recognition.
- **“Above and Beyond” points are rewarded to students who go above and beyond in their respect, integrity, self-discipline, and excellence towards themselves and others.** Students may redeem points at the Student Store for school spirit items and special reward events.
- **“Demerits” are earned when a student does not follow the Code of Conduct.** There are consequences when a student earns multiple demerits. The more demerits a student earns, the heavier the consequence.

GO-WIL points and demerits will be tracked on the Great Oaks Check. Checks will be distributed to students on a weekly basis. A parent/guardian must review the check with the student. **All parent(s)/guardian(s) must check and sign the *Weekly GO Check*.** Students keep up with their point and demerit totals each day by keeping a daily tally. Points earned will be accounted for daily. Point and demerit totals will be posted every day. Consequences for behavior are directly related to the number of demerits a student has accumulated for the **day and week**. All detention responsibilities must be served by the end of each week. Un-served detention time at the end of the week will result in a Friday Detention to pay off the remaining consequence.

2. Describe the school’s bullying prevention and anti-hazing policies. Explain how the school will develop this culture and use scientifically researched-based practices for students, educators, administrators, and parents starting from the first day of school.

GO-WIL has a zero tolerance policy when it comes to bullying and hazing. Bullying or hazing is any gesture or written, verbal, or physical act that is reasonably perceived as being motivated

by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or a mental, physical or sensory handicap, or by any other characteristic. Sexual Harassment is unwanted sexual attention from peers, teachers, administrators, or anyone with whom students must interact in order to pursue school activities. It can be physical or verbal conduct. Bullying and harassment include all of, but are not limited to, the following: teasing, gossip, slander, sexual harassment, cyber bullying and threats.

[GO-WIL's Bullying Prevention Policy will fully comply with 14 Del. C. §4112 or 14 Del. Admin. Code 624.](#) GO-WIL will recommend the following procedure to students who feel they are being bullied or hazed:

1. Talk to the person yourself. Explain the behavior and that you consider it bullying or hazing and it must stop.
2. If the behavior does not stop or the harasser retaliates then you should report the complaint to the Principal. If you feel uncomfortable approaching the Principal, then you should seek out a teacher, tutor, or other staff member.
3. FINAL OPTION: The target of harassment can seek outside legal counsel for potential violation of applicable laws protecting his or her rights against harassment.

GO-WIL prohibits retaliation as an appropriate action against bullying or hazing. If a complaint alleging bullying or hazing is brought to our attention, we will take it very seriously, and will immediately take the following steps:

1. The school leadership team will discuss the complaint and move forward with addressing each individual complaint.
2. The complaint will be investigated. Witnesses will be interviewed. Information from both the alleged harasser and the accuser will be gathered.
3. The school leadership team will discuss the findings of the investigation and reach a conclusion about steps to be taken to rectify the situation, up to and including expulsion.
4. If a person has been accused as a form of retaliation or has acted in an attempt to retaliate, the leadership team will determine consequences after full investigation, up to and including expulsion.

[GO-WIL's Director of Operations will report all allegations and substantiated bullying to the Department of Education within 5 business days.](#)

4. Explain how the school culture will serve and support students with special needs, including students receiving special education services, English Language Learners, homeless and migrant students, and any other students at-risk of academic failure.

GO-WIL's "warm-strict" school culture is well-suited to serving and supporting students with special needs, including students receiving special education services, ELLs, homeless and migrant students, and any other students at-risk of academic failure. Students with special needs will benefit from the warm one-on-one relationships we are committed to maintaining

between students and staff. At the same time, GO-WIL will be a no excuses school dedicated to preparing **every** child for college success, including those with various special needs. This means that GO-WIL will never throw up its hands and conclude that a child cannot learn. Our commitment to every child is underpinned by the rigorous behavioral standards that apply to every member of the school community.

#### Supplemental Programming [14 Del. C. § 512 (6)]

- Will the applicant offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded? In addition, how will the school provide Extended School Year services (ESY) for eligible students with disabilities?

GO-WIL will offer summer school. Students will be required to participate in summer school under the following circumstances:

- Attendance: Student misses 20 or more days of school<sup>12</sup>
- Grades: Student fails one or more class
- Enrichment: Student participates in fewer than 25 hours of extracurricular activities
- Community Service: Student completes fewer than 10 hours of community service
- Fitness: Student does not meet grade-level specific Fitness Standards
- Discipline: Student has 12-35 detentions (36+ requires repeating the year)

GO-WIL anticipates that 10-15% of students will be required to participate in summer school. Summer school will last for four weeks. GO-WIL will offer two four-hour blocks per day. Summer school will focus primarily on Math and Language Arts. GO-WIL will ensure that the budget contains sufficient funds to cover summer school programming.

GO-WIL will ensure that extended school year services are available as necessary to provide FAPE. Special education and related services will be provided to a child with a disability beyond the normal GO-WIL school year in accordance with the child's IEP and at no cost to the parents of the child. All instruction and programming will meet the standards of the DOE.

- Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

At GO-WIL, extracurricular programming will be driven both by student interest and tutor expertise. At the existing GO schools, tutors compiled a master list of activities they could offer and surveyed students to determine which ones they would be most interested in. At GO-NYC, current extracurricular activities include Soccer, Student Government, Chess, Creative Writing and Mandarin. At GO-NWK, extracurricular activities include Basketball, Songwriting, Step, Knitting, Book Club, Yearbook, Poetry Club, Honor Society, Cheerleading, Yoga, NJPAC's Young

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<sup>12</sup> GO-WIL will comply with the updated laws regarding the trigger number for requiring a plan for a visiting teacher or educational service provisions.

Artists Institute, Geography and Intramural Sports. All extracurricular activities will take place after school from 4:45pm-6:00pm.

At GO-WIL, students will be required to participate in at least one extracurricular activity (25 hours) per year. Additionally, students will be required to perform at least 10 hours of community service each year. Students will receive a list of approved places to volunteer and may also submit their own suggestions for approval. Our goal is to create well-rounded scholars who excel academically but also engage in enrichment activities and give back to their communities. Additionally, by helping students build their resumes early, we are setting them up to be the kind of applicants top colleges are looking for.

- Describe the school's programs or strategies to address student mental, emotional, and social development and health.

A focus on mental, emotional, and social development and health is built into the GO-WIL school culture. Through warm relationships with the adults who work at the school, students will never feel that there is no one for them to go to if they are struggling mentally or emotionally. Social development and health is reinforced through the teaching of Kohlberg's Six Stages of Moral Development, and - perhaps more importantly - through constant small group work problem solving that happens in every class.

- If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Not applicable. GO-WIL does not anticipate delivering any other student-focused activities or programs beyond what is described above.

#### Special Populations and At-Risk Students *[14 Del. C. § 512 (4), (5), (6) and (7)]*

1. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise. Describe the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, immigrant, migrant, and refugee students, students identified as gifted, and students at risk of academic failure or dropping out, and homeless students. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

GO-WIL anticipates serving a diverse population of students including: students with Individual Education Programs, students with Section 504 plans, ELLs, immigrant, migrant, and refugee students, students identified as gifted, students at risk of academic failure or dropping out, and homeless students.

We will actively recruit these students and provide access by advertising our model in multiple languages at public libraries, newsletters, local churches, grocery stores, parent organization websites, the Latin American Community Center, the Wilmington YMCA and various community events. We will also work closely with the administration teams at local elementary schools to make sure that parents of outgoing children understand that GO-WIL is an option for them.



At the heart of GO-WIL's educational philosophy is the belief that all children can learn in an environment of high expectations and supportive relationships. We will ensure that the needs of any child who enrolls in our school are met. For the subgroups of students above, we will create policies that protect the legal rights of the child and we will hold staff accountable for the execution of those policies. Furthermore, our staffing structure - which includes a high student to teacher/tutor ratio, flexible curriculum and two hours of individualized instruction per day will ensure that GO-WIL is able to meet the diverse needs of all students.

2. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and related Delaware statutes and regulations. Specify the programs, strategies, and supports you will provide for students with basic, intensive, and complex needs, including the following.

GO-WIL will comply with all state and federal statutes and regulations with regard to the education of students with disabilities, remaining at all times in compliance with the Delaware Regulations Administrative Code, Title 14 provisions, The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

GO-WIL will work with fidelity to the Response to Intervention (RTI) process, (see question "b" below). Interventions, data collection, assessment methods, and research- and evidence-based intervention strategies will be well utilized and documented. For students who do not make adequate progress with the increased, targeted instruction in the third tier of the model, the RTI team will recommend that an educational evaluation be conducted to determine if there is a specific disability hindering those students' success in the general curriculum.

Because parents play such an important role in their children's education, conversation with parents will be ongoing regarding interventions, movement of children between tiers, and data-driven rationale for decisions. Ultimately, if deemed necessary by the IST, parental permission will be solicited for the student to be tested for eligibility of Special Education Services. GO-WIL will be in full compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(b) which "requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factors being measured rather than reflect the student's disability, except where those are the factors being measured." Parents will be explained their rights under the Procedural Safeguards in either English or Spanish, as appropriate.

If, prior to implementation of the full RTI process, a parent feels as though s/he would like to have his/her child evaluated to rule out the possibility of a disability as the root of his/her child's academic difficulties, parents can request, in writing, that an educational evaluation be performed on his/her child. Within forty-five (45) school days or ninety (90) calendar days, whichever is fewer, of receipt of the written parental request, the initial evaluation shall be conducted, and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose.

If a student is not found to have a disability, s/he will continue to be educated in the regular education setting with supports and intensive interventions through the RTI process. If a

determination is made that a child has a disability and needs special education and/or related services, an Individual Education Plan (IEP) shall be developed for the child in accordance with sections 20.0 through 24.0 of the Delaware Regulations Administrative Code, Title 14:900.

The Americans with Disabilities Act of 1990 (42 U.S.C. 12181), prohibits discrimination on the basis of disability by public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established by this part. GO-WIL will be fully accessible to all students, faculty, staff, parents, and community members.

- a. A description of how the school will implement response to intervention procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance in accordance with 14 DE Admin Code § 925.12.0

GO-WIL will implement all Response to Intervention (RTI) procedures with absolute fidelity to state and federal RTI regulations. The RTI tiered instructional process will be an anchor component in the educational program in that all students in the general education curriculum will be educated at Tier I, with a research- and evidence-based curriculum, and will move through the tiers if student needs are not met and progress is not made on academic benchmarks with the supports and interventions in place at their current tier. Once a student is identified as having difficulty succeeding in the general curriculum, as evidenced by observation and diagnostic or benchmark assessment, that student's academic team will review screening data and adjust the regular education program to include supports to address student need. If the student improves, s/he will continue in the general education program with those supports in place. If the student's performance does not improve, the student's teacher will present his/her data to RTI team, which will review the data and design measurable goals and interventions for the student. This will move the student into Tier II of the RTI process, in which the student will receive a minimum of 90 minutes per week of targeted, research-based intervention instruction, when possible still within the general education classroom. Progress monitoring of student performance and achievement on targeted skill(s) will be done weekly. If student performance improves and goals are met, the RTI team will decide if the student has made enough progress to transition back to Tier I or if the interventions should remain in place. If the student does not make adequate progress in Tier II, the RTI team will discuss the student and the data collected through progress monitoring and devise additional strategies, interventions, and goals for the student, who will then transition into Tier III of services, which is more intensive than Tier II. In Tier III, the student will receive a minimum of 150 minutes per week of targeted, research-based intervention instruction, again within the general education classroom whenever possible. Student progress is monitored weekly. Instructional intensity at both levels of additional intervention instruction is addressed through group size and through the duration, frequency, and time of interventions.

Scheduling of these intensive intervention times is flexible. Students will not miss any content instruction for tiered services. Thirty-minute time blocks will be incorporated into the daily schedule for academic workshop time, during which students who are in Tiers II or III of the RTI process can receive their targeted, intensive instruction while students in Tier I, the general curriculum, will have the opportunity for expeditionary work time, team collaboration

time, or additional reading or mathematics practice.

The Delaware Department of Education believes that there are best practices around data collection and that analysis has four components as outlined below.

- Target skills or behaviors are defined clearly by addressing what it looks like, how often it happens, for how long, and to what degree of intensity or proficiency.
- Settings where the target behavior will be observed and recorded are described; if using multiple settings, then codes to identify settings are created.
- Data recording procedures and materials are developed to specify: Who will collect data? Where data will be recorded? When data will be recorded? How data will be recorded?
- Access to and availability of needed materials.

The analysis and interpretation of data collected will determine whether desired outcomes were achieved and will be used to revise, increase, decrease, or discontinue the intervention when appropriate. This may include, but will not be limited to, summative data such as DCAS results, results of universal screenings, progress monitoring, and other formative assessments, as well as anecdotal information collected from parents and other team members.

- b. A description of the evaluation process to determine eligibility for special education services and also to avoid misidentification.

In line with the Individuals with Disabilities Education Act (IDEA), GO-WIL will provide a free appropriate public education (FAPE) in the least restrictive environment that is appropriate to the individual student's needs.

GO-WIL's RTI process will be useful for identifying those students who may require special education services but do not have an IEP. As described above, baseline assessments developed using the Achievement Network question bank will be administered for ELA and Math at the beginning of the school year. Results from the baseline assessment will be the first indicator that a student may need an IEP. Students who are recommended for Tier 2 and Tier 3 services will be closely monitored by their RTI team, ensuring that every student who requires an IEP receives one.

If deemed necessary by the IST, parental permission will be solicited for the student to be tested for eligibility of Special Education Services. GO-WIL will be in full compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(b) which "requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factors being measured rather than reflect the student's disability, except where those are the factors being measured." Parents will be explained their rights under the Procedural Safeguards in either English or Spanish, as appropriate.

If, prior to implementation of the full RTI process, a parent feels as though s/he would like to have his/her child evaluated to rule out the possibility of a disability as the root of his/her child's academic difficulties, parents can request, in writing, that an educational evaluation be performed on his/her child. Within forty-five (45) school days or ninety (90) calendar days,

whichever is fewer, of receipt of the written parental request, the initial evaluation shall be conducted, and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose.

If a student is not found to have a disability, s/he will continue to be educated in the regular education setting with supports and intensive interventions through the RTI process. If a determination is made that a child has a disability and needs special education and/or related services, an Individual Education Plan (IEP) shall be developed for the child in accordance with sections 20.0 through 24.0 of the Delaware Regulations Administrative Code, Title 14:900.

By providing professional development around special education to all members of the GO-WIL team, and following the strict process outlined above, GO-WIL will avoid misidentification. IEPs will be evaluated at least annually.

- c. A description of how the school will regularly evaluate and monitor the progress and success of students with disabilities to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP) and to ensure mastery of the Common Core Standards. Include a description of how the school will address students not making progress on IEP goals or toward mastery.

GO-WIL's Special Education Coordinator will oversee the Special Education program, which includes but is not limited to managing IEP recordkeeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, progress monitoring, and submitting annually all required reports in compliance with 34 CFR §300.750. The Principal will also help to oversee this process. As the school grows, we will expand the Special Education team in order to serve an increasing population of students with disabilities.

Ongoing assessment is essential in determining whether students are making progress on their IEP goals and toward mastery. We will make every effort to ensure that any student with an IEP has a set of assessments as part of the IEP that will enable us to measure their academic progress and be responsive to their academic needs. If assessment data indicates that students are not making progress on IEP goals or toward mastery, the IEP team will revisit the type of support that the student is receiving inside and outside the classroom to ensure that it is appropriate for the student's needs.

With parental consent and support, GO-WIL will seek to re-evaluate students and consider revising an IEP if we do not believe that the current IEP allows the student Free and Appropriate Public Education in the Least Restrictive Environment. Each IEP will be reviewed at least once in each school year and each student will be re-evaluated at least every three years.

- d. A description of how the school will provide a continuum of educational placements for students with disabilities. Include a description of the instructional strategies and supports that will be implemented to ensure placement and meaningful progress in the least restrictive environment. In addition, describe how students who require a more restrictive setting will be served within the school in accordance with 14 DE Admin Code § 925.27.0

GO-WIL will implement the RTI process with fidelity in order to accurately identify, assess, and accommodate student needs in their Least Restrictive Environment. All intensive services will be implemented within the general education classroom whenever possible. If a student

does not make adequate progress in the general curriculum with the increased, intensive support at the third tier of the RTI process, then a recommendation will be made by the Instructional Support Team (IST) for the student to be evaluated for the possibility of a disability that is hindering his/her learning and progress in the general curriculum. The evaluation process will be completed with full compliance to state and federal timelines and regulations.

For a student who moves beyond the RTI process and receives an IEP, the IEP team will have a conversation to determine what placement constitutes the Least Restrictive Environment for that student. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the student's IEP.

GO-WIL will hire appropriately certified special education teachers, and may contract with certified or licensed individuals and/or organizations to provide services, under the supervision of the Special Education Coordinator. GO-WIL's special education staff and service providers will provide support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special education consultants to the overall school community. Special education staff will work with teachers and tutors to support the education of students with disabilities in a manner consistent with and supportive of the students' IEPs. Special education staff will ensure that the teachers, tutors and administrators are knowledgeable about the needs of students with disabilities, are informed about their responsibilities for particular students, will receive the support they may require to implement each student's program, and will implement any necessary modifications or accommodations in their classes. Every teacher of a student with a disability will be provided a copy of the student's IEP and corresponding information, training and support by the Special Education staff to ensure their understanding of the student's needs and their responsibilities to implement any required modifications or accommodations in their classes.

GO-WIL intends to provide the following services that may be required by a student's IEP: resource room, Special Education Teacher Support Services (SETSS) and potentially Collaborative Team Teaching (CTT) within a particular grade, as determined by the needs of the individual students we serve. GO-WIL will have a consultant social worker for those students whose IEP requires counseling services. GO-WIL will most likely contract with outside service providers for speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation; orientation and mobility services; and diagnostic and/or evaluative medical services.

Special education students in GO-WIL will receive their adapted curriculum work and specialized therapies (such as speech-language or occupational therapy) in a setting that is in accordance with their IEPs. A special education teacher, paraprofessional or aide may sit with the students to help implement the goals of their IEPs.

- e. A description of how the school will organize and use instructional support teams to engage in a problem solving process to ensure the behavioral and academic success of all students in accordance with 14 DE Admin Code § 923.11.9

Data will be collected frequently through the interim assessments described above, with the teachers paying special attention to the effectiveness of the interventions that have been put in place. If the student's success with the general curriculum does not increase, the teachers will bring their concerns, as well as data that reflect specific difficulties, to the Instructional Support Team (IST).

Members of the IST will include, but not be limited to, the student's homeroom teacher, the Principal, the student's parent/guardian, a Special Educator, and others who may be able to speak to the identified needs of the student, such as the school nurse, guidance counselor, reading specialist, math specialist and ELL teacher.

- f. For students who are age 14 or entering the eighth grade or older, explain how the school will address transition planning/provision of transition services.

For students age 14 and older, transition services will be a part of the IEP, not a separate plan. Transition planning will provide students with the services and supports he or she needs to make a successful move into adult life. Transition planning will be a results-oriented process, focused on facilitating the student's movement from GO-WIL to postsecondary education.

- g. A description of how the school will employ qualified special education staff, including, but not limited to, certified and highly qualified special education teachers, and related service providers (including but not limited to Occupational Therapist, Physical Therapist, Speech/Language Pathologist, and school psychologist). Include a list of the staff positions and a description of the duties for each position.

GO-WIL will aggressively recruit and hire teachers who hold a dual Delaware teaching certification in both 6-8 and Special Education. In addition to working specifically with students who have identified disabilities in order to support their participation in the general education classroom, the Special Educators at GO-WIL will work closely with teachers to adjust the learning environment and/or modify and adapt instructional techniques and methods to meet each student's individual needs.

Reputable, certified agencies will be sought and retained to provide related services to students who have specific, identified needs beyond academics. Potential roles within the school that will be filled through contracts with outside service providers include, but are not limited to: School Psychologist, Occupational Therapist, Physical Therapist, Vision Therapist, and Speech and Language Therapist. Any child requiring related services will have the time, frequency, and duration of these services, along with his/her present levels of performance, annual goals, and short term objectives, included in his/her IEP, and appropriate related service providers will be members of the student's IEP team to advocate for specific accommodations and modifications to the general curriculum to support student need.

Staff positions responsible for Special Education will include the Principal and the Special Education Coordinator. Both position descriptions are included with **Attachment 8**.

- h. A description of how the school will ensure that staff are adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

GO-WIL will be proactive in the professional development of all teachers, administrators, and staff, specifically in assuring that all on staff will feel confident in delivering of high quality, student-driven instruction. Individual strengths and needs of the staff and program will be taken into account when professional development topics and interests are explored.

Teachers and tutors will receive on-going training regarding the education of special needs students including during the pre-opening professional development prior to the opening of each school year. Professional development will also address the needs of the students with disabilities by emphasizing differentiation and ongoing assessment of work. As part of this, teachers will be fully trained in PRIM as well as the special education referral process. GO-WIL's embedded professional development model provides additional time for ongoing training, planning and collaboration related to the education of students every Friday afternoon.

- i. Explain how the school will ensure parent participation in the IEP process in accordance with 14 DE Admin Code § 900.925.22.

Parents will be involved in every step of the IEP process, starting long before an IEP is even in place. During the RTI process, GO-WIL will initiate conversations with parents regarding interventions, movement between tiers and data-driven rationale for decisions. If the IST determines that a student should be tested for eligibility of Special Education Services, parental permission will be solicited before any further steps are taken. To ensure that we are able to solicit participation from every parent, GO-WIL will consider using a mediator between the IEP team and the parent to help both sides understand each other. To overcome any language barriers, GO-WIL will use a translator.

If, prior to implementation of the full RTI process, a parent feels as though s/he would like to have his/her child evaluated to rule out the possibility of a disability as the root of his/her child's academic difficulties, parents can request, in writing, that an educational evaluation be performed on his/her child. Within forty-five (45) school days or ninety (90) calendar days, whichever is fewer, of receipt of the written parental request, the initial evaluation shall be conducted, and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose.

- j. A description of how the school will meet the needs of students with disabilities who participate in the DCAS Alternate Assessment.

GO-WIL recognizes that in Delaware, all students with disabilities are required to be included in the statewide assessment program, to the extent that their IEP allows. GO-WIL will administer the DCAS Alternate Assessment following the protocols outlined in Delaware Department of Education's "Guidelines for Inclusion of Students with Disabilities and English Language Learners".

- k. A description of how the school will ensure that IEP or 504 testing accommodations are provided for students with disabilities.

GO-WIL will provide any and all testing modifications required by an IEP or 504 Plan that are permitted for the DCAS assessments. Functional accommodations may include, but are not

limited to: Large Print, Text-to-Speech (test questions and/or reading passages), Changing screen color and Print on request (test questions and/or reading passages).

3. Explain how the school will meet the needs of English Language Learners (ELL), immigrant, migrant, or refugee students.
  - a. Explain the school's process of identification of ELL students and the subsequent provision of English as a Second Language services.

GO-WIL's first step in the process for identifying students whose first language is not English will either be the Home Language Questionnaire or the child's elementary school records. The survey/records, along with teacher observation and conversation with each student will identify potential ELL students. GO-WIL will then administer the WIDA W-APT diagnostic screener to all potential ELLs. Once the evaluation has been completed, GO-WIL staff will meet with parents to discuss their child's need for specialized support services, the educational approach used to teach ELLs, and the parents' right to remove their child from receiving ELL services.

- b. Describe the research-based English language instructional program and list the type of program model that will be used to provide services to ELL students.

To the extent possible, GO-WIL will use an immersion model for educating ELLs, allowing them to rapidly gain language skills through peer interaction and English Language immersion. This will also ensure that ELLs receive the same academic content as non-ELLs. Evidence suggests that an ELL inclusion model is effective in ensuring comprehensive instruction, opportunities for participation and interaction and appropriate curriculum (Harper, Candace and Platt, Elizabeth, 1998).

Our instructional approach to meeting the needs of ELLs is informed by the work of the ELL Think Tank, a group of researchers and practitioners based out of NYU, and by Jim Cummins, who stresses the importance of distinguishing between a student's Basic Interpersonal Communication Skills - which may be quite fluent if a student frequently interacts with native speakers - and Cognitive Academic Language Proficiency, which is critical to writing and reading skills and must be developed in non-native speakers, even if the student is conversationally fluent. Further, Cummins argues that students who are not native English speakers should be allowed and encouraged to continue to develop their native language proficiency, as it will promote a proficiency with language in general that benefits their English development as well.

Prior to the start of the school year and throughout the year, GO-WIL teachers will receive professional development around strategies to support ELLs in the classroom, including differentiating instruction.

- c. Explain the process for ensuring that ELL students receive the appropriate annual proficiency assessment, including the test selection.

GO-WIL will also administer the WIDA ACCESS on an annual basis to all ELLs who have been identified through the Home Language Survey and W-APT diagnostic screener. For students who arrive at GO-WIL during the annual ACCESS test window and for whom a Home Language



Survey indicates that a language other than English is spoken at home, the annual ACCESS test may be administered in lieu of the W-APT.

ACCESS Score reports provide several types of proficiency scores: listening, speaking, reading, writing, oral, literacy, and composite. Within each of these types of proficiency scores, there are six performance levels: Level 1 – Entering; Level 2 – Beginning; Level 3 – Developing; Level 4 – Expanding; Level 5 – Bridging and Level 6 – Reaching. This state mandated assessment will be used to determine proficiency and determine classification status to receive ELL services.

Additionally, GO-WIL will administer the DCAS Alternate Assessment following the protocols outlined in Delaware Department of Education’s “Guidelines for Inclusion of Students with Disabilities and English Language Learners”.

- d. Explain the school’s exit criteria and process for transitioning ELL students from the program.

ELL students are not eligible for exit/transition out of the ELL program until student reaches a level of Tier C: 5.0 on the annual WIDA ACCESS test. ELL students who reach a Tier C: 5.0 score are eligible for exit/transition, but individual domain scores in reading, writing, speaking, and listening as well as the composite proficiency level will be reviewed before the student is exited/transitioned.

- e. Describe the ELL parent involvement program and/or activities that lead to the student’s cultural assimilation.

GO-WIL will ensure that a staff member who speaks parents’ home language can act as a liaison between the school and the families of the ELL student, providing or arranging for translation services, attending conferences between teachers and parents, and participating in meetings for the school community. It is imperative that the needs of parents are met around communication and the sharing of information so that they are able to support their children’s academic progress.

- f. Explain how the school will screen for the identification of migrant students for coordination with the Title I, Part C Migrant Education Program.

GO-WIL will screen for the identification of migrant students through a thorough assessment of information presented by a parent, spouse, or guardian, or by the child if the child is the migratory worker who is eligible for MEP services in his or her own right.

- 4. Explain how the school will identify and meet the learning needs of students who are at risk and/or performing below grade level and how it will monitor their progress and responses to intervention. Specify the programs, strategies, and supports that you will provide for these students.

We expect that a significant proportion of our students will arrive at GO-WIL with significant educational deficits - entering one or more year behind their grade level. Our strategy for high needs students is woven throughout our entire school model - high expectations of performance that we support students in meeting. Our small school size will be an asset in allowing each student to feel known and cared about and will let our teachers create the relationships necessary for each student to succeed.

To identify students who are at-risk of academic failure, we will administer diagnostic assessments for reading and mathematics early each school year for all incoming students and, for our returning students, we will be able to draw on their prior achievement at GO-WIL. The Director of Curriculum and Instruction, supported by the teachers, will use students' prior-year achievement data to draw an understanding of the broad needs of the student body as well as to identify early-on the students who will need extra support. Because the Director of Curriculum and Instruction starts in the second year, this will be the responsibility of the Principal in the first year.

All students at GO-WIL will receive two hours of tutoring every day - struggling students even more. Over the course of a school year, that will amount to more than 400 hours of additional attention to the individual needs of our students. Our extended school day means that those 400 hours are in addition to the time spent in the classroom, not as a pull-out or substitute. Tutors use content generated by the classroom teacher that ensures that the additional attention high needs students receive is directly tied to the lessons in their classes. In assigning tutors to students, we have the ability to manage tutorial groups in response to student need. Students with higher levels of prior achievement will be grouped homogeneously in groups of two or three by achievement for tutorial groups and those students who indicate a higher need for support will receive one-on-one attention.

After Winter Break, those students whose coursework indicates they are at risk of not meeting annual learning objectives and being promoted to the next grade will be recommended for after-school tutoring or Saturday school, provided by Tutor Corps members and teachers who will volunteer and receive a stipend for their additional service. Though not mandatory, students and their families will be made aware that the additional tutoring is an opportunity to receive help and that they may not be promoted if their grades do not improve.

Through our rigorous collection of student achievement data - formal interim assessments which are aligned to the Common Core as well as informal assessments such as daily 'exit tickets' that are assessing daily mastery of the goals embedded in our annual grade-level curricula, our teachers, tutors and school leadership will develop a deep and ongoing understanding of each student's progress towards standards mastery. Students who are identified as at risk of not meeting our expectations will be provided with one-on-one attention after school and on Saturdays until they have mastered the content.

5. Explain how the school will address transition planning for students with disabilities for students who are age 14 or entering the eighth grade in accordance with 14 DE Admin C. 923.10, 925.20.2, 925.29

For students age 14 and older, transition services will be a part of the IEP, not a separate plan. Transition planning will provide students with the services and supports he or she needs to make a successful move into adult life. Transition planning will be a results-oriented process, focused on facilitating the student's movement from GO-WIL to postsecondary education.

6. Explain how the school will identify and meet the needs of gifted students.

GO-WIL will identify and monitor the progress of gifted students using the diagnostic and ongoing assessments described above. Through intensive daily tutoring and a college-

preparatory instructional focus, we will continue to challenge those students who are at or above grade level at GO-WIL. Students will be provided opportunities to read more advanced texts during daily independent reading, to take on more challenging homework and practice materials in tutorial and to act as peer leaders in appropriate settings.

Daily tutoring, in particular, is well positioned to encourage gifted students to develop at their pace. Rather than a traditional classroom where a teacher must monitor and adjust the learning for 25-30 students, a tutorial group of 2-3 students, grouped by entering skill level at the beginning of the year, creates a venue where students can express higher-order thinking, analyze texts and attempt to solve more challenging problems.

7. Explain how the school will identify and meet the needs of homeless students. Describe the training that the staff members will receive to meet the needs of homeless students.

GO-WIL will deliver the same educational and support services to homeless children as it delivers to all other children enrolled in the school. Resources and services are in place to provide additional support for homeless children and unaccompanied youth as needed, including a reserve fund to cover costs such as school uniforms and transportation. The school's Director of Operations will act as the homeless liaison to ensure that:

- Homeless children and unaccompanied youth are identified by school personnel and through coordination activities with other entities and agencies;
- Homeless children and unaccompanied youth enroll in, and have a full and equal opportunity to succeed in, GO-WIL;
- Homeless families, children, and unaccompanied youth receive educational services for which such families, children, and unaccompanied youth are eligible, such as referrals to health care services, dental services, mental health services, and other services;
- The parents or guardians of homeless children and unaccompanied youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Public notice of the educational rights of homeless children and unaccompanied youth is disseminated where such children and youth receive services under this Act, such as schools, family shelters, and soup kitchens;
- Enrollment disputes are mediated in accordance with McKinney-Vento; and
- The parent or guardian of a homeless child, and any unaccompanied youth, is fully informed of all transportation services, and is assisted in accessing transportation to the school in accordance with McKinney-Vento.

#### Student Recruitment and Enrollment [14 Del. C. § 512 (6) and (8)]

1. Identify the maximum enrollment *school-wide* and *per grade level* that the school will set that will facilitate student academic success and the school's ability to achieve other performance expectations.

GO-WIL will begin with 200 students in the 6<sup>th</sup> grade in its first year and add one grade level per year of 100 until reaching full enrollment of 800 students in grades 6-12 in 2021-22. In subsequent years, full enrollment will be 700 students. The enrollment projections were chosen

to cultivate a close-knit community and to take advantage of the strengths of small schools, while still ensuring sufficient scale to create fiscal viability. The growth strategy of one grade per year will be essential to GO-WIL's efforts to hire highly effective teachers, recruit qualified tutors and steadily build a healthy school culture. Given the challenges of creating a new school, we chose to begin with a single cohort of 6<sup>th</sup> graders in order to build the strongest possible team and develop operational, academic and behavioral routines at a small scale.

2. Provide evidence of student demand that would allow the school to meet the intended enrollment figures

GO-WIL distributed a petition for the school throughout the Greater Wilmington area and received hundreds of signatures from parents who are interested in the school. Additionally, GO-WIL received robust support from parents at the Delaware Charter Schools Network's Charter School Expo on November 23, 2013. More recently, GO-WIL has begun distributing flyers and brochures throughout the community.

3. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. The response should address the following.

a. The recruitment strategies that the school will employ to attract each subgroup to the school, including outreach to parents in the community for whom English is not their primary language.

Recruiting and retaining high needs populations - specifically, to families in poverty; academically low-achieving students; students with disabilities; English Language Learners and other youth at risk of academic failure - will require extra attention and effort to engage those families who may not be as willing or able to seeking out new school options or who may be uncertain of their eligibility for a charter school. In addition to our overall recruitment plan, there are several other specific activities we can undertake to ensure that at-risk students are fully represented at the school:

- Engaging special education focused advocate groups to leverage their networks of families and social workers;
- Creating a simple and straightforward charter school application and ensuring that no information is requested that could confuse or discourage applicants;
- Performing in-person outreach and working with local community leaders at the public housing locations to ensure widespread awareness of GO-WIL; and
- Translating all application and publicity materials into the languages of the area.

[GO-WIL will use the Delaware Standard Application for Educational Options.](#)

b. A brief explanation of the efforts, resources, structures, or programs that the school will take to retain these students and how the school will monitor the efficacy of such efforts, including disaggregation of student performance data for each subgroup.

Our objectives include not only recruiting a diverse student body, but also retaining those students through graduation in an effort to prepare them for college. As with any public school

of choice, whether city-run or charter, we expect students to exit and enter our school as their families move or as they choose to enroll in other schools that better meet their needs.

In order to be successful at retaining students, particularly to families in poverty; low-achieving students; students with disabilities; English Language Learners; and other youth at risk of academic failure, GO-WIL will need to build trust with students and their families. One building block of that trust will be robust communication with families about how each student is faring in school. Parents will receive regular phone calls from teachers and tutors. GO-WIL will send home weekly progress reports and at the end of each trimester any student who is in danger of failing a course will be required to participate in a parent-teacher conference. By taking the initiative to engage families in their child’s academic progress, we will avoid the end of the year surprises that create student attrition at many other schools of choice.

If GO-WIL is successful at increasing academic achievement in the middle school grades, students who receive scholarships to private high schools may choose to leave. However, we believe that the level of individualized attention provided at GO-WIL coupled with the school’s intensive focus on building relationships with students and their families are likely to create the kind of bonds that encourage families to stay at the school, particularly as the school proves itself over time.

4. Provide, as Attachment 7, the school’s Enrollment Policy and Withdrawal Policy.

Please see **Attachment 7**.

5. Student Discipline [14 Del. C. § 512 (6), (7) and (11)]

- a. Describe the school’s planned approach to student discipline.

At GO-WIL consequences for behavior are directly related to the number of demerits a student has accumulated for the **day and week**. All detention responsibilities must be served by the end of each week. Un-served detention time at the end of the week will result in a Friday Detention to pay off the remaining debt.

TIER 1 DEMERITS	<u>Description</u>
Choices worth 1 demerit each	<ul style="list-style-type: none"> <li>• Food, drinks, candy, or gum chewing</li> <li>• Noisemaking</li> <li>• Off-Task</li> <li>• Dress-code infraction</li> <li>• Unprepared for class</li> <li>• Inappropriate hallway behavior</li> <li>• Not cleaning</li> <li>• Unprofessional behavior</li> <li>• Wasting time</li> </ul>
TIER 2 DEMERITS	<u>Description</u>
Choices worth 4 demerits each	<ul style="list-style-type: none"> <li>• Disrespect</li> <li>• Electronic equipment</li> <li>• Tardy for class</li> <li>• Horseplay</li> <li>• Defacing school property</li> </ul>

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	<ul style="list-style-type: none"> <li>Dishonesty</li> </ul>
<b>TIER 3 DEMERITS</b>	<b><i>Description</i></b>
Choices worth automatic suspension	<ul style="list-style-type: none"> <li>Extreme disrespect</li> <li>Physical or emotional threat</li> <li>Theft</li> <li>Unexcused absence</li> </ul>

There are five levels of consequence at the Great Oaks Charter School.

<b>Violation(s)</b>	<b>Consequences</b>
LEVEL 1: 4-6 demerits in one day	1-day detention
LEVEL 2: 7-10 demerits in one day	2-day detention
LEVEL 2: 11-14 demerits in one day	3-day detention and silent lunch
LEVEL 3: 15-19 demerits in one day	3-day detention and 1 week silent lunch
LEVEL 4: Safety violations or 20 demerits in one day	1-day suspension and parent meeting to re-enter school. Student will be given an assignment to complete upon re-entry before parent meeting. Each day the meeting doesn't happen will be counted as an unexcused absence.
LEVEL 5: Repeated Tier C behavior or fighting	Withdrawal: Repeated Tier C behavior Expulsion: Any behavior that is dangerous to a student and the Great Oaks community will be immediate grounds for suspension/expulsion.

Students will keep track of their daily demerit count and will confirm their number with the daily demerit and point post. Parents will be notified by the student's tutor, teacher, or administrator every evening if and when the student has detention the following day.

For detention, students must copy the protocol for the entire time period. If the student copies the protocol diligently, s/he may earn the option of silently working on homework for the last thirty minutes. If s/he chooses to sit silently, s/he will not earn the option of starting your homework, and he/she will still be held to the same expectations.

- b. Describe how the school will ensure that staff are adequately trained and properly implementing state and federal law related to the discipline of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of Delaware statutes and regulations, the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act.

For Special Education students, GO-WIL will discipline students in accordance with manifestation determination. If an infraction is considered a manifestation of a child's disability, he or she will not be punished for that infraction. GO-WIL's Special Education Coordinator will be closely involved in all discipline of students with IEPs and 504 Plans to ensure that they are not disciplined inappropriately. GO-WIL will offer several professional sessions related to IEPs and 504 Plans to ensure that all teachers and staff are adequately trained and properly implementing the state and federal law related to the discipline of students with disabilities.

[Within ten school days of any decision to change the placement of a child with a disability](#)

because of a violation of a code of student conduct, GO-WIL, the parent and relevant members of the child's IEP Team will review all relevant information in the student's file, including the IEP, any teacher observations and any relevant information by the parents to determine if the conduct is a manifestation of the child's disability. If the conduct was caused by or related to the child's disability or was a direct result of GO-WIL's failure to implement the IEP, the conduct will be deemed a manifestation of the child's disability.

If it is determined that the conduct is a manifestation of the child's disability, GO-WIL will take immediate steps to remedy the issue by a) conducting a functional behavioral assessment or b) reviewing the behavioral intervention plan if one already exists and modifying it as necessary. GO-WIL may remove a student to an interim alternative educational setting for 45 school days or less if the child a) carries a weapon or poses a weapon at school or to a school function or b) knowingly possesses, uses, sells or solicits the sale of a controlled substance at school or at a school function or c) inflicts serious bodily injury upon another person while at the school or at a school function."





## 1.4 Performance Management

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### *14 Del. C. §§ 512 (4), (5), (6) and (7)*

1. Describe any mission-specific academic goal(s) that the school plans to use. State your mission-specific goal(s) clearly in terms of the measure(s) to be used, the rationale(s) for each measure, and the targets that you plan to use to assess student academic performance against these goals.

The mission of GO-WIL is **to prepare students to succeed in college**. In addition to the college-readiness goals reflected in the Charter Performance Framework, GO-WIL has mission-specific goals around college readiness. We will receive one of the following four ratings based on our students' outcomes<sup>13</sup>:

#### **College Admission**

- Exceeds Standards: More than 91% of seniors are accepted to a competitive four-year institution.
- Meets Standards: Between 75% and 90% of seniors are accepted to a competitive four-year institution.
- Does Not Meet Standard: Between 45% and 74% of seniors are accepted to a competitive four-year institution.
- Falls Far Below Standard: Less than 45% of seniors are accepted to a competitive four-year institution.

#### **College Graduation**

- Exceeds Standards: More than 76% of students graduate from a competitive four-year institution.
- Meets Standards: Between 60% and 75% of students graduate from a competitive four-year institution.
- Does Not Meet Standard: Between 45% and 59% of students graduate from a competitive four-year institution.
- Falls Far Below Standard: Less than 45% of students graduate from a competitive four-year institution.

2. If you are proposing to serve students who are at-risk of academic failure pursuant to 14 Del. Admin C.275.4.2.1.5, describe the expected performance of each student on the Delaware Comprehensive Assessment System in each grade during the initial charter period and what, if any, portion of the Performance Framework (see link below) shall or shall not apply to the school, or shall be modified to more appropriately measure the performance of the school.

Not applicable. GO-WIL will not have a formal at-risk designation.

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<sup>13</sup> Will not apply for first charter term.

3. Describe how the school leadership will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

GO-WIL will have a dashboard that will be used at monthly board meetings to monitor the school's progress in meeting the statutory requirements. The Board will meet for a retreat every summer to set annual goals and review progress from the previous year. The Principal will meet with the IST weekly to review data around student attendance, behavioral system, classroom grades and interim assessment data. GO-WIL's Director of Operations will ensure that the school meets standards on every piece of the state's Organizational Framework, and uploads all data into the state-mandated data systems.

4. Explain how the school Board and school leadership will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year; at the end of each academic year; and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data; use the data to refine and improve instruction; and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Frequent self-examination is a critical component of a reflective organization dedicated to continuous improvement. From the Board of Trustees, to the Principal, down to teachers, tutors and students, a "growth mindset" - the belief that we can always do better - will be at the core of GO-WIL. Consistent with that mindset, the school will undergo rigorous self-evaluation every year to highlight areas for improvement.

At the end of each school year, the Principal, Great Oaks Foundation and Board will engage in a strategic review process to identify areas in which the school is not living up to its vision and to make programmatic, operational or budgetary adjustments that will enable the school to better achieve its mission of preparing our students for college success. Several key sources of data will be collected and analyzed during the strategic review process:

- I. **Achievement data:** State test and interim assessment results will give us a picture of whether our students are on track for college success.
- II. **Attendance and student retention** rates will provide insight into whether students and families are engaged in school and whether the school's leadership is effective at getting buy-in from all students, even the hard to serve.
- III. **Student demographic data** will show whether the school is meeting its obligations to be truly open to all students and serving a reflective sample of the community in which we operate.
- IV. **Student and family surveys**, administered twice per year (in January and June) will indicate whether students and families perceive value from the school program. Surveys will be distributed via the regular Friday parent communication packet and parents will be asked to complete the surveys together with their students and return them the following Monday. Specifically, we will seek to answer the following questions: "Are families satisfied with the quality of the education their student is receiving?" "Are families satisfied with their teachers? Their tutors?" "Are families satisfied with the amount and quality of communication they have with the school?" "Do students feel safe at school?"

Do they feel like school is a place where all community members respect each other?"

- V. **Staff surveys**, administered three times per year (at the end of each Trimester), will indicate whether staff have the resources, support, morale and leadership they need to be successful.
- VI. **Fiscal indicators**, such as whether any line items are over-extended or whether any bills are not paid on time, will provide evidence of the operational team's capacity to manage cash flow throughout the year and the Board's success at anticipating budgetary priorities.

The data from the above sources will be compiled by the Principal for the Board of Trustees and presented at the Board's annual retreat in the summer. Based on trends that emerge from the strategic review, the Board will work closely with the Great Oaks Foundation to make decisions about leadership changes, fiscal needs or new programmatic priorities.

For example, if achievement data indicates that math assessment results are lagging our targets and the math instructional team indicates that it is struggling to keep up with the volume of lesson planning required, the Principal may recommend a series of changes that might include a shift in teacher scheduling, hiring a part-time coach or making teacher personnel changes. The Board would then have the opportunity to comment, provide feedback and ultimately adopt the changes.

In order to annually assess whether the families we serve feel that GO-WIL is meeting their expectations, we will annually administer an in-depth phone survey to every parent in the school. To promote honest responses, individuals who the parents will not know will conduct phone surveys. Parents will be asked to rate their satisfaction with the school, their child's teachers and tutor, and the level of communication and to make suggestions or express concerns. Through a phone call parent survey, we will receive higher response rates and more robust responses, ultimately leading to more robust data than a simple paper survey. The data from the parent survey will be presented to the school staff and the Board and will be used in all aspects of the school's continual improvement process.

As the body ultimately responsible for the success of the school's academic program, its organizational viability and its compliance with all applicable laws, the Board will undergo an annual evaluation that assesses its effectiveness at overseeing the school's operation and providing strategic guidance to the Principal. The Board will use its retreat each August as an opportunity to review its goals for the previous year, assess successes and weaknesses and produce objectives for the upcoming year.

- 5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level, per 14 Del. C. § 512(5). Explain what would trigger such corrective actions and who would be responsible for implementing them.

For individual students, interim assessment results will inform teachers about their progress towards content mastery. An interim assessment will provide a nuanced understanding of a student's level of mastery of a particular standard and will inform academic interventions for struggling students and/or students with disabilities or enrichment activities for advanced students. Assessments will also be used to organize tutor groups, which are based on ability

levels. Tutor groups are fluid and will shift based on performance on interim assessments.

At the classroom level, trends in assessment data will reveal which standards students did not sufficiently master, and need to be retaught in a different way. This data will be used to readjust whole-class lesson plans to ensure that gaps in learning are targeted. Classroom-level interim assessment data may highlight a professional development need, which can then be addressed during weekly PD.

At the school level, interim assessment data will inform leadership of the school's progress towards meeting whole school goals. School-level assessment results will drive curriculum revision, whole-school professional development or staffing changes. Over time, this data will indicate whether the school as a whole is improving year over year. The data will also be shared with GO-WIL's Board of Trustees, who will hold the Principal accountable for student results.

6. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development to sustain these processes.

GO-WIL will use the following state data systems to support informed decision-making:

- Delaware Comprehensive Assessment System (DCAS): GO-WIL track DCAS data for students in Grades 6-10 in reading and math. The DCAS Online Reporting System will show whether students are making sufficient growth from fall when the first exam is administered to spring when the second exam is administered.
- eSchoolPLUS: GO-WIL will use eSchoolPLUS as our Student Information System to track attendance, grades, merits, demerits<sup>14</sup> and other relevant student information. Parents can log into the Home Access Center to view information about their children in real-time. The system ensure that we are meeting culture targets and sharing information with the State.
- Insight Data Dashboard: This student-by-student, color-coded dashboard (which is tied to eSchoolPLUS), will allow teachers to immediately determine if a student is off-track. If a student is not mastering standards, GO-WIL will adjust tutoring intensity and/or provide other supports as needed.
- First State Financials (FSF): GO-WIL will use the FSF system for all financial, accounting, and purchasing transactions. GO-WIL's financial reports will be posted on the school's website on a monthly basis following board approval. Financial Position Reports, required by Title 14, will be prepared and submitted to the Department of Education.
- Payroll Human Resource Statewide Technology (PHIRST): GO-WIL will use PHIRST for management and reporting compensation, payroll, personnel information, and benefits.
- Identity Management System (IMS): IMS will provide a single point of entry for all users to access these systems (eSchoolPLUS, FSF, etc.)
- Delaware Performance Appraisal System II (DPAS II): GO-WIL will use the DPAS II to evaluate its teachers. The DPAS II will support: educators' professional growth, continuous improvement of student outcomes and having quality educators in every classroom.

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<sup>14</sup> [If eSchoolPLUS lacks the functionality to track merits and demerits, GO-WIL's Director of Operation will track that information using an alternative tracking system.](#)

- DEEDS: DEEDS will house all educator credentials and licenses. We will use this to ensure the all GO-WIL teachers are in compliance with state regulations.
- IMS - Identity Management System: This system will act as a single point of entry (i.e. logon) for all users so they can access the systems to which they have access (eSchool, FSF, etc.)

## 1.5 Staffing

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### *14 Del. C. § 512 (6)*

#### Staff Structure [14 Del. C. § 512 (6)]

1. Provide, as Attachment 8, organizational charts that show the school governance, management, and staffing structure in Year 1 and at full expansion.

The leadership team and staff at GO-WIL will grow in clusters. The Principal and Middle School leadership team (the Tutor Corps Director, and the Director of Operations) will all be hired prior to the first day of operations, joined by a Director of Curriculum and Instruction in the second year, and Dean of Students in the third year. We have budgeted for a staggered hiring of school leadership that provides for sufficient capacity to execute the school's academic program. Please see **Attachment 8** for more details.

2. If the school is part of a network of schools and/or would contract with a charter management company or other education management provider, clearly show the network/provider's role in the organizational structure of the school. Explain how the relationship between the governing board and the school administration will be managed.

GO-WIL anticipates entering into a Management Agreement with the Great Oaks Foundation, signed by the Board of Trustees and the President of the Great Oaks Foundation. As described throughout this application, the Great Oaks Foundation is a non-profit charter school network comprised of two charter schools: Great Oaks Charter School – Newark (GO-NWK) and Great Oaks Charter School – New York City (GO-NYC).

The role of the Great Oaks Foundation will be to assume responsibility for GO-WIL's educational process, and the management and operation of GO-WIL, all under the supervision of the Board. The Great Oaks Foundation will devote the necessary time and effort, and will retain and allocate sufficient personnel, to meet the educational goals outlined in the charter and in the Management Agreement. Specifically, the Great Oaks Foundation will support GO-WIL in the areas of: recruiting, human resources, operations, finance, development and curriculum and professional development. The Great Oaks Foundation will enable GO-WIL's Principal to focus on what matters most to student outcomes: academics and school culture.

GO-WIL's Board of Trustees will be responsible for overseeing and monitoring the Management Agreement with the Great Oaks Foundation and interim metrics of success as well as hiring (and if necessary, firing) the Principal, with the Great Oaks Foundation's advice and counsel. The Great Oaks Foundation reserves the right to terminate its relationship with GO-WIL. The proposed Management Agreement, included as **Attachment 18A**.

#### Staffing Plans, Management, and Evaluation [14 Del. C. § 512 (6)]

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

The Principal will report directly to the Great Oaks Foundation, which is accountable to the Board. The GO-WIL Board of Trustees will delegate authority to the Foundation to set conditions of employment (including negotiating and appropriate employment contract) and terminating the Principal. The Principal (or his or her designee), using his or her professional judgment, will have the authority to hire, supervise, evaluate, discipline and terminate all other employees of GO-WIL, consistent with the Law and terms of the charter. Employees of GO-WIL will generally be considered "at-will," with the exception of certain employees with which the Board of Trustees or ED chooses to enter into a contract.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing educators.

Average teacher salaries are targeted at \$55,000, the Principal having the discretion to offer teachers above or below the average in response to variations in candidates' experience, workload, subject taught, etc. Increases over time will average 5% per year, but specific increases will vary with prior performance and changes in workload and assignment. In addition to a competitive salary, GO-WIL will attract and retain high-performing educators through:

- Benefits: All staff will receive medical health insurance, and other benefits available through the state.
  - Environment: Effective teachers are more likely to choose to work in a high-performing school where expectations for all members of the community are clearly stated and consistently upheld. By creating a school where teachers are supported by a coherent approach to academics and school culture, we will be able to present an attractive working environment.
  - Professional Development: We recognize that even the top teachers want to constantly improve their craft and will offer two-hours of targeted professional development per week for all teachers.
  - Conditions: The presence of full-time Tutor Corps members emphasizes creativity, planning and student engagement while de-emphasizing rote work and non-instructional chores.
3. Describe the plan and timeline for recruiting and selecting the teaching staff and other educators/professional staff. Describe the school's plan for meeting the educator certification requirements of the Delaware charter law, 14 Del. C. § 507 that includes ensuring that non-certified educators are participating in a Delaware approved alternative certification program. Describe any pre-service training that prepares new educators while providing an additional staff screening period for the school's leadership.

Teacher and staff recruitment will begin in the winter of each school year, with the Principal and the administrative team meeting to discuss the school's growth for the next year, the budget outlook and which of the current teaching staff is likely to return the following year. In April, the school leadership team will take inventory of the characteristics of new and returning

students for the coming year to identify staffing needs related to home languages of incoming ELLs and the needs of those students with IEPs. Based on those discussions, the Principal will develop a staffing plan, containing a list of open positions to be advertised and recruited for the Academic Committee of the Board to review. Based on the Academic Committee's feedback, the staffing plan will be integrated into the annual budgeting process.

Once the staffing plan has been approved, the Principal will draft full job descriptions to be used in advertising open positions. The Principal and the DOO will then be responsible for allocating the annual staff recruitment budget to widely post the job descriptions in print and online job listings, social networking venues and any other place where candidates are likely to view them. GO-WIL will reach out to local colleges and schools of education as well as Teach for America to recruit alumni. The school will place a high value on recruiting a pool of applicants that reflect the diversity of GO-WIL's student body for all openings and will post job ads in publications that are likely to reach a broad cross-section of teachers.

Initial candidate screening will be an ongoing process, conducted by the DOO. GO-WIL will undertake an exacting four-step process to select candidates: 1) screening applicant resumes for basic fit with job description, educational requirements, experience and mission alignment, 2) conducting phone interviews to determine fit with GO-WIL culture [sample question: "Do you think it is fair that all students are expected to be reading on grade level by the time they graduate from 8<sup>th</sup> grade, even when they come to GO-WIL several years behind?"], 3) inviting applicant teachers to come in and deliver a sample lesson, which is the single most important window into their effectiveness in the classroom. Non-instructional candidates will be asked to complete a sample project, 4) gathering references as a final check on a candidate's suitability.

GO-WIL will make every effort to hire teachers who are certified in the state of Delaware. GO-WIL will ensure that any uncertified teachers participate in a qualified alternative certification program as defined in 14 Del. C. § 507. Uncertified teachers will never comprise more than 35 percent of the teachers at the school.

4. Outline the school's procedures for hiring and dismissing school personnel, including the school's process for conducting criminal background checks.

All candidates will be subject to fingerprinting and background checks prior to their first day of employment. Being designated an "at-will" employee means that either the employee or GO-WIL may terminate the employment relationship with or without cause. Within five working days of an employee's termination, GO-WIL will give the terminated employee a written notice of the exact date of termination and the exact date of the cancellation of employee benefits connected with the termination. The terminated employee may be eligible for compensation for unused vacation time and may be eligible for unemployment compensation.

GO-WIL is firmly committed to equal employment opportunity. GO-WIL will not discriminate in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at GO-WIL will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at this school



including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment. If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor or the Principal. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

5. Describe how the school leadership will use the Delaware Performance Appraisal System (DPAS) as required by Delaware Code and regulation. Also, explain how the school will use educator evaluation processes to provide support for educators and ultimately make decisions about retention, promotion, and advancement.

GO-WIL will require the participation of all professional staff in the Delaware Education Data System (DEEDS) to ensure accurate credentialing. In accordance with the appraisal standards for teachers, administrators, and specialists, the Delaware Performance Appraisal System II (DPAS II) will be incorporated to foster professional growth, continuous improvement, and quality assurance. The process will include goal-setting, conferences for formative and summative feedback, and improvement planning, as needed, for both the one-year and two-year appraisal cycles.

GO-WIL will provide professional development to encourage professional staff to grow in a way that maintains consistency with GO-WIL's mission and educational program. Professional development – including constant evaluation, feedback and support – will be offered prior to the start of the school year and every Friday during the school year. GO-WIL's intensive professional development will be used to drive decisions about retention, promotion, and advancement. Please see more information about our professional development plan in the below section.

[The DPAS II will be incorporated to foster professional growth, continuous improvement, and quality assurance. The process will include goal-setting, conferences for formative and summative feedback, and improvement planning, as needed, for both the one-year and two-year appraisal cycles. Novice Teacher \(Teacher who holds an initial license\) will receive a minimum of two Announced Observations and one Unannounced Observation with a Summative Evaluation every year. Novice teachers who have earned a rating of "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation shall have an Improvement Plan which may require additional observations or other types of monitoring as outlined in the DPAS II Revised Guide for Teachers.](#)

6. Explain how the school will handle unsatisfactory leadership or educator performance, as well as leadership/educator changes and turnover.

The Principal will be evaluated annually by the Foundation, based on the overall performance of the school. The Foundation will take into account staff survey results, parent survey results, fiscal indicators, interviews with staff and families, student achievement data and indicators of school culture. The Foundation will use a Principal rubric to evaluate across our network of schools.

### Professional Development [14 Del. C. § 512 (6)]

1. Describe the professional development plan, including standards and opportunities that will be offered to the staff. Identify who will be responsible for developing, leading, and evaluating professional development at the school. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement. The plan must include the following.

Professional development at GO-WIL will be directly tied to instructional outcomes. Classroom observations and interim assessment data will form the basis of regular evaluations that will indicate areas of strength to leverage and areas in need of improvement. Improving student experiences and outcomes will be the objective of each teacher's professional development plan and will be the metric by which we evaluate the success of PD.

Instructional expert Doug Lemov suggests that rather than focus on correcting deficiencies, schools should encourage instructors to better develop their inherent strengths. Accordingly, professional development plans at GO-WIL will vary for each teacher based on his or her career goals, areas of strength and the needs of the whole school, and will include a mix of components developed and delivered by the Director of Curriculum and Instruction (starting in Year 2, delivered by Principal in Year 1) such as ongoing coaching, conferences, readings, and collaborative lesson-planning. Whole-school professional development will focus on aspects that require the focus of the entire school community, particularly around the area of school culture and developing consistently applied high expectations.

In leveraging each teacher's strengths and developing his or her areas of weakness our teachers will become stronger individually and our school's culture will grow more cohesive and student outcomes will improve. Professional Development at GO-WIL will happen in three settings: 1) Training prior to the school year 2) Weekly professional development sessions and 3) Individual coaching sessions.

- a. A schedule and explanation of professional development that will take place prior to school opening. Explain what the focus will be during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Training prior to each school year will focus on orienting new team members (including Tutor Corps members) to the school's culture, academic program and expectations for employees. GO-WIL will offer four weeks of full-time training (approximately 160 hours) prior to the first day for students, during which we will alternate between participating in whole-group sessions, grade-level/content-area breakout sessions and working independently on lesson-planning and classroom preparation.

Summer training will be planned and delivered by the Principal in the first year of the school, with additional support provided by the Director of Curriculum and Instruction and high-performing teachers in later years. Priorities for teacher training each summer will be:

- Establishing consistent expectations for how teachers and staff will respond to student behavior issues, engage parents and help build a strong school culture;
- Acclimating teachers to the systems in place for tracking and analyzing student data – interim assessments, demerit and parent phone call logs, the online Student Information System software for grade entry;

- Aligning teachers around the consistent instructional routines that increase coherence across classrooms;
- Communicating annual curricular goals for each grade and subject and allowing teachers the opportunity to plan the first month's lessons with support of the Director of Curriculum and Instruction to ensure consistency; and
- Providing all staff with an understanding of the needs of English Language Learners, students with disabilities and students who are at-risk of academic failure, including legal requirements and best practices in supporting special populations in the general education classroom.

The Tutor Corps will have two weeks of full-time training prior to the first day for students, during which they will work together as a Corps to rapidly develop the competencies they need to be effective as full-time tutors. Content for Corps training will be scheduled, planned and delivered by the Principal, and the Tutor Corps Director, supported by the Director of Curriculum and Instruction and, in later years, with support from high-performing teachers.

Priorities for Corps training will be:

- Building cohesion among the Corps and fully incorporating new members into the school's mission and model, including providing Corps members with important context about charter schools, education reform and Wilmington's history and demographics;
  - Using practical sessions that are heavily based in role-play to develop tutorial skills and to align Corps members with GO-WIL's expectations for how a successful tutorial session should proceed;
  - Working in conjunction with teachers and other staff to develop a common understanding of how to build school culture, engage with students and their families and respond to behavioral issues;
  - Providing tutors with a basic proficiency in understanding content standards, annual learning objectives and interpreting assessment results to better understand students' needs; and
  - Providing a base of knowledge in the needs of students with disabilities, English Language Learners and students who are academically at-risk with a particular focus on how to best support special populations in a supervised tutorial setting.
- b. The expected number of days/hours for professional development throughout the school year, and an explanation of how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Specify when educators will have time for common planning or collaboration and how such time will typically be used.

During the school year, students will be dismissed at 1:00pm each Friday in order for the entire school staff to participate in four-hour professional development. Preserving four hours per week for staff to meet together and work in-depth without students in the building is critical to fostering collaboration, encouraging cross-disciplinary lesson planning and maintaining high standards for school culture all year long. Content will be a mix of a preplanned calendar of topics and topics that are responsive to emergent needs in the school. This will be an opportunity for teachers and tutors to grow as professionals and address any unforeseen issues. This amounts to an additional 160 hours of professional development during

the school year. The composition of those sessions will vary from week to week, but in general they will follow a similar schedule:

- *1:15 – 2:30 – Whole school team meeting: (Either split between middle and high school grades or all together); Discussion of school-wide priorities, data and emergent challenges; “Shout outs” - Public praise for exceptional performance*
- *2:30 – 3:30 – Small-group meetings (As tutors/teachers/leadership, as subject-area teams, or as grade-level teams); Continued smaller group discussion of school-wide priorities and data reviews at the subject/grade-level*
- *3:30 – 5pm – Teacher-team collaborative planning for the coming week: Opportunities to ensure a high level of coherence across classrooms and discuss individual students and thread topics/themes across disciplines*

Content for the weekly professional development sessions will be selected and delivered by the Principal, the Director of Curriculum and Instruction and the Tutor Corps Director. Weekly content will be a mix of preplanned calendar topics and topics that address needs as they arise. For example, November and December are often when the momentum of a new school year slows and school culture and the staff mentality of “100% Participation” begins to weaken. For that reason, a Friday session in November will be dedicated to revisiting “100%.” Similarly, if a routine needs to be amended (hallway procedures or how bathroom passes are managed), the Friday session can be allocated to address that type of emergent issue. Friday sessions will also be key to building a culture of data. The staff as a whole will review data from interim assessments to identify school wide strengths and weaknesses and individual subject-area and grade-level teams will meet to strategize on addressing the priorities that the data reveals and share resources and best practices.

In addition to weekly professional development sessions, GO-WIL will offer individual coaching sessions. Providing individual support and attention is vital to the advancement and growth of teachers and tutors within our school. High-quality feedback is a highly efficient way for novices (like our tutors) to develop competency and for already competent professionals (experienced teachers) to become experts in their craft. To support individuals’ development, all teachers and tutors will be frequently observed (at least twice monthly) and provided informal feedback. Extended observations leading to formal performance evaluations and coaching meetings will occur twice per year.

Priorities in teacher and tutor observations and coaching will be student engagement, instructional rigor and classroom/tutorial group management. Observation rubrics and coaching protocols will be oriented around driving improvement in those priority areas. For example, if an English teacher struggles with managing classroom discussions about readings, he or she may receive coaching from the Principal and/or Director of Curriculum and Instruction that includes help brainstorming appropriate questions and guidance on how to frame questions that induce productive conversations. A tutor who is having trouble managing holding two students’ attention simultaneously might watch the Corps Director model appropriate techniques and make an action plan for how to plan tutorial sessions that don’t let either student’s attention wander. This level of specific attention to GO-WIL instructional team’s needs is vital to creating and maintaining excellent teaching and tutoring and is ultimately what will drive student achievement.

In summary, by providing teachers and tutors practical, relevant training prior to the school year, weekly professional development that is responsive to the needs of the school and a high-level of personalized coaching, GO-WIL will increase the effectiveness of the school as a whole and support the development of individual members of our community towards their own goals. GO-WIL will be a school where teachers are supported and given opportunities to develop, ultimately making them more likely to stay at the school.

Career Development for Tutor Corps Members: The Tutor Corps is a selective fellowship for recent college graduates. Beyond the benefits of providing every GO-WIL student with several hours of tutoring per day, the Tutor Corps serves an important purpose as a pipeline of talented young people into urban education. All members of the Tutor Corps receive extensive coaching and professional development to make them as effective as possible at their tutoring responsibilities but also to prepare them for the next step in their career - whether that is furthering their education, working in a public school or pursuing other opportunities.

For those members of the Tutor Corps who wish to become classroom teachers, the Great Oaks Foundation has partnered with the Steinhardt School at New York University to create an innovative pathway that blends the inherent benefits of working full-time as a tutor for a full year with the benefits that a large graduate school of education can offer. Covering a two-year course of study (the Tutor Corps year and the Corps member's first year as a classroom teacher), participants in this program receive hundreds of hours of coaching, participate in extensive practical coursework and attend content courses at NYU, leading first to initial certification as a teacher and then a Master's of Education.

This program, the Great Oaks-NYU Teacher Residency, launched in the summer of 2012 at GO-NWK and we plan to make it available at GO-WIL. The scheduling of the Teacher Residency activities occurs entirely outside of the GO-WIL schedule (after PD on Fridays and on Saturdays) and Residency costs are borne by outside philanthropy and scholarships from NYU. There is no programmatic or fiscal impact on the Great Oaks Charter Schools, other than the benefit of better-trained tutors and the exchange of ideas through partnership with NYU, the oldest university-based teacher preparation program in the United States.

The Teacher Residency is an option for members of the Tutor Corps but is not mandatory. The operation of the Teacher Residency is analogous to that of a teaching hospital. Great teaching hospitals such as Boston Mass General or New York's Mount Sinai have a dual mission: 1) to deliver the best possible care to their patients and 2) to train the next generation of doctors by providing practical experience with actual patients. Great Oaks has similar goals: 1) to deliver the best possible education to our students and 2) to train the next generation of excellent teachers. The Teacher Residency will mirror the intensity of a medical residency, with Teacher Residents working, learning and studying 60+ hours, 6-7 days a week. The expectation is that Teacher Residents will commit to teaching in a Wilmington public school for three years, either in a regular district school or the growing number of charter schools, including GO-WIL.

- c. An explanation of how professional development will be aligned with the interim (e.g. classroom, diagnostic, formative) assessments and staff evaluation processes, and how it will be adjusted during the year to address areas of need that are identified.

A key recurring feature of GO-WIL's Friday afternoon professional development sessions will be time for all staff to review data from interim assessments and coursework grades. These data reviews, facilitated by the Director of Curriculum and Instruction, will serve to identify concepts for re-teaching and to identify standards where a teacher may need to try a different approach. In addition, these data reviews will identify standards at the student-level that should become a priority for tutorial support. Finally, the DCI will coach teachers on how to use the data being generated by Exit Tickets, Unit Quizzes and Trimester exams to increase student achievement in their courses.

- d. An explanation of how the professional development program will be evaluated to assess its effectiveness and success.

In order to determine whether the professional development experiences are valuable and are supporting GO-WIL staff's ongoing development, we will use a blend of measures. First, for each summer training session and Friday PD meeting, team members each will fill out a short survey that ranks, on a 1-10 scale, how satisfied they were with the topic of the PD session, how relevant the topic was to their needs, how engaging the moderator/presenter of the session was and how much they will be able to apply the content of the session to their own daily work. The results of the staff survey will be used to determine whether a presenter was sufficiently prepared/engaging, whether the topic was appropriate for the group and whether a topic should be covered more or less in future sessions

Additionally, the effectiveness of the professional development program (particularly coaching) will be evident in the improvements observed in teacher/tutor observations and recorded in their performance evaluations. For example, if an English teacher who was struggling to create productive classroom discussions does not respond to the coaching provided, as noted in a later observation, it may be a sign that the methods used were not effective for him/her and that another path – peer observations at another high-performing charter school, for example – might be more appropriate for him/her.

In sum, monitoring the results of professional development through both what our staff says about it and how they ultimately use it to improve their practice will inform the school's leadership about how to best plan and implement future PD and coaching.

## 1.6 Governance and Management

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### *14 Del. C. §§ 512 (1), (2), (6) and (9)*

#### Legal Status and Governing Documents [14 Del. C. § 512 (2)]

1. Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each.

The Great Oaks Charter School – Wilmington was incorporated on December 27, 2013. The sole incorporator is Christina Grant.

2. Attach a copy of the Articles of Incorporation, a copy of the Board bylaws, and board policies of the corporation as Attachment 9.

Please See **Attachment 9**.

3. Provide, as Attachment 10, the completed and signed Statement of Assurances.

Please see **Attachment 10**.

#### Governing Board [14 Del. C. §§ 512 (1), (2), (6) and (9)]

3. Governance Philosophy. Explain the general philosophy of governance that will guide the proposed school, including the nature and extent of involvement by key stakeholder groups.

GO-WIL's governance philosophy stems from the belief that the Board of Trustees is responsible for creating the school's mission and ensuring that the school's goals, activities and constituents served align with this mission. The Board will do this by monitoring school's academics, operations and financials through monthly meetings and additional subcommittee meetings as needed. As described throughout the application, the Board anticipates entering into a Management Agreement with the Great Oaks Foundation in which it will delegate certain authorities to the Foundation. The Board is committed to overseeing and monitoring the Management Agreement with the Great Oaks Foundation and interim metrics of success. If the Board determines that the Foundation is not meeting the agreed upon performance requirements, it may terminate the Management Agreement at any time.

4. Structure and Composition. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that:
  - a. The school will be an educational and operational success.
  - b. There will be active and effective representation of key stakeholders. (Note: The board must ensure representation by an educator from at least one of the charter schools operated by the board and at least one parent of a student enrolled in a charter school operated by the board per 14 Del. C. § 512(1).)

- Size: GO-WIL's Board of Trustees currently has four members and will have no fewer than five and no more than nine members when the school is open.
- Composition: GO-WIL is committed to maintaining a Board with a diverse set of skills. Currently the Board is composed of members with school management, academic and financial expertise, and includes an educator who will be employed as GO-WIL's School Leader. Once the school is open, the Board will add members to the Board to ensure compliance with Del. C. § 512(1).)
- Powers and Duties: The powers and duties of the GO-WIL Board are fully outlined in the attached Board By-Laws.

To ensure that the school is an academic and operational success, the Board will be responsible for ensuring that the school is operating in compliance with its charter and all applicable state and federal laws as well as overseeing the school's progress towards achieving its mission of preparing students for college success. Major responsibilities of the Board will include: setting strategic goals for the school; hiring, overseeing and evaluating the Principal; approving the annual budget; responding to parent complaints; and acting as the final point of accountability for the school in its relationship with the Delaware Department of Education as the chartering entity. The Board is entrusted with the charter agreement by the Delaware Department of Education with the assent of the State Board of Education, and is responsible for making sure that the school is upholding the promises contained in the charter agreement. If the school does not live up to the terms of its charter agreement, the school's Board will have to answer to these institutions.

1. Roles. Describe the primary roles of the governing board and how it will interact with the school principal/school leader and any advisory bodies. List all currently-identified board members and their intended roles, and summarize their interests in and qualifications for serving on the school's board.

Officers of the Board will have the following general responsibilities:

- The Chair (president) of the board has general supervision, direction, and control of the affairs of the school, subject to board control, and such other powers as the board may prescribe. When present, the Chair will preside at board meetings.
  - The Vice-Chair (vice-president) acts in the place of the Chair if the Chair is absent or unable to fulfill his or her duties and when so acting will have all the Chair's powers and be subject to the same restrictions.
  - The Treasurer acts as custodian of school funds and will provide the appropriate segregation of duties to create strict internal fiscal control policies. The Treasurer will inform the Board of the school's ongoing fiscal condition.
  - The Secretary will be responsible for keeping the minutes of the school, maintaining records of board membership and decisions, interpreting the by-laws in the case of a dispute and any other duties the board may prescribe.
2. As Attachment 11, provide a completed and signed Charter School Board Member Information Form for each proposed Board member.



Please see **Attachment 11**.

3. Procedures. Explain the procedure by which board members have been and will be selected. How will the board fulfill its responsibilities? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Freedom of Information Act, 29 Del. C. Ch. 100 (related to public bodies, public records, and open meetings).

Board Member Selection: All GO-WIL Board members should be committed to improving education in Wilmington, DE and have a strong interest in the welfare of children. Additionally, Board members must be willing to dedicate their time, energy and expertise to ensure the effective operation of the school. GO-WIL's Founding Board was selected based on their fulfillment of these criteria, as well as their contribution of diverse skills including school management, academic and financial. All GO-WIL Board members underwent a criminal background check as well as a check of the Child Abuse Registry.

Responsibilities and Meetings: The Board will hold monthly public meetings throughout the school year and will have an annual full-day retreat each summer. Board meetings will be conducted in accordance with Robert's Rules of Order and the school's bylaws. Parents will be welcome to attend Board meetings, which will provide the opportunity for public comment and an opportunity to directly address the board with any concern. The GO-WIL By-Laws contained in **Attachment 9** provide more detail regarding the procedure for conducting board meetings, public notice of board meetings and the method of appointment or election of trustees.

Standing Subcommittees: The Board will have two permanent standing committees: Finance and Academic. The Chair may create ad hoc committees to handle emergent issues such as facilities or fundraising. The Treasurer will chair the Finance Committee on a permanent basis, but the chairs of other committees will be appointed by the Board Chair and may rotate among the members. At an appropriate interval, the chairs of any permanent and standing committees will provide a report of committee activity to the Board at large. The Board will also establish a Citizens Budget Oversight Committee (CBOC), consistent with State law.

- The **Finance Committee**, chaired by the Treasurer, coordinates the board's financial oversight responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short- and long-term plans of GO-WIL to the Board of Trustees for review and vote. The budget is then reviewed periodically by the Finance Committee to be updated with current information. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives. The Finance committee is supported by the Principal and contracted accountant.
- The **Academic Committee** works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the school in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Academic Committee include: advising the Board on the school's core activities of teaching and learning; recommending to the board the adoption of academic policies consistent with the school's vision, mission and strategic plan; adopting procedures to effect board-approved academic policies; building and enhancing the quality of the school's academic programs at all levels; advising the board

on the academic aspects of the strategic direction of the School; and monitoring and advancing the quality of all academic activities.

Freedom of Information Act: Consistent with the Freedom of Information Act, 29 Del. C. Ch. 100, GO-WIL will ensure that all Board meetings are publicized and open to the public. Board meetings will be scheduled on the same day each month (i.e., 7:00pm on the first Wednesday of every month). We will notify all community stakeholders of this standing date so they can announce it at their meetings, post flyers advertising the time and place of the meeting in highly trafficked areas, such as community centers, libraries and schools. Dates and times will also be posted on the school's website and will be e-mailed to all parents approximately 72 hours before the meeting. The date and time will also be provided to local news media at least 72 hours in advance of the meeting. In the case of emergency Board meetings, we will notify community stakeholders and the local news media with as much notice as possible. We will also post flyers and notify parents with as much notice as possible. The Board Secretary will be responsible for keeping minutes of all Board meetings. Per the Open Meetings Law, GO-WIL will maintain minutes of all meetings, and make minutes available for public inspection and copying as a public record by posting them on the school's website.

4. Board Improvement. Explain the plan for increasing the capacity of the governing board. What kinds of orientation or training will new board members receive? Describe how the board will evaluate itself and what steps it will take to continually improve its capacity to govern. Describe how current and future board members will comply with any statutory or regulatory requirement related to the training of board members.

The Board of Trustees will participate in charter school focused conferences, trainings and workshops with a constant eye toward self-evaluation and improvement. In line with Delaware State Law, the Board will go through full Governance training at least every three years. The goal is for all members to fully understand their primary responsibilities, including: providing oversight functions, promoting the school's mission, lead planning and policymaking, fundraising and achieving charter requirements. It is also critical that the Board understands its legal requirements related to operations, decision-making, liability of other entities, inspections, open meetings and fiscal competency and independence. A member of the school's Board will be given the responsibility to research options for expanding the Board's oversight capacity and will make suggestions to the Chair who will decide which events the Board will attend. One option the Board will explore Delaware Alliance for Non Profit Advancement's *Achieving Charter Board Excellence* training. The Chair will be committed to ongoing Board training and development to ensure that oversight is conducted at a high level.

5. Board Continuity. How, and on what timeline, will new members be recruited and added? Explain how the Board will screen successor members of the Board to ensure continuing compliance with the requirements that the Board be qualified to operate a charter school and to implement the school's proposed education program.

The founding Board members will serve staggered initial terms of 1, 2 or 3 years, and members who join the board after the initial meeting will serve for a term of 3 years terms. GO-WIL will use the procedures described to select new Board members. GO-WIL will seek to replace each member with someone with similar qualifications. To recruit members, we will reach out to the departing trustee, current trustees, school staff, parents and local community

leaders. We will select new members based on their dedication to improving education in Wilmington, DE and their relevant skills. Every prospective new member will be interviewed by the entire Board of Trustees who will vote to determine whether he or she is a good fit for the Board. All new GO-WIL prospective Board members will undergo a criminal background check and a check of the Child Abuse Registry.

GO-WIL recognizes that the Board must give deliberate thought to blending new and old members into a well-functioning team. Therefore, it will induct all new members through a rigorous orientation process involving one-on-one meetings with the Board Chair to discuss the school's mission and goals, group meetings with the full Board of Trustees and a one-on-one meeting with the school's Principal. If possible, the new member will meet with the person he or she is replacing and the Board Chair to discuss specific responsibilities and expectations associated with that role. If that is not possible, the Board Chair will be tasked with educating the new member on his or her responsibilities and expectations. If the member's role involves working directly with school staff (ex. the chairman of the Academic Committee will work closely with the school Principal), the Board Chair will set up initial meetings to ensure a productive working relationship. All new members will have the opportunity to review the Board Handbook which will include a copy of the approved charter and all approved policies and procedures.

6. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest and compliance with the State Code of Conduct.

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee will be excused from the discussion and vote on any matter involving such Trustee relating to: 1) a self-dealing transaction; 2) a conflict of interest, 3) indemnification of that Trustee uniquely; or 4) any other matter at the discretion of a majority of the Trustees then present.

A Trustee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification must make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure will include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. A person will be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

#### *Advisory Bodies [14 Del. C. §§ 512 (1), (2) and (6)]*

1. Describe any advisory bodies or councils to be formed, including the roles and duties of these bodies. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Not applicable. GO-WIL will not form any advisory bodies or councils.

Grievance Process [14 Del. C. § 512 (9)]

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

GO-WIL will establish a complaint process to expeditiously resolve matters in question. The grievance process will be prominently displayed and included in all school and parent manuals so that any individual or group may bring a complaint to the Board of Trustees. The complainant must follow the following steps:

1. Contact the child's teacher in writing or verbally.
2. If unsatisfied with the response or if the complaint does not concern the child's teacher, he/she can contact the Principal, who may notify the Board Chair. The Principal, at his or her discretion, may require that the complaint be submitted in writing. The Principal may also, at his or her discretion, conduct an investigation into the complaint.
3. If the complainant is unsatisfied with the response of the Principal, a written complaint can be submitted to the Board of Trustees. The Board of Trustees will make every effort to respond to the complaint in a timely manner, not to exceed 30 business days. To help insure a thorough and timely response, the complaint should include: (i) a detailed statement of the nature of the grievance, (ii) what response, if any, was received from the Principal and/or teacher; (iii) copies of any correspondence between complainant and the Principal and/or teacher; (iv) what action or relief the complainant is seeking; and (v) the complainant's name, address and telephone number.
4. If the complainant is unsatisfied with the response of the Board of Trustees, and the complaint alleges a violation of law or a provision of the school's charter, the complainant may submit the complaint in writing to the Delaware Department of Education.

If the Principal recommends a student for suspension or expulsion, the parent/guardian must submit to the Board Chair a letter of appeal within 5 calendar days of the Principal recommendation of suspension or expulsion. The letter must include the reason for the request and any special or extenuating circumstances that may support the reversal of the recommended penalty. The Board Chair will present the request for appeal before the entire Board of Trustees for review and determination. A final determination letter will be sent to the student's parent or guardian indicating approval or denial of an appeal.

## 1.7 Parent and Community Involvement

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### *14 Del. C. §§ 512 (1) and (6)*

#### Parent Involvement

1. Describe the role of any parents and community members involved in developing the proposed school.

As described above, GO-WIL has consulted numerous parents and community members about our proposal, including those that serve on our Board of Trustees. GO-WIL is deeply committed to engaging parents about their child and ensuring that they have a say in the ongoing development of the school. GO-WIL tutors will call home every week. We consider this to be so critical that we will hold tutors accountable using a call log system. Accepted Student Night, multiple student orientations and Open Houses ensure that parents are always aware of what's happening in the school. Parent University and the creation of a parent committee will guarantee that parents have a systematized way of providing feedback and influencing the ongoing development of the school.

2. How will you inform parents and the community about the school's development?

The GO-WIL Founding Group has undertaken extensive efforts to meaningfully inform members of the community about the proposed charter school. Members of the founding team have met with: Elected officials and their staff, Wilmington parents, Educators, Teachers and school leaders in Wilmington, Faith-based institutions, Advocacy Groups, Youth development agencies, Non-profit organizations and Community leaders.

We have also attended charter school fairs and distributed flyers in both English and Spanish. In all meetings and correspondence, we were clear about the school's intended location, (in private space, not in a public school facility) target student population, grades served and a description of the key facets of the educational program we would be offering. **Attachment 12B** contains evidence of support from community partners. GO-WIL will continue to inform parents and the community about the school's development through updates on our websites, e-blasts, weekly newsletters and ongoing canvassing.

3. Describe how you will engage parents in the life of the school, in addition to any proposed governance roles described above. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities that the school will offer to parents.

At GO-WIL, we will combine high expectations for students with supportive relationships. Parents will understand that they are a key player on the team working toward their child's success. We will ensure parents know we care by creating opportunities for parents to contribute substantially to the direction of the school. The school will ensure that parents are aware of all board meetings and parents will be encouraged to attend, make suggestions and ask questions of board members and school leadership.

In order to encourage a two-way flow of information between the school and its families, a parent committee will be formed early in the first year, via a sign-up process advertised at parent orientation. Comprised of volunteer parents, the committee will be responsible for creating dialogue among school staff, trustees and families so that parent concerns are resolved before they become more serious problems.

Once the school is open, parents will be highly engaged in the academic progress of their students. Weekly status reports, phone calls home, access to eSchoolPLUS (and training in its use), parent-teacher conferences two times per trimester and community events like parent potlucks and welcome-back cookouts will develop the home-school relationship, engage parents as partners and better position our students for college success.

GO-WIL will ensure that parents are kept informed of their student's academic and behavioral progress. On a weekly basis, parents will receive a student's Check for the week (further described in the following section) that will indicate attendance, academic performance and any demerits received during the week. In addition, via tutors and teachers making regular phone calls, parents will receive a proactive phone call from a team member at the school at least twice a month. Finally, access to eSchoolPLUS will allow parents to monitor students' grades, homework completion and other data in real-time.

GO-WIL will adopt a "no surprises" approach to parent engagement in order to make the inevitably difficult discussions about retention less of a shock and more productive for the student. For students who are having academic or behavioral problems at school, teachers will call home to inform parents and engage them in problem solving. Additionally, parents will receive a quarterly report card with specific data about their student's progress and recommendations for how they can help their student. Parent-teacher conferences will be held after each report card is issued.

### Community Involvement

1. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships.

GO-WIL has started conversations with several community-based organizations about creating engagement opportunities and/or providing resources for students and parents.

2. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student-learning opportunities.

Not applicable. GO-WIL will not request any fee-based or in-kind commitments from community organizations or individuals.

3. Provide, as Attachment 12, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.

Please see **Attachments 12A and 12B**

## 1.8 Start-up and Operations

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*14 Del. C. §§ 512 (1), (8), (9), (10), (12) and (13)*

1. Start-Up Plan. Provide, as Attachment 13, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals, which is aligned with a sound Start-Up Budget.

Please see **Attachment 13A**.

### 2. Transportation

Provisions Provided by GO-WIL: GO-WIL will contract bus transportation services to get students to and from school. Such services will be secured using a highly reputable and insured firm that specializes in the student bus transportation business. The Principal and Director of Operations will work with the transportation services company each year to provide the most efficient and cost-effective means of getting students to and from the school campus location. Every effort will be made to seek bus drivers who speak Spanish to allow for ease of communication between bus drivers and families. In the event that not all drivers speak Spanish, the Spanish-speaking drivers will be strategically placed on the bus runs that come from areas with a greater concentration of Spanish-speaking children. The Principal will also coordinate mandatory orientation for bus drivers to establish communication protocols and clarify procedures related to all aspects of student transportation. All school bus drivers will conduct practice bus runs prior to the first day of school.

Students Outside of District: GO-WIL will make every effort to accommodate transportation beyond any single school district by establishing central hub points inside of the district for student pick-up and drop-offs to and from school. The Principal will work diligently with the transportation company planners to identify and establish convenient spoke and hub configurations that maximize student access and minimize ride times.

Transportation for Students with Special Needs: Appropriate accommodations, as defined in a student's IEP or 504 Plan, will be provided to meet the needs of all students requiring transportation. As special transportation needs are identified, the school will work with the student's parents and the transportation services company to ensure compliance with specialized transportation needs.

### 3. Safety and Security

GO-WIL believes strongly in the wisdom of implementing violence prevention and intervention protocols as a primary means of ensuring student, staff, and school safety. These strategies take the form of a rigorous discipline driven school culture, building personnel and student training, and coordination with local emergency officials. These efforts are outlined in detailed in the attached safety plan (**Attachment 13B**).

### 4. Lunch/Breakfast.

GO-WIL intends to participate in the National School Breakfast/Lunch Program, and will contract for meals from a qualified food service vendor. Meals will be served on-site to all students, including those who are homeless and those eligible for free/reduced lunches.

Eligibility for free/reduced meals will be determined annually during the first week of school and in accordance with established state and federal procedures. GO-WIL will comply with the requirements of the Federal Free and Reduced Lunch Program by providing applications and information about the program to students and their families upon enrollment in the school, and annually thereafter. In addition, assistance in Spanish and English will be rendered to families completing the application, as needed. The Director of Operations will work with the food service vendor to ensure that all meals are consistent with state and federal guidelines and compliant with USDA regulations.

As part of a general information package, special emphasis will be placed on explaining various elements of the program including the provisions for breakfast, lunch, and possible participation with the snack and fresh fruit/vegetable components. A parent orientation session with all parents will be conducted in English and Spanish to review the Code of Conduct, the Free/Reduced Lunch application, and other important information. This will help to ensure parent understanding and will be an opportunity to assist parents with completing necessary documents. Confidentiality of the students receiving free or reduced meals will be maintained using the 'Point of Sale' system (POS).

## 5. Student Health Services

Assuring a safe and healthy environment for students and staff will be of the highest importance. GO-WIL will apply for space in the Community Education Building. The lease agreement for this space will include access to a health center in the building that will provide health services to our students as required by the Delaware Department of Education (DDOE).

GO-WIL will implement a comprehensive set of health, safety, and risk- management policies and practices in accordance with the Nursing Technical Assistance Manual. In addition, these policies and practices will be communicated to parents, students, and staff as part of enrollment procedures and various orientation programs.

Annual training will be provided for staff, as warranted, either by the school nurse or other health professionals. All reporting requirements will be followed as specified in the Nursing Technical Assistance Manual.

The school will maintain diligence in communications to parents, staff, and students about urgent health issues and will employ best practices in managing the health and safety of students, staff and guests. As part of standard communication protocols, all information distributed to students, parents, and staff will be in Spanish as well as English.

Policies will be developed and approved by the Board prior to the beginning of student recruitment in the Fall of 2014, and at a minimum will address the following topics:

1. Ensuring that students have physical examinations prior to enrollment.
2. Proof of each student's recent physical examination and immunizations will be collected at the time of enrollment. All health information will be reviewed, maintained, and monitored by the school nurse and will be included as part of the student record.



3. Establishing procedures for administering medications and medical treatments, including first aid. The school nurse will administer medications and medical treatments in accordance with DDOE's Nursing Technical Assistance Manual and Regulations and any other appropriate governmental regulations or professional guidelines.
4. Monitoring student health and maintaining health records. The school nurse will monitor and maintain student health records in a secure location and forward the required documentation of services to DDOE.
5. Ensuring that immunizations and TB screenings are conducted. The school nurse is the on-site health expert for GO-WIL whose duties include monitoring student health records. When immunization and other screening requirements are not met, parents will be notified and the student may be excluded from school until the requirement has been met.
6. Ensuring the school nurse will serve on IEP teams, as required, when medical treatment is necessary. The nurse will serve as a member of IEP teams when medical issues are discussed. The nurse will also be involved in any discussions of 504 Plans and accommodations when related to medical and health issues. The nurse will also provide medical information during evaluation processes.
7. Screening for health problems (vision, hearing, orthopedic, etc.). The GO-WIL nurse will conduct an active screening program for vision, hearing, orthopedics, and others as prescribed in DDOE's Nursing Technical Assistance Manual and Regulations.
8. Establishing procedures for containing and controlling the spread of infectious diseases. Procedures will be developed to communicate appropriate precautionary steps for containing and preventing the spread of infectious diseases and other medical conditions.
9. Ensuring a safe environment to include procedures and training in the following areas: Procedures will be in place and training will be conducted for responding to natural disasters and emergencies, including fires and earthquakes; preventing contact with blood-borne pathogens; emergency responses including appropriate "first responder" training or its equivalent. Policies will be established specifying that the school shall function as a drug, alcohol, and tobacco-free workplace. The school will be housed in facilities that have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

These Board-approved policies will be incorporated, as appropriate, into the school's parent, student, and staff handbooks as they are developed, and will be reviewed on an ongoing basis. Appropriate staff training will be held as part of orientation programs, along with appropriate orientations for students. As part of standard communication protocols, all information distributed to students, parents, and staff will be in Spanish as well as English. The Principal will maintain responsibility for the oversight and management of the policies and procedures in this section.

6. Insurance Coverage.

Please see **Attachment 15**.

7. Student Records

GO-WIL will be part of the state's eSchoolPLUS pupil accounting system. The use of this system will ensure timely transfer of student data and records to other schools and the DDOE. All staff members required to use eSchoolPLUS will be fully trained to use the system, and will remain current through staff training and data requirements defined by the DDOE.

## 1.9 Facilities

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### *14 Del. C. § 512 (8) and (12)*

1. Discuss the school's facility needs based on the educational program and projected enrollment.

GO-WIL requires a facility that can accommodate 24 classrooms of approximately 33 students each at capacity as well as two science classrooms. One-on-one and small group tutoring is integral to our model, so the facility must have space (though not necessarily full classrooms) for tutoring to take place. Additionally, the facility must have sufficient space for administrative work as well as teacher and tutor planning time. It is critical that the facility is in compliance with building codes and is accessible to students with disabilities.

2. If the applicants have identified a facility, state where the school will be located (including county location and any other location specifics) and, as Attachment 16, provide floor plans of the school that identifies each room and whether the building will be new construction or an existing building. Include a detailed description of the facility that includes the number of acres.

GO-WIL will apply to be on the 8<sup>th</sup> and 9<sup>th</sup> floors of the Community Education Building (CEB), located at 1200 N. French Street in Wilmington, Delaware. The CEB is an 11 story building totaling some 450,000 SF, with the first two stories consisting of 4 parking levels that can receive some 290 vehicles (some 175,000SF). The remaining 9 floors will be used for educational initiatives (some 280,000SF). The building and the external recreational area beside it at the corner of Walnut and 13<sup>th</sup> streets sits on approximately 1.16 acres of land.

Each upper floor (floors 6 through 9), has some 27,000 SF of total area, and has been designed with 14 classrooms ranging from 550 SF to 900 SF, and an art or science lab (with some 1,500 SF). The CEB plans to have a CEB Garden located 1 block away from the building at the corner of 13<sup>th</sup> and Wilson streets, one street down from Walnut Street. The CEB is finalizing a partnership with the Walnut Street YMCA to lease their HS Gymnasium during the school day (8:30am to 4pm) so that schools can meet their physical education curriculum requirements. Given that the building does not have an auditorium the CEB will be negotiating the use of auditorium type facilities with other Community-based organizations in the city (e.g. The Grand Opera House) for use by the schools during and after the school day. GO-WIL recognizes that spots in the CEB are competitive and is exploring back-up facility options in case we are not granted space. Floor plans are included in the draft lease (**Attachment 16A**).

2. If the site has been identified, list the detailed terms and/or conditions for the use of the facility. If not, describe the plans to identify a suitable facility.

Please see the draft lease for detailed terms and/or conditions for use of the facility, included as **Attachment 16A**.

3. If a facility has not been identified, specify potential locations that are under consideration, and discuss the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.

Not applicable. The proposed facility has been identified. GO-WIL is also in the process of identifying back-up options in the event that we are not selected for the CEB.

4. Explain how the facility will meet the needs of students. Provide an assurance that it will be accessible to students with physical disabilities.

The building will meet all accessibility requirements for students with physical disabilities. This will be done by: Meeting all city, state and federal codes; Being fully ADA compliant; Elevator access to all floors and designated areas of refuge on each floor with communication capability.

5. To the extent that the Applicant has discussed or established specific lease or purchase terms, include the proposed terms and any draft agreements. Ensure that all costs are included in the budget.

Please see attached draft lease.

6. Include, pursuant to 14 Del. C. § 511(l), an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes.

The CEB will receive its Certificate of Occupancy in June 2014, and will provide tenant schools with required occupancy documentation so that they can meet their June 15 commitments with the state's Department of Education. This will apply to GO-WIL should it be approved as a CEB tenant for a fall 2015 opening in the building. A letter from the CEB is included as **Attachment 16B**.

## 1.10 Budget and Finance

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*(There is no limit to the length of the budget narrative. Include it as a separate document.)  
14 Del. C. §§ 512 (8) and (9)*

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits, per 14 Del. C. § 512(8) and (9). Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

The Board of GO-WIL intends to contract with Innovative Schools for financial and business office services for the first five years of the school's existence. Please see **Attachment 17A** for a draft contract. This relationship will streamline administrative costs during the first five years of the school's scale-up activities, save time and money, allow maximum resources to be re-directed to the classroom, and ensure transparency and an effective administration. Innovative Schools has been performing these administrative services for Delaware charter schools as a school support organization for several years.

During the first five years of operation, charter school finance specialists from Innovative Schools will work directly with GO-WIL's Principal, governing board, Citizens Budget Oversight Committee (CBOC), and Director of Operations to develop a projected budget for each fiscal year, for review and approval by the governing board during the prior year. Innovative Schools' charter school finance specialists will provide initial training to the Director of Operations and will work closely with him or her to perform the tasks and specific deliverables. Following the approval of the school's charter, the board will work with Innovative Schools to finalize the specifics of the contract and scope of work.

GO-WIL will follow the State Budget and Accounting Policy Manual as it relates to all transaction regulations, guidelines, and filing procedures. The school will use the First State Financials (FSF) system for all financial, accounting, and purchasing transactions. GO-WIL's financial reports will be posted on the school's website on a monthly basis following board approval. Financial Position Reports, required by Title 14, will be prepared and submitted to the Department of Education. In addition, the school will commission an annual independent audit of financial accounting and procedures to ensure compliance with the standards of the State Auditor's Office with respect to process controls and segregation of duties.

GO-WIL will utilize the Payroll Human Resource Statewide Technology (PHRST) system for managing and reporting compensation, payroll, personnel information, and employee benefits. All pension-related functions, from the initial actuarial form at the time of employment through the pension application at retirement, will be processed by Innovative Schools' charter school finance specialists. All personnel involved in executing these processes will be properly trained in accordance with state requirements.

GO-WIL intends to hire its teachers as state employees, and as such, will offer compensation packages, retirement, and benefits through the State of Delaware. The school will take advantage of the state purchasing system in order to maximize its buying power. The school may independently contract for certain goods and services as needed and appropriate.

In order to maintain responsible fiscal accounting, planning and management practices, and to comply with the requirements of Title 14, Sec 736 of the Delaware Administrative Code, a CBOC will be established during Year 1 to review and analyze all financial expenditures, management practices, and budgeting. This committee will have at least five members, including one educator from Great Oaks, one board member, at least two parents or community members who are not school employees or board members, and representation from the DDOE. Training for the CBOC will be provided by DDOE to ensure the committee members have been adequately prepared to assume their responsibilities. The CBOC will consult regularly with the board, CMO, and school leader. The committee will remain actively in place during each year of school operation, and will comply with the regulatory requirements for membership, training, and operations.

2. Budget Sheets

A budget based upon the target enrollment for GO-WIL and a budget based upon 80% of the target enrollment may be found in **Attachments 14A and B**, respectively.

3. Budget Narrative (Provide as Attachment 17.)

Please see **Attachment 17B**.

4. Audits

In order to maintain responsible fiscal accounting, planning and management practices, and to comply with the requirements of Title 14, Sec 736 of the Delaware Administrative Code, a CBOC will be established during Year 1 to review and analyze all financial expenditures, management practices, and budgeting.

GO-WIL will follow the State Budget and Accounting Policy Manual as it relates to all transaction regulations, guidelines, and filing procedures. The school will use the First State Financials (FSF) system for all financial, accounting, and purchasing transactions. Great Oaks' financial reports will be posted on the school's website on a monthly basis, following board approval. Financial Position Reports, required by Title 14, will be prepared and submitted to the Department of Education. In addition, the school will commission an annual independent audit of financial accounting and procedures to ensure compliance with the standards of the State Auditor's Office with respect to process controls and segregation of duties.

5. Depositing Funds

All funds not directly uploaded into the school's FSF appropriations or delivered via Inter-Governmental Voucher will be deposited in person at a Citizens Bank office by a member of the school staff.

6. School Closure or dissolution

To prepare for a possible closure or dissolution of the school, GO-WIL will set aside adequate contingency funds to ensure that all employees are paid according to their contractual agreements with the school; to pay any staff who would be required for close-out activities; and, to pay any vendors such as auditors, movers, liquidators, etc. that would be needed. All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for employees of the school, then to the remaining creditors of the school. To ensure that the necessary funds are accumulated as soon as possible, the school's Board will build into its budget a cash reserve, annually increasing that reserve until it is sufficient to cover all outstanding obligations. The board and administration will review fund balances and financial projections on a monthly basis to ensure the fiscal health of the school and the maintenance of the reserve fund. In the event that GO-WIL is closed for nonfinancial reasons and, following the authorizer's charter school closure protocol, the Board would work closely with the DDOE concerning any steps necessary (parent notification, transfer of records, disposition of school assets, etc.) to ensure a smooth and orderly closure and transition. The school will follow all legal and regulatory requirements such as those contained in Delaware Code 512, Section 16.

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THE (SURPRISING) EFFICACY OF ACADEMIC AND BEHAVIORAL INTERVENTION  
WITH DISADVANTAGED YOUTH:  
RESULTS FROM A RANDOMIZED EXPERIMENT IN CHICAGO

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Kenneth Dodge  
George Farkas  
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Laurence Steinberg

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The (Surprising) Efficacy of Academic and Behavioral Intervention with Disadvantaged Youth:  
Results from a Randomized Experiment in Chicago  
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Ludwig, Susan Mayer, Harold Pollack, Laurence Steinberg  
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### **ABSTRACT**

There is growing concern that improving the academic skills of disadvantaged youth is too difficult and costly, so policymakers should instead focus either on vocationally oriented instruction for teens or else on early childhood education. Yet this conclusion may be premature given that so few previous interventions have targeted a potential fundamental barrier to school success: “mismatch” between what schools deliver and the needs of disadvantaged youth who have fallen behind in their academic or non-academic development. This paper reports on a randomized controlled trial of a two-pronged intervention that provides disadvantaged youth with non-academic supports that try to teach youth social-cognitive skills based on the principles of cognitive behavioral therapy (CBT), and intensive individualized academic remediation. The study sample consists of 106 male 9th and 10th graders in a public high school on the south side of Chicago, of whom 95% are black and 99% are free or reduced price lunch eligible. Participation increased math test scores by 0.65 of a control group standard deviation(SD) and 0.48 SD in the national distribution, increased math grades by 0.67 SD, and seems to have increased expected graduation rates by 14 percentage points (46%). While some questions remain about the intervention, given these effects and a cost per participant of around \$4,400 (with a range of \$3,000 to \$6,000), this intervention seems to yield larger gains in adolescent outcomes per dollar spent than many other intervention strategies.

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## I. INTRODUCTION

By age 13 the gap in achievement test scores between African-American and white children, as measured in the National Assessment of Educational Progress (NAEP), equals 0.62 standard deviations (SD) in reading and 0.80SD in math.<sup>1</sup> Disparities in test scores along income lines are even larger and are growing over time (Reardon, 2011). Inequality in academic achievement is an important contributor to other forms of inequality, for example with respect to schooling attainment, income, health, and crime involvement.

While there is widespread agreement about the importance of this problem, there remains great uncertainty about the best way to solve it. There are remarkably few success stories of efforts to improve academic outcomes of disadvantaged youth,<sup>2</sup> which has led to growing concerns about the value of such efforts. For example Cullen, Levitt, Robertson and Sadoff (2013) argue that rather than focus on college-bound academics for disadvantaged teens, secondary schools should focus on technical or vocational education. Carniero and Heckman (2003, p. 90) argue for a focus on younger children: “The return to [human capital] investment in the young is apparently quite high; the return to investment in the old and less able is quite low.”

Yet the conclusion that adolescence is too late to improve the academic outcomes of disadvantaged children may be premature, given the possibility that previous interventions may have misdiagnosed the key barriers to success for this population and so have been aiming at the wrong target. The U.S. currently spends around \$590 billion each year on public K-12 schooling.<sup>3</sup> After the first few grades, the explicit focus of most public school instruction is on the development of academic skills. Most education reform efforts focus on improving the quality with which grade-level material is taught, or the incentives students have to learn it.

We hypothesize that there are important mismatches between what many students (especially those from disadvantaged backgrounds) need, and what many current education policies try (or are able) to provide.

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<sup>1</sup> The exact magnitude of the black-white gap depends on the study sample examined, the age at which the gap is measured, the achievement assessment that is used, and the academic subject being examined; most studies report the gap among adolescents to be in the range from 0.5 to 0.9 standard deviations, with gaps that tend to be larger for math than reading (Jencks & Phillips, 1998; Clotfelter, Ladd & Vigdor, 2009; Fryer, 2010; Reardon, 2011).

<sup>2</sup> Most academic interventions for disadvantaged adolescents tend to focus on measures like schooling attainment or high school graduation as the outcome of primary interest. The U.S. Department of Education’s What Works Clearinghouse gives no dropout prevention program its top rating for strong effects, while the Coalition for Evidence-Based Policy does not list a single program for addressing high-school graduation rates among its “Top Tier” programs.

<sup>3</sup> <http://www.census.gov/compendia/statab/2012/tables/12s0261.pdf>

Growing up in distressed, dangerous urban areas may affect the development of “non-academic” factors like social information processing styles or other features of judgment and decision-making that affect how students engage with school throughout their K-12 careers. These students may benefit from additional help with decision making at ages where schools no longer explicitly focus on this area.

On the academic side we know that the variance in achievement among all students increases as they progress in school (Cascio and Staiger, 2012), a problem that may be exacerbated in urban areas where severe disadvantage among many students affects the rate at which they learn academic material, which then leads them to fall behind grade level, which makes it more difficult to keep up with subsequent grade-level instruction, which leads them to fall yet further behind. Assessments of some of the most disadvantaged young people in Chicago – those who wind up in the Cook County Jail – find they can be up to seven years behind grade level in reading and up to 10 years behind in math (Keeley, 2011). The need for options to intensively help those who have fallen behind – to provide a real safety net – is a key systemic challenge for urban school districts serving large numbers of disadvantaged students.

In this paper we report on the results of a randomized controlled trial (RCT) of a two-pronged intervention that tries to provide both academic and non-academic remediation for disadvantaged youth who are falling behind and at great risk for slipping through the cracks of the current school system and dropping out. The non-academic intervention, developed by Youth Guidance and called Becoming a Man (BAM), includes social-cognitive skills training based on cognitive behavioral therapy (CBT) principles. A previous RCT by our team found the intervention reduced rates of violence involvement (by 44%) and increased schooling engagement, but did not have detectable effects on test scores when delivered on its own (Heller et al., 2013).

The academic intervention is intensive, individualized two-on-one math tutoring provided for one hour per day each and every day, based on the model developed by Match Education. For decades education researchers have thought that small-group tutoring generates “the best learning conditions we can devise,” and have struggled to solve the key challenge that small-group tutoring by regular teachers is “too costly for most societies to bear on a large scale” (Bloom, 1984, p. 4). Match solves this problem by recognizing that small-group tutoring simplifies the teaching task in many ways, for example by eliminating the need for specialized

training in classroom management, and so greatly expands the set of people capable of being successful instructors. Match hires well-educated committed people who usually do not have formal teacher training, but are willing to work for a year in this job for a modest stipend as a public service (similar to programs like Teach for America). Fryer's (2011) non-experimental study in the Houston Public Schools found gains in math scores in the grades exposed to Match tutoring (6<sup>th</sup> and 9<sup>th</sup>) on the order of 0.48SD and 0.74SD, respectively, although that promising intervention has not yet been subject to an RCT.

The data from our Chicago experiment suggests that program participation (the effects of treatment on the treated, or TOT) increased math achievement test scores by 0.65 of the control group's standard deviation (equal to 0.48SD within the national distribution), which equals a change in rank within the national test-score distribution of 15 percentile points. These gains were measured on a broad test of math achievement (ACT Inc.'s EXPLORE and PLAN tests). Participation also improved math grades by 0.67SD, and had sizable (but sometimes not quite statistically significant) effects in reducing absences by one-quarter and F's in math and non-math classes by two-thirds. Participation also improved a Chicago Public Schools (CPS) indicator for being "on track" for graduation (Allensworth and Easton, 2005) by 46%, which translates into a gain in expected high school graduation rates of about 14 percentage points.

These results are striking partly because they come from working with a target population of the sort for which many have thought improving academic outcomes was infeasible – 106 male youth enrolled in 9<sup>th</sup> and 10<sup>th</sup> grade in academic year 2012-13 in a public high school on the south side of Chicago. Of the youth in our study sample, 99% were eligible for free or reduced price lunch and 95% are black, with average baseline reading and math scores that fell at the 26<sup>th</sup> and 22<sup>nd</sup> percentiles of the national distribution, respectively. What is also striking about these results is that programming did not start until the middle of November, so the programming duration was only about three-quarters of an academic year.

There are several important questions that remain about our results, including whether or how these results will persist over time, and the relative effectiveness of the two components of the intervention. The fact that there appears to be some crossover or spillover across the academic and non-academic components of our intervention, together with our small sample size, makes it complicated to cleanly distinguish the effects of the

different components of the intervention bundle. Yet our benchmark estimate for the combined cost of the “treatment bundle” is on the order of \$4,400, with a defensible range of \$3,000 to \$6,000 per student. While such a small study cannot be the definitive word on how to reduce disparities in academic outcomes within the U.S., if these pilot results could be achieved at large scale the gains in adolescent outcomes per dollar spent would be larger than many other strategies that have been tried, including in the early childhood area.

The remainder of this paper is organized as follows: The second section discusses the theory behind the interventions we deliver in this RCT. The third section describes the interventions. Our data sources are described in section four; our analytic approach is outlined in section five; our main findings are reported in section six; and the limitations and implications of these results, including how the gains per dollar spent from this intervention compare with other educational interventions, are discussed in section seven.

## II. THEORY

Our study is motivated by the hypothesis that there is a “mismatch” between the sorts of supports that disadvantaged youth need to succeed in school, and what most previous education or social policy interventions have provided. That mismatch, we believe, provides an explanation for why so few previous interventions have been successful – which runs counter to the alternative hypothesis that adolescence is already too late to intervene and substantially and cost-effectively improve academic outcomes.

### A. Non-academic barriers

To understand the sorts of supports disadvantaged youth in our study site of Chicago might benefit from, it is first useful to understand the context in which these youth are growing up and attending school. The CPS system is one of the nation’s largest urban school districts, with over 23,000 teachers serving over 400,000 students in 681 schools, including 106 high schools. As in many urban districts, students are disproportionately from disadvantaged family backgrounds. Fully 87% of CPS students are eligible for free or reduced price lunch; 42% are African-American, 44% are Latino, 9% are white, and 3% are Asian/Pacific-Islander.

The specific high school in which we carried out the present study’s RCT is located in a very racially and economically segregated neighborhood on the south side of Chicago. Mirroring the socio-demographics of the surrounding community, nearly all students in the study high school are African-American and are eligible

for free or reduced price lunch. The school is relatively small compared to many other big-city high schools, with fewer than 1,000 total students enrolled across grades 9-12. The community in which the school is located is also among the most dangerous in Chicago. The homicide rate in the community in recent years has ranged from around 35 to 55 per 100,000. By way of comparison, the homicide rate in Chicago as a whole in recent years has been around 15 or 18 per 100,000, and in the U.S. as a whole is on the order of 5 or 6 per 100,000.

One key reason many people have become skeptical about the efficacy of academic programming for disadvantaged youth is the concern that the deleterious effects of poverty may already be too entrenched by adolescence, so that broader policy responses are required that also address the non-academic barriers to school success that children from low-income backgrounds face (see for example Ladd, 2012). The powerful role of family background in explaining how students fare in school has been a major education-policy concern since at least the time of the landmark Coleman Report of 1966 (Coleman et al., 1966; see also Jencks and Mayer, 1998, and Duncan and Murnane, 2011).

In principle one way to address the harmful effects of poverty and disadvantage on children's schooling outcomes is to directly reduce poverty and disadvantage, although this has proven challenging to achieve in practice. The official poverty rate in the U.S. has not changed much since the late 1960s (see Figure 4 in DeNavas-Walt, Proctor and Smith, 2011). While focusing on consumption rather than cash income suggests a somewhat more promising long-run trend in poverty rates (Meyer and Sullivan, 2013), the sorts of transfer policies that may help further reduce poverty in America are costly.<sup>4</sup>

An alternative approach is to try to address the mechanisms that mediate the deleterious effects of poverty and disadvantage on schooling outcomes. A large body of correlational research shows that schooling and other key life outcomes are correlated with what economists have come to call "non-cognitive skills" (or what psychologists like Dodge et al. (1986) call "social-cognitive skills") such as self-regulation, social

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<sup>4</sup> Many social scientists have long thought that community-level disadvantage is also an important determinant of children's learning outcomes. While the amount of residential segregation by race in the U.S. has been declining over time since 1970 (Glaeser and Vigdor, 2012), the amount of income segregation has been increasing; see Kneebone, Nadeau and Berube (2011), Watson (2009) and Reardon and Bischoff (2011).

information processing, conflict resolution, “grit” and future orientation.<sup>5</sup> A focus on non-academic barriers to success is thought by many “no-excuses” charter schools to be one of the keys to their own perceived success; as the dean of students at one school said, “At KIPP, we’ve always said that character is just as important as academics” (Tough, 2012, p. 86).

Yet most public school systems at present do not devote much time to explicitly addressing non-academic factors, at least after the earliest grades of elementary school. Previous research does find that spending more time in high school seems to increase non-academic factors related to decision-making, trust, and risky behavior (Oreopoulos and Salvanes, 2011). But there may be high returns to devoting more explicit attention and effort to addressing these non-academic barriers to school success during adolescence. The quality of the existing empirical evidence on the value of explicitly addressing non-academic factors or skills among disadvantaged youth is currently not ideal.<sup>6</sup> This remains an important open question.

## B. Academic barriers

Given the high levels of disadvantage that so many children in Chicago and other American cities face, it is perhaps not surprising that many struggle to keep up in school – although there is a substantial amount of variation in the degree to which children fall behind. In general, education data show that the variance in student achievement increases as children progress in school (Cascio and Staiger, 2012). The result is great variability in academic levels and needs by middle or high school, which are quite pronounced in urban school districts like CPS. In the 2011 NAEP, fully 40% of 8<sup>th</sup> graders in Chicago were below basic level in math, 40% were at basic level, 17% were at proficient level and 3% were advanced.<sup>7</sup> Keeley (2011) found that among those Chicago youth at highest risk for school failure and crime (those arrested and sent to the Cook County Jail),

<sup>5</sup> See also Borghans, et al. 2007; Bowles, Gintis & Osborne 2001; Cunha & Heckman 2007; Dodge 2003; Dodge, et al., 1986; Heckman & Rubinstein 2001; Heckman, Stixrud & Urzua 2006; Moffitt, et al. 2011; Monahan, et al. 2009.

<sup>6</sup> Social emotional learning (SEL) programs have shown mixed results with youth in school settings, which makes it difficult to pin down reasonable intervention strategies or expectations of longer-term results. For example the Positive Adolescent Choices Training (PACT) intervention helps African-American youth better interact with each other and finds that there is a reduction in school suspensions as a result (Hammond & Yung, 1991). On the other hand, consider the RCT of the 4Rs program (“reading, writing, respect and resolution”), which provided a 21- to 35-lesson literacy-based SEL curriculum and 25 hours of teacher training and ongoing coaching. Jones et al. (2011) report 50 different impact estimates (intercepts and slopes for main effects, as well as interactions with baseline covariates) out of which just four were significant at 95% (there is about a one in seven chance we’d see that just by chance if these were all independent tests). Meta-analyses like Durlak, et al. (2011) are more positive about SEL programs overall but more than half the studies included there are not RCTs, and results from only RCTs are not reported separately. For a more detailed discussion see Heller, et al. (2013).

<sup>7</sup> [http://nationsreportcard.gov/math\\_2011/math\\_2011\\_tudareport/](http://nationsreportcard.gov/math_2011/math_2011_tudareport/)



some had academic skills at grade level. But on average these youth were two years behind grade level in reading, with some up to seven years behind, and four years behind grade level in math, with some having math skills fully 10 years below grade level.

This substantial variation in academic level among disadvantaged youth in Chicago (and other cities) may create a “mismatch” between what many students need and what is delivered in regular classroom settings.<sup>8</sup> Some empirical support for this “academic mismatch” hypothesis comes from Duflo et al.’s (2011) study in Kenya that randomly assigned schools to continue status quo operations or else to group students into classrooms based on academic achievement level. Learning was higher in “tracked” schools for students *both* in the top *and* bottom halves of the achievement distribution. This experiment suggests that for initially low-performing students the benefits in tracked schools from reduced academic mismatch (better-targeted instruction) are not only important, but also large enough to outweigh any adverse peer effects from having lower-achieving classmates in tracked schools.

Of course tracking is not necessarily the only – or necessarily the best – solution to the problem of academic mismatch. An alternative approach would be to bring students at the bottom of the achievement distribution up closer to grade level so that it would be easier to deliver instruction matched to more students’ skills within a classroom setting. Unfortunately most urban public school systems are currently not well equipped to individualize academic instruction to the extent necessary to bring students who are already farthest behind up to grade level.

Tracking involves both reducing the mismatch between the skill level of students and the material being taught, and grouping students into fixed groups according to skills assessed at some point in time. The latter has the drawback of being inflexible, and of potentially reducing the possibility of upward mobility among students later in their academic career. It is possible to provide the former without the latter by individualizing instruction. Some evidence for the potential value of individualized, intensive remediation comes from the RCT

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<sup>8</sup> Previous research suggests there can be mismatches between the developmental needs of youth and their social environments, also called “stage-environment fit” (see Hunt, 1975, Eccles et al. 1993). The same sort of mismatch may occur for youth’s academic needs as well. For example Engel, Claessens and Finch (2012) find that there is mismatch in math instruction among young children in the opposite direction to what we study here – namely, that many kindergarten classrooms teach math content that is too easy, which children already know.

carried out by Banerjee et al. (2007), which found that assigning third and fourth graders who are far behind to receive instruction in remedial academic skills for two hours per day in a classroom of 15-20 students increased test scores by around 0.6 SD. Interestingly, given the growing focus in the U.S. on the importance of teacher “quality,” the instructors for these remedial classes were women from the local community who were trained for just a short period of time and paid only \$10-15 per month. The effects of a computer-assisted program that also helped individualize instruction was found to increase test scores by up to 0.47 SD after the second year of intervention, although impacts from either strategy were short-lived.

Some non-experimental but highly suggestive support for the value of individualized remedial instruction in the U.S. context comes from Fryer’s (2011) study of “no excuses” charter school reforms in the Houston public schools. Fryer identified five promising features of “no excuses” charter schools, four of which were provided to all students in a selected set of Houston Public Schools in AY2010-11, while 6<sup>th</sup> and 9<sup>th</sup> graders in these schools also received two-on-one math tutoring for one hour per day every day delivered by Match Education of Boston. Fryer estimated the effects on students using both a difference-in-difference approach, comparing pre-post trends in treatment vs. control schools, and also using an instrumental variables approach using as an instrument whether the student is zoned to attend one of the treatment schools.

While the effects overall for students in all grades were 0.276 SD in math and 0.059 SD in reading, they were remarkably larger in math specifically for 6<sup>th</sup> and 9<sup>th</sup> graders – equal to 0.48 and 0.74 SD, respectively. The fact that the largest impacts showed up exactly and only for the one subject and two grade levels that experienced Match tutoring leads to our conclusion that this is a promising intervention model. These gains equal two to four years of learning for the average American middle or high school student, according to data from the NAEP (Reardon, 2011). Because Fryer’s findings come from a quasi-experimental study rather than a randomized experiment, they are inevitably subject to some uncertainty. But they are nevertheless striking.

Compared to regular classroom instruction, two-on-one tutoring greatly simplifies the instructional task that the adult is asked to carry out. Working with just two students makes it much easier for the instructor to individualize instruction (both in terms of the level and pace) to what students need. The tutoring method also makes it much easier to develop positive relationships with students, and to maximize time-on-task; one might

think of two-on-one tutoring as extreme class size reduction that would greatly reduce the risk of disruptions from other students (Lazear, 2001). Indeed because instructors basically do not need to worry about classroom management in this “teaching technology,” the set of people who are capable of being effective tutors (in terms of either their abilities or prior training) is presumably much greater than the set of people who could succeed in teaching a large classroom of students. It is possible to provide such a high dosage (small student-to-tutor ratio, and high number of contact hours) by hiring recent college graduates, retirees, or career-switchers who are willing to do this for a year at modest pay as a public service. The intervention essentially substitutes a very different teaching method for many dimensions of what the previous literature has described as “teacher skill” or “quality” (such as teaching experience or extensive pedagogical training).

The two-pronged intervention that we study in this paper, outlined in the next section, addresses both the academic and non-academic barriers that we describe in this section. While our design does not allow us to separate out the effects of each prong of the intervention, the very large change in youth outcomes that we see as a result of the bundled intervention suggests that at least one of the two key barriers described here is indeed important in affecting how disadvantaged youth perform in school.

### III. INTERVENTIONS

In this section we describe the bundle of academic and non-academic interventions that we study. This bundle of interventions was delivered in the context of an RCT that we carried out in a highly disadvantaged south-side Chicago high school during the 2012-13 academic year. Our research design, described more in section IV below, randomized some youth to receive just the non-academic intervention described here, other youth to receive both the non-academic intervention together with the academic intervention, and others to receive status quo services. In practice there appear to have been some spillover effects from the academic intervention to those youth who were assigned to only receive the non-academic intervention, as we discuss in more detail in section VII. This complicates our ability to isolate the effects of the two different prongs of the intervention we study here.

#### A. Non-academic intervention

The non-academic portion of the intervention we study here, called “Becoming a Man” (BAM), was developed and implemented by a Chicago-area non-profit organization, Youth Guidance (YG). It includes in-school programming that exposes youth to pro-social adults, and provides them with social-cognitive skill training that follows the principles of cognitive behavioral therapy (CBT).

Youth have the chance to participate in up to 27 one-hour, once-per-week group sessions during the school day over the school year. The intervention is delivered in groups to help control costs, with groups kept small (assigned groups of no more than 15 youth and a realized average youth-to-adult ratio of 8:1) to help develop relationships. Students skip an academic class in order to participate in the program, which is one of the draws for many youth to attend. The program is manualized and can be delivered by college-educated people without specialized training in psychology or social work, although YG had a preference for such training in selecting program providers. From observing sessions, it also seems that another essential skill is the ability to keep youth engaged.

The BAM program includes a mix of elements. Some of the BAM curriculum consists of what might be called character or values education. The curriculum also includes efforts to develop specific social or social-cognitive skills such as generating new solutions to problems, learning new ways of behaving, considering another’s perspective, thinking ahead, and evaluating consequences ahead of time. This is similar to what many social-emotional learning (SEL) programs try to achieve.

The BAM curriculum also includes standard elements of CBT (Beck, 2011), which tries to address the problem that a great deal of behavior stems from automatic decision-making (what psychologists call “System 1” behavior), but people are rarely aware of either the automatic thoughts that drive their behavior or the predictable biases to which automatic thoughts are prone. For example, people often overgeneralize and assume that a single negative event is symptomatic of a broader problem, or “catastrophize” and make a negative event more negative than it is. Or people jump to conclusions, forming negative interpretations even before there is evidence to support them. CBT addresses these problems by making people more aware of their own thoughts and how their thoughts drive behavior. CBT as a psychologist would deliver it would often be one-on-one; the BAM intervention is delivered in small to medium sized groups (10-15 youth per group) to hold down costs.

Most sessions start with a self-analysis (“check in”) to help identify problematic thoughts or behaviors to be addressed. Participants discuss a cognitive model emphasizing that emotional reactions to events are endogenous and often influenced by automatic thoughts, and are taught relaxation techniques to help avoid overly automatic reactions (“out of control” behavior). Stories, movies, and metaphors are used to illustrate unhelpful automatic behaviors and biased beliefs at work in the lives of others. Youth are taught to use “behavioral experiments” to empirically test their biased beliefs, both during program sessions and as homework in between sessions, with a special emphasis on common social-information-processing errors and problems around perspective-taking, such as catastrophizing and a focus on overly narrow, short-term goals. Because monitoring automatic thoughts requires effort, CBT helps focus this effort by helping people recognize indicators that some maladaptive automatic thought or biased belief is being triggered. A shift to some aversive emotion is a common cue (Beck, 2011). Given the common risks faced by the target population we study here, a key focus is on anger as a cue.

The nature of the intervention is best illustrated by example. The very first activity for youth in the program is the “Fist Exercise.” Students are divided into pairs; one student is told he has 30 seconds to get his partner to open his fist. Then the exercise is reversed. Almost all youth attempt to use physical force to compel their partners to open their fists. During debrief, the group leader asks youth to explain what they tried and how it worked, pointedly noting that (as is usually the case) almost no one *asked* their partner to open their fist. When youth are asked why, they usually provide responses such as: “he wouldn’t have done it,” or “he would have thought I was a punk.” The group leader will then follow up by asking: “How do you know?” The exercise is an experiential way to teach youth about hostile attribution bias. The example also shows how the program is engaging to youth who might not normally sign up for pro-social activities, because it is slightly subversive – to participate they get out of an academic class, and then the first activity winds up involving rowdy horseplay.

#### B. Academic intervention

The academic intervention included in our RCT was delivered by staff hired by our own research team but was modeled closely on the Match model. We selected the Match tutoring model as the academic component of our two-pronged intervention because of our hypothesis that “academic mismatch” is an

important problem in many urban high schools and that intensive individualized instruction is a promising solution. Bloom (1984) summarizes a series of RCTs with elementary and middle school students teaching them new subjects about which they would have little prior background (cartography and probability), and found that students assigned to receive one-on-one or small-group (not more than three-on-one) tutoring generated average test scores that were fully two standard deviations higher than those of students assigned to regular classroom instruction. Compared to regular classroom instruction, tutoring also generates large increases in time-on-task (90+% versus 65%) and improved student attitudes and interests. Tutoring by its nature was found to increase the amount of feedback and correction between student and instructor, a key characteristic of effective teaching, and also ensures that all students receive this attention – including those students who are struggling in school. There is some indication in these studies that teachers in regular classrooms tend to focus their attention on students in the top third of the achievement distribution. The challenge for education policy has been that such intensive small-group tutoring is very costly. The “two sigma problem,” as Bloom described it, is to identify lower-cost instructional alternatives that can be as effective as tutoring.

One major innovation of the Match model, and a key reason we selected it, is the recognition that the instructional “technology” of tutoring is quite different from that of a classroom and so the set of skills and experiences required to be a successful instructor are different. This enables Match to expand the pool of people to recruit to be tutors and focus on people who are talented with strong math skills and willing to devote a year to public service, but who do not necessarily have extensive prior training or experience as teachers. As with other public service programs like Teach for America or City Year, the tutors were willing to work at relatively low wages (\$16,000 plus benefits for the nine-month academic year). This makes the incredibly high dosage of the Match tutoring model feasible.

Another reason we selected the Match model was because of the promising findings from Fryer’s (2011) non-experimental study. We used our own staff to try to implement the Match model as faithfully as possible during the pilot results reported on here, rather than subcontract with Match, because of other obligations that Match Education had for our pilot year (AY2012-13). (Our research team is now currently in the field with a large-scale experiment in which Match Education itself is working under sub-contract with our research team to

provide their tutoring intervention. Compared to the pilot results that we report on here, our ongoing large-scale experiment will also provide for a cleaner test to separate out the effects of BAM versus Match tutoring).

During the school day, students as part of their regular class schedule were assigned to participate in a one-hour-long tutoring session, every day. Each tutor worked with two students at a time during each session. The tutors were mostly recent college graduates who were hired because they have very strong math skills and interpersonal skills, although as noted above they did not have formal teacher training and were not licensed Illinois teachers. The program in its essence thus shares many similarities with that of Banerjee et al. (2007).

The Match intervention individualizes instruction but, unlike tracking, is adaptive: rather than locking students into a particular instructional level, Match tailors the level of material to students' changing needs and allows them to progress as quickly as they are able to learn. Tutoring sessions have a curriculum, with about half of each session devoted to working on subject material that students are working on in class, targeted to the Illinois state Common Core standards. (The school supervisor for the tutoring intervention coordinated with math teachers in the school to obtain ahead of time their weekly lesson plans.) We used a commercial curriculum to provide remedial skill development for the other half of each session, together with frequent formative assessments and curriculum adjustments in response to the assessments.

The control group in our study was eligible for all of the other academic supports currently available in the high school. Every 9<sup>th</sup> grader in our study sample (those assigned to treatment as well as to our control condition) was receiving a double period of math. Control students remained eligible for the tutoring that is provided by CPS with No Child Left Behind (NCLB) funding, which provides 21 hours of writing tutoring and 20 hours of math tutoring *per year* (or about  $\frac{1}{2}$  hour *per week* of math tutoring, compared to about one hour *per day* with our Match-style academic intervention for the treatment group).

#### IV. DATA

One source of data we have for measuring “dosage” is provider records. Youth Guidance shared with us individual-level records on participation in the weekly BAM sessions. We also have daily logs from the tutoring team that records attendance by youth assigned to receive the academic intervention as well.

Our main source of both baseline information about youth and their subsequent outcomes comes from longitudinal student-level records maintained by CPS. Because our study sample was initially drawn from students attending our study school, we have CPS student ID numbers for everyone we randomly assigned. So our initial match rate to the CPS administrative records for our study sample is 100% by construction.

From CPS we obtained student-level school records for the academic years 2011-12 (the year before our intervention was fielded) and 2012-13 (the intervention year itself). These CPS student records include whether the student has a disability (as indicated by having an individualized educational plan, or IEP; all but one of the students in our study sample who had an IEP were classified as “learning disabled”); month and year of birth (so we can construct age); race / ethnicity; eligibility for free and reduced price lunch; course grades in each subject (so that we can examine impacts on grades in specific subjects such as math or on overall GPA); and enrollment status, so that we can examine dropout versus school persistence.

These data also include achievement test scores for the exams that CPS administers to 9<sup>th</sup> and 10<sup>th</sup> graders – the 9<sup>th</sup> grade EXPLORE and 10<sup>th</sup> grade PLAN tests, which are developed by ACT, Inc. The EXPLORE exams include a 40-item, 30-minute English test; a 30-item, 30-minute reading test; and, particularly relevant for our purposes, a 30-item, 30-minute math test, which, as ACT notes, covers “four areas – knowledge and skills, direct application, understanding concepts, and integrating your understanding of concepts,” in pre-algebra (10 test items), elementary algebra (9 items), geometry (7 items), and statistics and probability (4 items).<sup>9</sup> The 10<sup>th</sup> grade PLAN tests include a 30-minute English exam (30 items on usage/mechanics, 20 items on rhetorical skills); a 20-minute, 25-item reading exam; and a 40-minute math test that covers pre-algebra and first-year algebra (22 items), and plane geometry (18 items).<sup>10</sup>

The EXPLORE and PLAN tests provide results both as scaled scores, and in terms of the student’s percentile rank within the national distribution of test takers. We pool together results for 9<sup>th</sup> and 10<sup>th</sup> graders and report impact estimates using the test score results scored in three different ways. First, we show test score

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<sup>9</sup> See <http://www.act.org/explorestudent/tests/math.html>. Sample problems from the EXPLORE 9<sup>th</sup> grade math test are available at: <http://www.act.org/explorestudent/pdf/math.pdf>

<sup>10</sup> See <http://www.act.org/planstudent/tests/index.html>. Sample problems from the PLAN 10<sup>th</sup> grade math test are available at: <http://www.act.org/planstudent/pdf/sample.pdf>



results using the EXPLORE and PLAN scale scores normalized to our control group's distribution, that is, subtracting off the control mean from each student's score and then dividing by the control group's standard deviation. This is the convention that is widely used in education research, known as Glass's  $\Delta$  (Glass, 1976), so reporting our test score results scaled in this way has the advantage of facilitating comparisons to other studies. Second, we present test score results that standardize the scale scores using the national distribution for the scale scores. Third, we present test score results in terms of national percentile rankings. The last two metrics have the advantage of letting readers see how the intervention moves children within the national distribution.

We can also calculate the CPS "on track" indicator that was developed by the Chicago Consortium on School Research (CCSR) for high school freshman. Students are on-track if they accumulate five full-year course credits (in any credit-bearing class), and accumulate not more than one semester F grade in a core class (Allensworth and Easton, 2005). Since our study sample consists of both 9<sup>th</sup> and 10<sup>th</sup> graders, we extend the basic logic of the "on track" indicator and calculate the measure for students in both grades that we study.

For this study we were unable to match youth to government arrest records, so we cannot compare the size of any effects on criminal behavior from this intervention cocktail with the effects of providing youth with BAM alone, as reported in Heller et al. (2013).

## V. STUDY SAMPLE AND RANDOM ASSIGNMENT

The main challenge with any intervention study is the possibility that the youth who wind up receiving programming are systematically different from those who do not. Our study overcomes that challenge through random assignment of eligible youth to one of two programming conditions (either BAM or BAM plus Match-style high-dosage tutoring), or to a control group. By virtue of random assignment, we would expect the youth assigned to our three groups to be the same in expectation.

Our research team carried out the random assignment for the current project ourselves. In October 2012 (the fall of our intervention year), we used CPS administrative data to identify male youth who were in either 9<sup>th</sup> or 10<sup>th</sup> grade and enrolled at our study high school. Because we are studying a school-based intervention, we excluded youth who in the previous academic year (AY2011-12) missed more than 60% of all school days and

failed more than 75% of their classes, with the logic that they would be unlikely to attend school enough during our intervention year (AY2012-13) to benefit.

For the remaining male students, we calculated an “academic risk index” that is a function of the number of prior-year course failures, unexcused absences, and being old for grade (previously held back). We then ranked students on the basis of this risk index, and selected 106 male 9<sup>th</sup> and 10<sup>th</sup> graders with the highest risk scores to be in our study sample. Given that the study high school’s total enrollment is slightly less than 1,000, our study sample of N=106 male youth represents about one-third of all males in 9<sup>th</sup> and 10<sup>th</sup> grade in the school. These youth were randomly assigned to one of three conditions:

- (1) *Control* (N=34);
- (2) *BAM only* (N=24);
- (3) *BAM plus Match-style high-dosage tutoring* (N=48).

Because we had different levels of capacity for the tutoring and BAM within the school, our random assignment algorithm intentionally over-assigned eligible youth to the group that received both our academic and non-academic intervention, with a lower assignment probability for the non-academic-only group.

For those assigned to programming, consents for program participation were sought from youth and their parents. Our team was able to access administrative data on youth assigned to all three groups, including youth assigned to the control group, and youth assigned to the treatment groups who chose not to participate. All of our study procedures were approved by the University of Chicago IRB.

Table 1 shows that the average baseline characteristics are generally quite similar across randomized groups, which is what we would expect with properly executed random assignment. Because of limits to our statistical power, most of the results we report below compare all youth assigned to treatment (pooling youth assigned to BAM with those assigned to receive BAM plus Match-style tutoring) with all youth assigned to control. None of the pair-wise comparisons of baseline characteristics are statistically significant.

If we instead compare the average baseline characteristics for youth assigned to the control group (N=34) to those youth assigned specifically to receive BAM plus tutoring (N=48), none of the pair-wise differences are statistically significant. If we compare the control group to those assigned to the BAM-only

group (N=24), we see one pair-wise difference that is statistically significant at the  $p < 0.05$  threshold (disciplinary incidents during the previous year, i.e. AY2011-12, of 0.79 incidents over the year – which is large relative to the control mean of 1.82) and one difference that is statistically significant at the  $p < 0.10$  level (fall 2012 reading scores on the EXPLORE / PLAN tests that were administered prior to randomization; the difference is about four percentile points in the national distribution). A formal baseline balance test that considers the full set of baseline characteristics simultaneously cannot reject the null hypothesis that the distributions of all baseline variables together are jointly the same (Appendix Table 1).

Table 1 shows that our study sample is entirely male, and almost entirely African-American. The rest of the table highlights the high level of disadvantage for this study sample and their significant academic challenges. All but one of the youth in our study sample (99%) are eligible for free or reduced price lunch (fully 94% are eligible for free-lunch specifically). Over one-quarter of our study sample has an individualized education plan (IEP), with most of these diagnosing some sort of learning disability. During the previous year (AY2011-12), male youth in our study sample missed an average of 19.5 days of school, experienced 3.2 out-of-school suspensions, failed 1.7 classes, and had an overall GPA of 2.15 on a four-point scale. During the fall of 2012, before we began providing intervention services, the average youth scored at the 26<sup>th</sup> percentile of the national distribution on their EXPLORE / PLAN reading test and at the 22<sup>nd</sup> percentile in math.

## VI. ANALYSIS PLAN

Given the experimental design of our study, our analysis plan is quite straightforward. Our estimating equation for the effect of being offered programming – the intention to treat effect (ITT) – is given by equation (1). Let  $Z_i$  represent treatment assignment, either a vector of two indicators for assignment to the BAM and BAM-tutoring treatment arms, or (to improve statistical power given our small sample) a single indicator capturing assignment to either treatment group. Let  $Y_{it}$  represent some outcome of interest during the post-randomization period ( $t$ ), let  $B_i$  be a “randomization block” indicator (effectively a grade-10 indicator), and let  $X_{i(t-1)}$  be a set of pre-randomization baseline characteristics that include prior reading and math achievement test scores, IEP status, previous year GPA, absences, suspensions and disciplinary incidents, and socio-demographic characteristics (age, grade and free lunch eligibility). We include these baseline characteristics to help account

for residual variation in the outcome of interest, thereby improving the precision of our impact estimates, although the results are qualitatively similar without these controls.

$$(1) \quad Y_{it} = \pi_0 + Z_i\pi_1 + X_{is(t-1)}\pi_3 + \pi_4B_i + \varepsilon_{it}$$

The random assignment of youth to treatment or control conditions ensures that under standard assumptions estimation of this model by ordinary least squares will yield unbiased and valid estimates of  $\pi_1$ . To ensure that the standard errors we calculate are not misleadingly small as an artifact of the modest number of youth in our study sample, we also report p-values that come from a non-parametric permutation test (Efron and Tibshirani, 1993). These are calculated by randomly re-assigning values of the treatment indicator across our sample 100,000 times, and calculating the t-test statistic for the placebo treatment versus control contrast in each replication. The permutation test p-value is the share of replications where the t-test statistic exceeds the value that we calculate using the actual treatment assignment variable.<sup>11</sup>

The main threat to valid inference comes from selective sample attrition, and indeed Table 2 shows that youth assigned to any treatment (third column) turn out to be about eight percentage points more likely than controls to have valid scores for the spring 2013 (post-random assignment) EXPLORE and PLAN achievement tests. The results that we present below suggest the differential rate of missing-ness for end-of-year test scores does not seem to be due to treatment effects that reduce school dropout, but could be due to treatment effects that reduce student school absences.

In either case, we would expect relatively weaker students to be more likely to be missing tests, which Table 3 suggests is indeed the case. Comparing columns 1 and 2 of Table 3 we see that students assigned to the control group who are missing end-of-year 2013 (post-randomization) test scores have lower prior-year grades and achievement test scores than those who have valid test results, and also have higher rates of absences, suspensions, and IEP designations. Columns 3 and 4 of Table 3 show the same is true for youth assigned to the treatment group for whom we do versus do not have valid spring 2013 achievement test scores. If the treatment serves to increase the rate at which more academically marginal students take the end-of-year spring 2013 (post-

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<sup>11</sup> For the permutation tests for the effects of treatment on the treated (TOT), described below, we randomly re-assign both the endogenous variable for actual treatment participation (D) and treatment assignment (Z).

randomization) test, then a comparison of the average of the valid test scores for the treatment versus control groups should understate the true beneficial effect of the intervention on academic achievement.

We also empirically explore the sensitivity of our results to different methods for dealing with selective attrition. Showing the sensitivity of the results to inclusion or exclusion of baseline covariates is one test of whether youth with missing scores have different values of baseline characteristics. In addition we present results that impute missing spring test score results using multiple imputation (MI), which has the limitation of assuming that these outcome data are conditionally missing at random (MAR) – that is, conditional on observable baseline characteristics, missing-ness is unrelated to unobserved attributes of students. Finally, we present results from quantile regressions that focus on estimating treatment-control differences in the median test score rather than the mean, and impute arbitrarily low test-score values to those with missing scores. This approach requires the assumption that students missing post-test data have actual post-test scores that fall in the bottom half of the sample distribution.

While the ITT takes full advantage of the experimental design, because not all youth offered programming choose to participate, the ITT will understate the effects of actually receiving services. We therefore also report the effect of actually participating in treatment – the treatment on the treated (TOT) effect – by using random assignment ( $Z_i$ ) as an instrumental variable (IV) for participation ( $D_i$ ), as in equations (2) and (3) (Angrist, Imbens & Rubin 1996; Bloom 1984). The IV estimate for the parameter  $\beta_1$  in equation (3) is essentially a ratio of two ITT estimates – the ITT effect on the outcome of interest in the numerator, with the ITT effect on program participation rates in the denominator. With a participation rate of 74% for all youth assigned into either treatment arm, the TOT estimate will be about 1.35 times the ITT.<sup>12</sup>

$$(2) \quad D_i = \gamma_0 + Z_i\gamma_1 + X_{is(t-1)}\gamma_2 + \gamma_3 B_i + \mu_i$$

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<sup>12</sup> The participation rate for the 24 youth assigned to the BAM-only treatment arm was 71%, and for the 48 youth assigned to the BAM+Match tutoring treatment arm equaled 75%. We define participation as “attended at least one program session.” Youth assigned to the BAM+Match treatment are counted as a participant if they attend at least 1 session of either program. Some readers might think this is a low bar for defining what counts as “participation.” Note that our approach is conservative in the sense that using a higher threshold for participation (that is, counting only youth who attend some higher number of sessions as participants) would have the result of further increasing the size of our TOT estimates, by essentially allocating the ITT effect over fewer youth. But using a higher participation threshold boosts the TOT estimate by assuming that youth who participate in fewer than N sessions do not benefit at all from participating in those sessions, which seems like a strong assumption since so little is currently known about the functional form of the treatment dosage / treatment response relationship for these types of programs.

$$(3) \quad Y_{it} = \beta_0 + D_i\beta_1 + X_{is(t-1)}\beta_2 + \beta_3B_i + v_{it}$$

Note that we are *not* estimating the effects of program participation by comparing participants to non-participants; that sort of *non-experimental* estimate would likely be biased by the fact that program participants and non-participants are different on average (see Appendix Table 2). The IV estimate is nearly fully experimental; we say “nearly” because the IV estimate requires for unbiased estimation the same assumption as does the ITT estimate (that randomization was carried out correctly), but now adds one more assumption – that treatment-group assignment has no effect on the behavior of youth who do not participate in the intervention.

Because none of the youth assigned to our control group received services, our IV estimate for  $\beta_1$  represents an estimate for the TOT rather than a local average treatment effect (LATE). If youth vary in how they respond to or benefit from program participation, then our TOT estimate does not capture the average effect that would result if everyone participated. Nevertheless the TOT estimate is still an interesting parameter, because it tells us something about the average effect we might expect if we were to deliver this intervention to similar sorts of schools to the one we study here, and if a similar type of youth were to participate. Another advantage of the TOT is that it facilitates comparison of our effect sizes to those of other studies.

To benchmark the size of the TOT effect, we present the control complier mean (CCM), that is the average outcome for those in the control group who would have participated in programming had they been offered the chance, calculated as in Katz, Kling and Liebman (2001). The CCM can differ from the overall control mean if the type of person who would participate in programming if assigned to treatment is systematically different from the non-participants among those assigned to treatment.

We examine three main outcome domains or “families” of outcomes, with three outcomes per family:

- (1) *Math achievement* (performance on the 9<sup>th</sup> and 10<sup>th</sup> grade EXPLORE and PLAN mathematics tests, scored in different ways; math grade point average, or GPA; and math course failures);
- (2) *Other (non-math) academic achievement* (performance on the EXPLORE and PLAN reading test; non-math GPA; and non-math course failures);
- (3) *Behavior* (absences, school student misconducts, and out of school suspensions).

We also present results on the CPS “on track” indicator for high school graduation, which is essentially a summary index that combines different elements of our math and non-math achievement domains.

In our main results tables we present the results of three types of statistical tests: standard t-test statistics and p-values that come from considering just the single pairwise comparison of treatment and control for the particular outcome being examined in that regression; p-values that account for multiple testing concerns by controlling for the family-wise error rate (FWER), or the probability that at least one of the true null hypotheses in a family of hypothesis tests is rejected, using a free step-down resampling method<sup>13</sup>; and the false discovery rate (FDR) within each family, or the proportion of null-hypothesis rejections within a family that are type I errors or “false positives” (Anderson, 2008), calculated using the two-step procedure from Benjamini, Krieger and Yekutieli (2006). (FDR q-values calculated using the one-step procedure from Benjamini and Hochberg 1995 are similar.) Because the TOT is basically just a re-scaled version of the ITT, with a similar scaling factor for the point estimate and standard error, the t-statistics are very similar (and in a model specification without covariates would be the same). To simplify our tables we report the p-values calculated in different ways for the ITT only; the p-values for the TOT are always very similar, and are reported separately in the appendix.

We believe there is a case to be made to focus on the FDR values in our tables; ours is a version of the standard “multiple end points” problem when comparing some alternative program to status quo (see Benjamini and Hochberg, 1995), where the decision about whether to prefer the alternative to status quo will depend on the set of outcomes being compared across the two states rather than any individual outcome. FWER control is more conservative for this purpose than FDR control, while pairwise comparisons are not conservative enough. In any case we report the results from each method for completeness.

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<sup>13</sup> Specifically, we use a bootstrap resampling technique that simulates data under the null hypothesis (Westfall & Young 1993). Within each permutation, we randomly re-assign treatment and control indicators with replacement and estimate program impacts on all three outcomes within each of our outcome domains (we do this separately for each domain). By repeating this procedure 100,000 times, we create an empirical distribution of t-statistics that allows us to compare the actual set of t-statistics we find to what we would have found by chance under the null. We maintain the original sampling frame for each iteration, assigning the same number of pseudo-treatment and pseudo-control youth as in our original sample. This technique preserves the correlational structure and underlying distributions of our data, providing the adjusted probability we would observe our results by chance given our data and the number of tests we run. Rather than use a single p-value adjustment for all the outcome measures, we use a free step-down procedure to adjust the p-value on each outcome separately. The idea is that once a null hypothesis has been rejected via the bootstrap resampling method, it is removed from the family of hypotheses being tested (thus increasing the power of the remaining tests). We then calculate a new adjusted p-value with the bootstrapped empirical distribution of t-statistics for only the remaining tests, providing a more powerful adjustment than setting all p-values to the same minimum value.

## VII. MAIN RESULTS

In this section we begin by documenting the “dosage” of the programming that youth received in our study, followed by a discussion of our estimates for the impacts on student school outcomes. The size of the impacts from this intervention on schooling outcomes is quite large, particularly given how relatively modest the treatment dosage is for so many of the youth in our study sample.

### A. Program participation rates and “crossover”

As noted above, the participation rate among all youth assigned to receive programming (pooling the youth assigned to BAM only and those assigned to receive BAM plus match tutoring) was 74%. The participation rate for the 24 youth assigned to the BAM-only treatment arm was 71%, and for the 48 youth assigned to the BAM+Match tutoring treatment arm equaled 75%. (Of those assigned to BAM+Match, 36/48, or 75%, ever attended at least one BAM session while 19/48 or 40% participated in tutoring).

In our main analyses we initially define participation as “attended at least one program session.” Youth assigned to the BAM+Match treatment are counted as a participant if they attend at least one session of either program.<sup>14</sup> Figure 1 presents data for those youth who participated in at least one BAM session, showing the frequency of sessions attended for those assigned to the BAM-only group and separately for those assigned to the BAM+Match group. Figure 2 presents the distribution for number of tutoring sessions attended among those who were assigned to the BAM+Match group and ever attended at least one tutoring session.

It turns out that there was some informal treatment crossover between the BAM-only and BAM+Match tutoring groups that is not captured by our administrative records on tutoring participation, which complicates the interpretation of the effects of the BAM-only treatment that we present below. The BAM sessions were held in the same empty classroom within our study high school as housed the tutoring sessions. While the BAM group sessions and the tutoring were always held at different times, the tutors report that youth assigned to receive BAM programming who were being too disruptive in class were often sent by teachers to what became

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<sup>14</sup> Some readers might think this is a low bar for defining what counts as “participation.” Note that our approach is conservative in the sense that using a higher threshold for participation (that is, counting only youth who attend some higher number of sessions as participants) would have the result of further increasing the size of our TOT estimates, by essentially allocating the ITT effect over fewer youth. But using a higher participation threshold boosts the TOT estimate by assuming that youth who participate in fewer than N sessions do not benefit at all from participating in those sessions, which seems like a strong assumption since so little is currently known about the functional form of the treatment dosage / treatment response relationship for these types of programs.



known as the “BAM room” to “cool down.” If the tutors were there in the room at the same time and a tutor had excess capacity, he or she would work with that youth. (Unlike with the structured Match-style tutoring, which always focused on math, this sort of informal tutoring occurred on a range of subject areas.)

There might have also been spillover across treatment arms through two other mechanisms as well. First, the structured BAM groups were composed of some youth assigned to BAM only and some youth assigned to BAM+Match tutoring. This could have led to some peer spillover effects on math achievement from the BAM+Match treatment to those assigned to BAM only. The tutors also report that there may have been a spillover effect that operates through changes in teacher expectations. Many of the youth in our study sample were very far behind. Youth assigned to BAM+Match tutoring did much better in school, particularly in math class, as we show below. The tutors believe that seeing these gains among BAM+Match youth changed math teacher expectations for these students and the patience that teachers had when interacting with these youth, which could have spilled over to other youth assigned to the BAM-only group.

In our results section below we provide some imperfect but suggestive empirical tests that explore the plausibility and empirical importance of these candidate sources of spillover across treatment arms.

#### B. Impacts on student learning and behavior

Table 4 presents our main findings for the effects of being offered the chance to participate in our two-pronged intervention (intention to treat, or ITT) and the effects of actually participating (the effects of treatment on the treated, or TOT). As a benchmark to help interpret the size of these effects, we also report the control mean (CM) and the control complier mean (CCM). We initially pool both treatment arms together to improve statistical power – that is, we initially show the results from comparing all youth who get either BAM or BAM+Match versus the control group. However, we also report in a later table the results of considering the BAM-only and BAM+Match groups separately.

The first “family” of results shown in Table 4 is math achievement, where we see very large gains from the intervention. The first row shows the ITT effect on spring math test scores reported as Z-scores that are standardized using the control group distribution, which is reported in the same metric as in most other education studies (Glass’  $\Delta$ , i.e. subtracting off the control mean and dividing by the control group’s standard

deviation). The ITT measured this way is 0.51 SD; focusing just on this outcome variable (not adjusting for multiple comparisons) the per comparison error rate (PCER) using the regular OLS standard errors equals  $p=0.013$ , and equals  $p=0.016$  when we instead use a permutation test with 100,000 replications. When we account for multiple comparisons and control the family-wise error rate (FWER), that is, the probability of at least one false positive result within this family of three math-achievement outcomes, our p-value equals 0.036.<sup>15</sup> The false discovery rate (FDR) q-rate equals 0.033. That is, the result is significant if we are willing to accept that about one of every 30 statistically significant point estimates is actually a false positive. The TOT effect on this fairly broad national test of math achievement is 0.65 SD.

The advantage of reporting our math test-score result in terms of Glass'  $\Delta$  is we can compare our result to other studies that use the same test-score scaling, although expressing the effect in terms of how far students move in the national distribution is also of interest. The TOT effect in the national distribution (using the math scale scores) equals 0.48 SD, or about 60 percent of the black-white test score gap in the national NAEP test for 13 year olds (see Figure 3). As we would expect, the p-values are nearly identical to those we see when we standardize these math scores using the control group distribution rather than the national distribution.

Perhaps more intuitive is to think about these impacts in terms of exactly where the student falls in the national distribution. The sort of youth in the control group who would have participated in programming if offered the chance (the CCM) has a spring math score that falls at about the 19<sup>th</sup> percentile of the national distribution on the EXPLORE and PLAN tests. Participating in programming (the TOT effect) increases the ranking in the national distribution by nearly 15 percentile points, to about the 34<sup>th</sup> percentile.

The top panel also shows a large gain in math GPA over the course of the academic year, with a TOT effect equal to 0.58 points on a 4-point GPA scale, compared to a control complier mean of 1.24 math GPA. Put differently, the average control complier youth gets about a D in their math class while the average treatment-group complier scored at about a C (this result is statistically significant at the usual 5% threshold regardless of whether we focus on the PCER, the FWER, or the FDR). This effect equals 0.67 SD in the control group's math

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<sup>15</sup> We say "three variables" even though there are more than three variables technically reported in this panel because the different math test score and math GPA variables are just re-scaled versions of the same underlying thing.

GPA distribution. The next row shows that the likelihood of failing math during our intervention year is reduced by about two-thirds (TOT effect of 0.42) which is quite large as a share of the CCM (0.68) but given the sizable standard error just statistically significant at the  $p < .10$  level even with just the pairwise test.

The second panel of Table 4 shows there are no statistically significant spillover effects on reading test scores or GPA outside of math classes, although we do see a sizable reduction in course failures in classes outside of math. The control complier mean is 3.54 course failures over the course of the 2012-13 academic year, while the effect of participating in programming (the TOT) equals a reduction of two course failures. This effect is statistically significant at  $p < .05$  regardless of how we calculate our p-value.<sup>16</sup>

The third panel of Table 4 shows that there are sizable (albeit not quite statistically significant) impacts on two of our three measures of behavior. The CCM for absences is equal to 45, or an average of nine weeks of school missed over the 2012-13 academic year. The effect of participating (TOT) is equal to 12.9 fewer days missed, or just over one-quarter. This is statistically significant with just the pairwise t-test but not quite significant when we adjust for multiple comparisons; the FWER controlled p-value = 0.109, while the FDR q-value = 0.141. The effect on out of school suspensions is equal to one half of the CCM but, given our sizable standard error, is not statistically significant.

Figure 4 shows that program participation increases the likelihood that a student is “on track” (according to a CPS indicator that summarizes a number of the math and non-math achievement variables) by nearly one-half. The control complier mean (CCM) for 9<sup>th</sup> and 10<sup>th</sup> graders to be “on track” for graduation is equal to 53%. Program participation (the TOT effect) increases that likelihood by fully 24 percentage points, or 46% of the CCM. Compared to students who are not “on track” according to this indicator, those who are on track have four-year graduation rates that are 59 percentage points higher, and five-year graduation rates that are 57 percentage points higher (Allensworth and Easton, 2005, p. 8). If we take this correlation between the on-track indicator and high school graduation rates at face value, our estimated effect on the on-track indicator increases

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<sup>16</sup> Table 4 reports a FDR q-value for failures in non-math subjects that is slightly higher (0.022) than the FWER (0.019), while conceptually we expect the FDR to never be higher than the FWER. This can happen sometimes for the most significant outcome within a family or outcome domain because of the way the FDR is calculated in practice. This is easiest to see within the context of the one-step FDR procedure from Benjamini and Hochberg (1995), which shows that for the most significant outcome within a family or outcome domain the FDR calculation can sometimes collapse to the Bonferroni calculation, which is conservative.

expected high-school graduation rates by around 14 percentage points (nearly half of the control group's expected 30 percent graduation rate). Thinking about the statistical significance of the on-track indicator within our multiple-testing framework is a bit complicated because it is an index of outcomes that span outcome domains (math and non-math achievement), but the estimated effect on the on-track indicator is at least significant using the pairwise comparison ( $p < 0.05$ ).

### C. Sensitivity analyses

Table 5 shows that in general our results are qualitatively similar regardless of whether or how we control for baseline covariates. Since the p-values are nearly identical for the ITT and TOT estimates for a given outcome and model specification, we present just the ITT effects to simplify the table. The first panel shows that when we use math achievement test scores as our outcome of interest, not controlling for baseline covariates at all, as shown in the last column, tends to reduce the t-statistics somewhat by making the point estimates about one-quarter smaller than in our preferred model specification and makes the standard errors about one-quarter larger. The magnitude of the ITT effect is still quite large even without covariates (0.41 SD for the version of our test score outcome that is normalized using the control group distribution, and 0.30 SD in the national distribution). The remaining panels show the results for other outcomes for which we have fewer missing observations tend to be less sensitive to whether or how we control for baseline covariates, which provides an indication that spring 2013 (post-randomization) math scores are not missing completely at random.

Table 6 shows what happens when we account for missing follow-up data in different ways, focusing again on the ITT for simplicity. Missing data is mostly an issue for our standardized test-score measures, where we are missing valid spring 2013 (post-randomization) scores for about one quarter of our overall study sample (25 out of 106 youth). Compared to our main results, the point estimates for our math test results are slightly smaller when we use multiple imputation to fill in missing values to the spring achievement test scores, and the standard errors are larger, but the point estimate itself still suggests a sizable change in math scores. Assigning arbitrarily low scores to missing values and using quantile regression implies an effect on the median score of 0.39 SD (using the control group's distribution), compared to an effect on the median of 0.42 when we use just non-missing observations.

The two other relevant outcomes besides tests scores for which missing data are an issue are for days absent from school and for number of out-of-school suspensions (shown in the bottom panel of Table 6). For both of these variables we are missing a total of eight observations out of our sample of 106 youth. We see that the results for the treatment-control difference in the mean are quite similar when we use multiple imputation to fill in missing values, or assign arbitrarily low values and use quantile regression to estimate treatment effects on the median values of these outcomes.

#### D. Results by separate treatment group

Given the relatively modest number of youth in our study sample, our main analyses have so far pooled together youth assigned to the BAM-only group and those assigned to BAM+Match tutoring into a single “treatment group” to be compared to control-group youth. In this section we report the results for the two treatment arms separately, although interpretation of these results is complicated somewhat by the fact that there may be some treatment crossover or spillovers between the two groups as described above.

Figure 5 presents the TOT point estimates and 95% confidence intervals for the separate effects of the BAM-only treatment and BAM+Match tutoring. We focus on comparing the TOT effects of the two interventions, to avoid confounding differences in the effects of the programming actually received with differences in the program take-up rates. The estimated TOT point estimates are usually slightly larger for the BAM treatment arm than for the BAM+Match treatment arm. Given our sample sizes, the confidence intervals for both TOT effects are quite large, with a great deal of overlap with one another. Using a permutation test for statistical inference, in no case can we reject at the usual 5% threshold the null hypothesis that the TOT effects are the same (Table 7).

While our confidence intervals are too wide to say anything about which of the two intervention arms is more effective, the fact that the point estimate for the BAM-only effect on academic outcomes like math test scores is so large seems to stand in contrast to the results of our team’s last study of BAM, where we saw no detectable effects on achievement test scores (Heller et al., 2013).

Tables 8 and 9 explore the hypothesis that there may have been some spillover between the tutoring intervention and the BAM-only group when youth in the latter were kicked out of class and sent to the room

where BAM sessions and tutoring occurred to “cool off.” The tutors report that in these circumstances they would, if they had some slack time, work with those youth on their schoolwork. This hypothesis suggests that we should see the biggest effect of assignment to the BAM-only group on academic outcomes for those youth who are most likely to be disruptive and get kicked out of their regular classrooms.

Table 8 provides some tentative support for this hypothesis. Each cell of the table reports the results of running a regression for the outcome defined in the leftmost column (so each row is an outcome), using just the sample of youth assigned to either control or the BAM-only treatment, and interacting treatment assignment with the number of disciplinary actions or out-of-school suspensions the youth has either during the pre-program year (AY2011-12) or during the program year (AY2012-13). The first panel shows that youth who are more likely to get into trouble in school have *higher* math test scores than those youth who do not get into trouble (that is, the interaction between our measures of disciplinary problems and treatment assignment are positive). Given our small sample sizes, these interaction terms are not statistically significant, but they imply substantively large differences in math scores. For example, two youth assigned to the BAM-only group whose number of disciplinary incidents during the pre-program year (AY2011-12) differed by one standard deviation (about 2.1) would experience gains from BAM-only assignment of 0.49 versus 0.86 SD, respectively.

We see a qualitatively similar pattern if we use disciplinary actions or out-of-school suspensions during the program year itself (AY2012-13), as seen in the last two columns. Recognizing that our standard errors are sizable and that this analysis is non-experimental (that is, we are interacting a post-randomization measure with treatment assignment), the data suggest that youth who are getting into trouble more even during the program year itself may be experiencing larger gains in math scores than other youth.

The rest of Table 8 shows that those youth who get into trouble relatively more frequently in school seem to if anything benefit relatively less from treatment assignment with respect to outcomes like grades; this is what we would expect if those measures are a function of student behavior or demeanor as well as learning. Table 9 shows that the pattern is qualitatively different for youth assigned to the BAM+Match group. Perhaps most revealingly, while there is some indication that youth who were getting into the most trouble during the pre-program year (AY2011-12) benefited more from BAM+Match with respect to many of our outcome

measures (e.g. math grades, non-math grades), this is not true for math test scores, and it is also not true when we use measures of getting into trouble during the program year itself (AY2012-13).<sup>17</sup>

## VIII. CONCLUSIONS

The conventional wisdom around efforts to help disadvantaged youth is nicely summarized by Barrow, Claessens and Schanzenbach (2013): “The finding of no test score improvement but a strong improvement in school attainment is consistent with a growing literature suggesting that interventions aimed at older children are more effective at improving their non-cognitive skills than their cognitive skills.” This less-than-stellar track record of previous efforts has led to calls for re-orienting high schools for disadvantaged youth to focus more on vocational or technical training (Cullen et al., 2013), or for policymakers to focus more resources on academic interventions in early childhood instead (for example Carniero and Heckman, 2003).

The impacts of the pilot intervention reported on in this paper are large enough to raise the question of whether the field has given up prematurely on the possibility of improving academic outcomes for disadvantaged youth. Our hypothesis is that a systemic problem in many current urban schools is the lack of a sufficiently intensive safety net to remediate academic or non-academic barriers to youth engaging with classroom-level instruction, which leads to “mismatch” between what many students who are falling behind need and what regular school settings deliver. Have previous interventions mostly aimed at the wrong target?

We find that a two-pronged intervention that addresses the maladaptive automatic behaviors that impede youth from successfully engaging with school and, at least as importantly, better individualizes the academic instruction that disadvantaged youth receive, seems to generate large gains in learning with a sample of low-income male high school students living in a very distressed urban area. Participation reduces course failures by about 66% in both math and non-math classes, increases rates of being “on track” for graduation (and hence expected high school graduation rates) by nearly one-half, and shows large gains in a broad measure of math

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<sup>17</sup> Another test we carried out is to examine whether youth in the BAM-only group who are assigned to a BAM group with a relatively higher share of tutoring participants from the BAM+Match tutoring group experience relatively larger gains in math scores. This does not seem to be the case, but the number of youth contributing data to this analysis is very small. The comparison is also complicated by the fact that which BAM group a youth is assigned to is a function of their schedule for AY2012-13, which is endogenous.

test scores equal to 0.48 standard deviations in the nationwide test-score distribution, and 0.65 standard deviations using the control group distribution (the way most education studies report results).

As one way to judge the magnitude of our test score result, the effect measured relative to the nationwide test-score distribution is equal to about 60% of the black-white test score gap in math in the National Assessment of Educational Progress (NAEP) among 13 year olds (which equals 0.80 SD). This does not mean that providing this intervention universally would cut the black-white test score gap by 60%, since the effects could be different for different populations and in particular we have no idea at present how white youth would benefit from the program if they were enrolled. But the effect size reported here is nonetheless quite striking. What makes this perhaps more remarkable still is that for logistical reasons, programming did not start until November 19, a week before Thanksgiving and thus lasted less than a full academic year.

It is noteworthy that our estimated gains in math test scores (0.65 of a control group SD) fit very comfortably alongside the non-experimental results reported by Fryer (2011) for the same high-dosage tutoring intervention, which in his Houston Public Schools study equaled 0.48 and 0.74 SD for 6<sup>th</sup> and 9<sup>th</sup> graders, respectively. Our findings are also consistent with the sizable gains in achievement test scores (0.60 SD) reported by Banerjee et al. (2007) from providing 3<sup>rd</sup> and 4<sup>th</sup> graders who are very far behind with remedial instruction that is better targeted to their level.

Nonetheless our results come from a small-scale pilot test and so these findings are necessarily not the last word on this subject; many questions remain. For example one key question is to understand more about the relative importance and effectiveness of the two separate components of our intervention. Our small sample size and the possibility of crossover and spillover effects across the two treatment arms complicates our ability to disentangle the relative value of the two components. And we have evaluated outcomes measured just during the program year; at present we know nothing about the degree to which these impacts will persist.

A general concern in education is whether interventions can succeed at large scale. The results reported here come from a pilot RCT at a single Chicago high school. We chose to work with this particular high school because of the outstanding school leadership team, which all else equal might make us think that our results may overstate the effects that we would see if the interventions were delivered in a broader set of schools where



the average quality of school leadership is somewhat lower. On the other hand the community in which this school is located is extremely disadvantaged, indeed one of the most distressed parts of the distressed south side of Chicago. Obviously there is no substitute for testing the intervention at scale, which is exactly what our research team is currently carrying out in multiple CPS high schools.

At the very least we are confident that the interventions reported on here *can* be delivered at large scale. The BAM program has been delivered to at least 700 students per year since 2009 in Chicago, including in some of the most distressed schools in the city, and has been previously evaluated at large scale and found to have impacts on behavioral outcomes, although not test scores (Heller et al., 2013). Learning more about the active ingredients in the curriculum and key characteristics of providers that facilitate success would obviously be of enormous value to facilitating even larger scale-up. The Match tutoring intervention is delivered to over 700 students per year across three schools in Boston, to 500-600 students in several public high schools in Lawrence, Massachusetts, and was delivered to 3,000 students across 13 schools in Houston (Fryer, 2011). A specific concern with the ability of providers to scale up “no excuses” schools has been whether there is sufficient supply of the right sort of provider; Match reports receiving 10 to 20 applications per opening for its work in Houston and Lawrence, and (for hiring on a shorter timetable) 5 applications per opening in Chicago.

Despite the remaining questions that this study alone cannot answer, it is important to recognize just how large these impacts are (on a per dollar of spending basis) compared to other interventions that have been tried with disadvantaged youth, or with younger children for that matter. Our best estimate for the cost per participant in our intervention is roughly \$4,400, with a defensible range of \$3,000 to \$6,000.<sup>18</sup> The test score gain per dollar spent from this intervention are very large compared to previous interventions for disadvantaged

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<sup>18</sup> The costs of the BAM CBT intervention is \$1,900 per participant per academic year, which is a fairly reliable cost estimate that comes from Youth Guidance’s experiences serving on average around 700 youth per year since the 2009-10 academic year. The costs of the academic intervention are somewhat harder to determine. Our research team delivered our best approximation of Match tutoring at probably inefficiently small scale, in the sense that we had “too much” supervisory capacity given the number of tutors and youth serviced. Our realized cost was about \$4,000 per student, although we had fewer students participate than we had built capacity to serve – had we filled up each program slot, the cost would have been more like \$2,800 per student. Whether to use the lower or higher figure depends partly on whether the underutilized tutor capacity wound up increasing the intensity of the intervention or was just idle. The cost per student for the actual Match tutoring intervention studied at scale by Fryer (2011) is reported to be \$2,500 per student. The Fryer estimate plus the YG cost for BAM is \$4,400 per youth per year. If we take three-quarters of that cost to account for our having delivered the intervention for just three-quarters of the year, the cost would be more like \$3,330. As an upper bound we could add the YG full-year cost to our high-end full-year realized cost of tutoring for a total cost per participant of nearly \$6,000.

youth; aside from Fryer's (2011) non-experimental study of the same academic intervention we examine here, we know of no intervention from a credible study that shows test score gains for this population *and* also reports on program costs.<sup>19</sup>

From the perspective of improving outcomes measured during adolescence, the size of the impacts per dollar spent we reported on here are large even in relation to some of the most successful early childhood interventions that have been studied. For example Figures 6 and 8 compare the estimated impacts per dollar spent on math test scores and overall course grades (GPA) in 10<sup>th</sup> grade from our intervention with those of Perry Preschool (Schweinhart et al., 2005), cash transfers from the Earned Income Tax Credit, or EITC (Dahl and Lochner, 2012), and class-size reduction in early elementary school grades (Krueger, 1999, 2003b; Schanzenbach, 2006); see Figures 6 and 8. These estimates focus on the present value of the cost per intervention calculated at 10<sup>th</sup> grade, assuming a 3% discount rate. Our intervention looks quite cost-effective in this comparison regardless of whether we use the low, middle or high end of our plausible range for program costs. While our intervention does not have statistically significant effects on reading scores, our estimate is also not very precise. The 95% confidence interval for our estimate (Figure 7) includes the point estimates for the effects from these other interventions.<sup>20</sup>

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<sup>19</sup> While a few interventions have been shown to boost high school graduation rates for youth (see Krueger, 2003a; Guryan, 2004; Bloom, Muller-Ravett and Broadus, 2011; Murnane, 2013), few credible studies report statistically significant gains in standardized test scores for disadvantaged youth. One exception is Nomi and Allensworth's (2009) study of double-dose algebra in Chicago high schools, which found effect sizes on math scores of 0.26SD. Unfortunately nothing is reported about the cost of that policy, so we cannot compare the test score gain per dollar spent of that intervention to ours.

<sup>20</sup> The widely-cited Perry Preschool improves high school GPA by 0.42 SD, or 0.3 points on a 4-point scale, improves overall math scores at age 14 by 0.33 SD, improves reading scores at 14 by 0.34 SD, and language achievement by 0.63 SD, at a cost of \$20,500 (in 2013 dollars) per child (Schweinhart et al., 2005, p. xvii, 62). We report the larger of the two "reading" scores in our figure (language arts) to be conservative. Their study does not report their regression-adjusted standard errors, so we calculate rough approximations of 95% CI's for the figure above assuming that impacts that have  $p < .05$  have  $t$ -statistics=2.2, and impacts with  $p < .1$  we assume to have  $t$ -statistics = 1.75. Obviously these are just approximations. Dahl and Lochner (2012) report that each \$1,000 gain in contemporaneous family income boosts test scores for children ages 4-14 by 0.0359 SD in reading recognition ( $se=0.0195$ ), 0.0613 SD in reading comprehension ( $se=0.0273$ ), and 0.058 SD in math ( $se=0.0273$ ). We report the larger of the two reading scores (comprehension) in our figure to be conservative. They find substantial decay in the effects of family income on achievement test scores so the impacts in our figure above would overstate (substantially) the gain in adolescent test scores that would come from increasing family income for children between the ages of 4-14. Smaller class sizes in grades K-3 in the Tennessee STAR experiment increased combined SAT/ACT test scores for blacks in high school, after accounting for treatment effects on test-taking rates, by 0.15 SD, at a per-child total cost over the whole intervention period of \$19,645 in 2013 dollars (Schanzenbach, 2006). She does not report the standard error for this estimate (which is reported in the text of the paper) but the standard error for the grade 3 impacts (which is of about the same magnitude) is 0.03, which we use as an approximation in constructing the figure above. Since this is an overall test score (not subject-specific) we use these results for both the reading and math panels of our figure.

These comparisons highlight a tradeoff between intervening early on in childhood versus later during adolescence, which has not received enough attention in the current policy discussion. Much of the discussion has focused on the possibility of declining developmental plasticity as children age, including in the landmark National Academy of Sciences report *Neurons to Neighborhoods* (Shonkoff and Phillips, 2000), which has helped direct a great deal of attention to early childhood intervention. A growing body of recent research suggests a great deal of developmental plasticity during adolescence as well (for example Selemon, 2013, Steinberg, forthcoming), but for the sake of argument let us suppose for the moment that people really are more plastic and receptive to intervention during early childhood than during adolescence.

Given that most social-policy interventions show “fade out” of impacts, if the goal is to improve the *long-term* life outcomes of children growing up in disadvantaged circumstances, then there is a tradeoff between fade-out and developmental plasticity. Put differently, as a conceptual matter it is not obvious that early childhood is the optimal time to intervene even if there is declining developmental plasticity over the life course; precisely because the impact of interventions tend to fade out over time, there are some advantages to intervening temporally closer to when important outcomes are realized. It is also the case that many socially costly outcomes, particularly criminal behavior, are highly concentrated within the population. Another tradeoff between intervening early versus later comes from the fact that it is easier to target interventions on the highest-risk students during adolescence than early childhood, because we have more of a “track record” to use to identify participants who might benefit most. More research is still needed to better understand this tradeoff and the larger question of how to allocate intervention resources across the lifecycle in a way that generates the largest improvements in long-term life outcomes for disadvantaged children.

Our findings also highlight a systemic challenge for so many urban school districts – the need for a more intensive safety net to help students who fall behind as they progress through school and wind up experiencing a mismatch between what they need and what regular classrooms deliver. This mismatch is a problem that many previous interventions largely ignore, instead focusing on changing the quality of grade-level instruction in the classroom or the incentives of students to learn it. Efforts to address this mismatch on both the academic and

non-academic sides in our intervention show it is possible to generate very large gains in academic outcomes in a short period of time, even among students who can be many years behind grade level.

The key to making this intensive remediation affordable, particularly the high-dosage two-on-one individualized instruction, is the recognition that the tutoring method of instruction substantially changes the set of skills and experiences required to succeed as an instructor. We recognize that we cannot distinguish the effects of the Match academic intervention from the BAM non-academic intervention. But our results provide at least suggestive support for the idea that even first-year instructors with no formal teaching credentials or experience who are working for a modest stipend mostly as a public service can contribute to very large gains in student learning among a population (disadvantaged youth) for which there are so few previous success stories. There is, in short, the possibility of a tradeoff between the “teaching technology” used to deliver academic instruction and teacher “quality” the way so much of current education policy seems to define it.

Another factor that helps control the costs of incorporating this sort of intensive remediation into an urban school system’s safety net to help students who fall behind is that the need for help might need to be only temporary. Our pilot experiment and Fryer’s quasi-experimental study in Houston both suggest that students may be learning the equivalent of about three years’ worth of math in a single year. In contrast students who are four to 10 years behind grade level, as unfortunately is not uncommon in distressed urban areas, have basically been getting little to nothing out of regular classroom instruction for years. If it is possible to achieve at large scale the results we report here, in which students learned the equivalent of three years of math per year, just a few years of this type of intervention could bring almost all students up to grade level – at which point they could begin to re-engage and benefit from the grade-level material taught in regular high school classrooms.

The large gains in academic outcomes for disadvantaged youth reported here stand against a backdrop of few prior success stories in improving academic outcomes, particularly achievement test scores, for similarly disadvantaged adolescents. The costs of even the bundled intervention, while not trivial, are not prohibitively high. The impacts per dollar spent are sizable compared to even the most successful early childhood programs. Perhaps the growing pessimism about academic interventions for low-income youth is premature, now that we may be diagnosing the key underlying problems.

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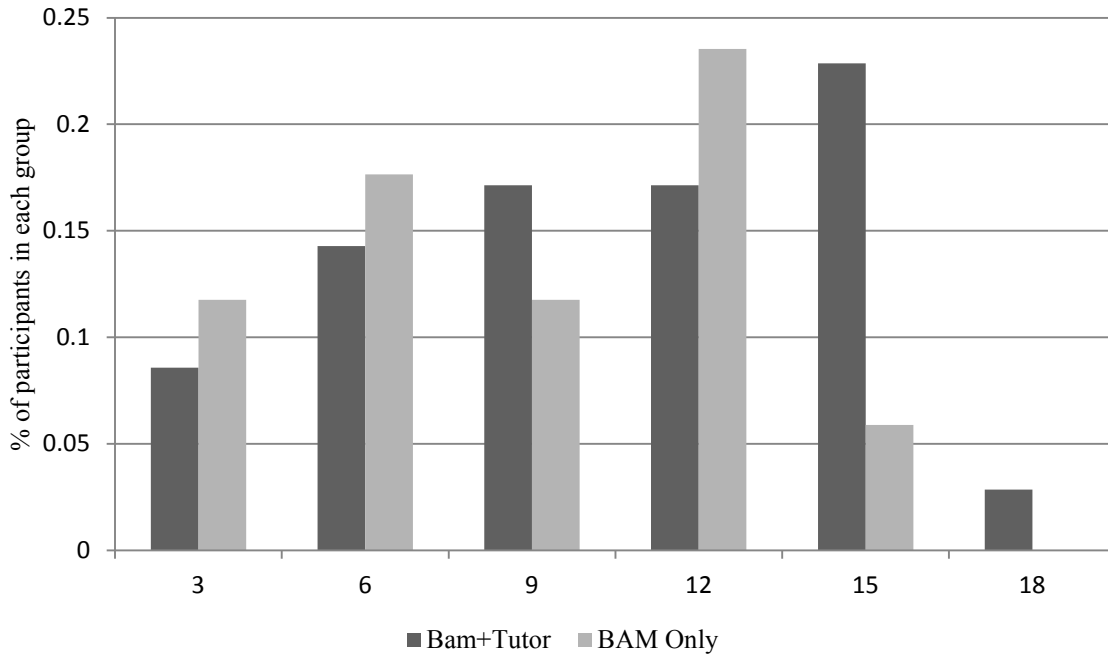
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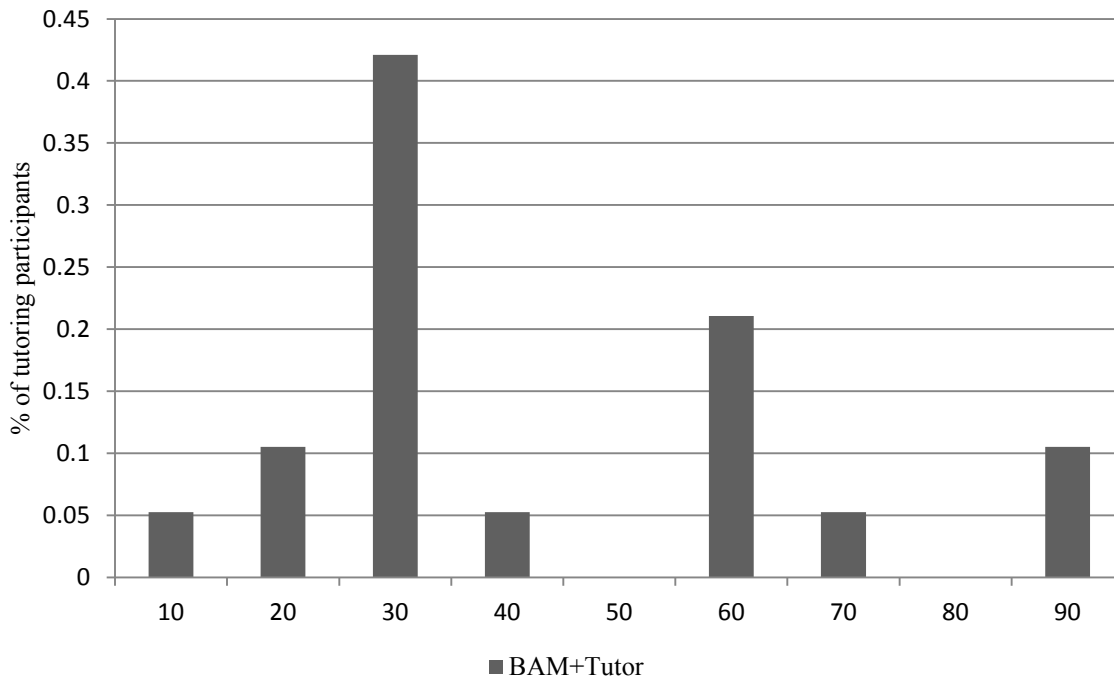
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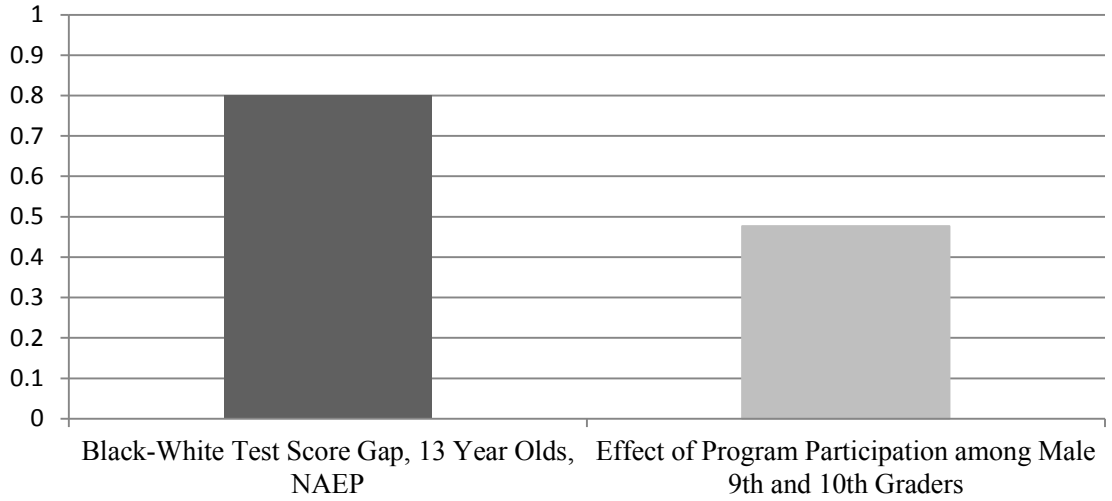
**Figure 1. Frequency of BAM sessions attended, by treatment group**



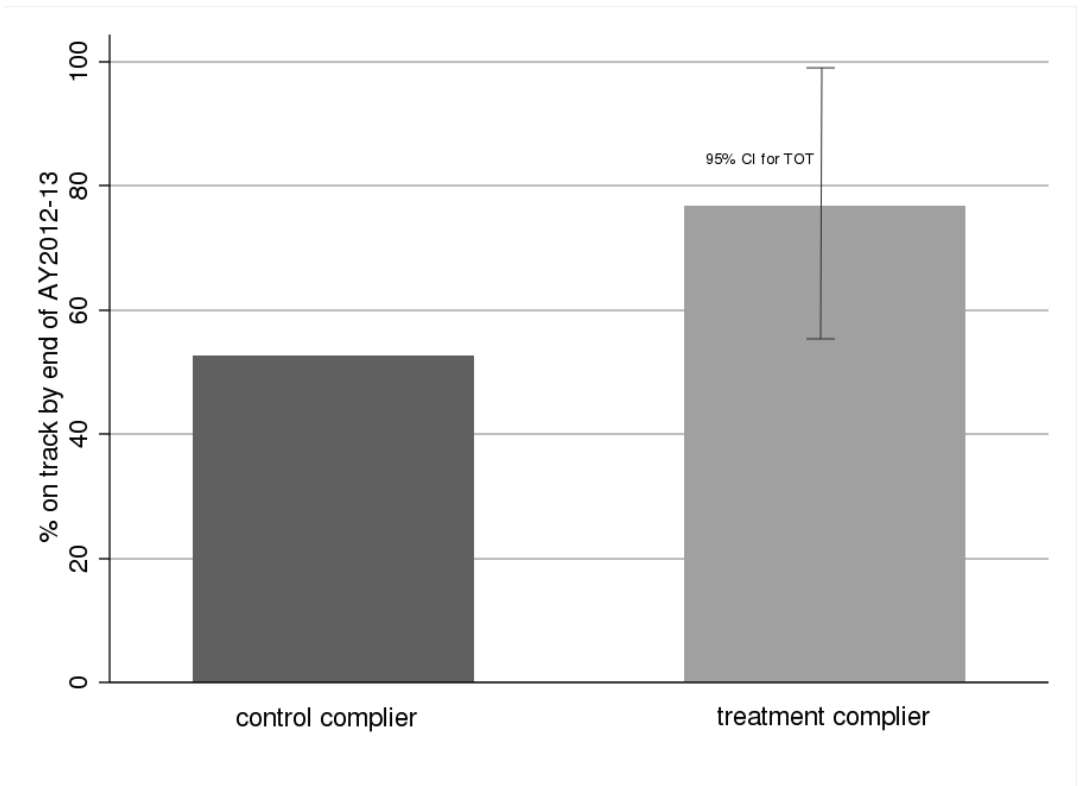
**Figure 2. Frequency of tutoring sessions attended, youth assigned to BAM+Match group**



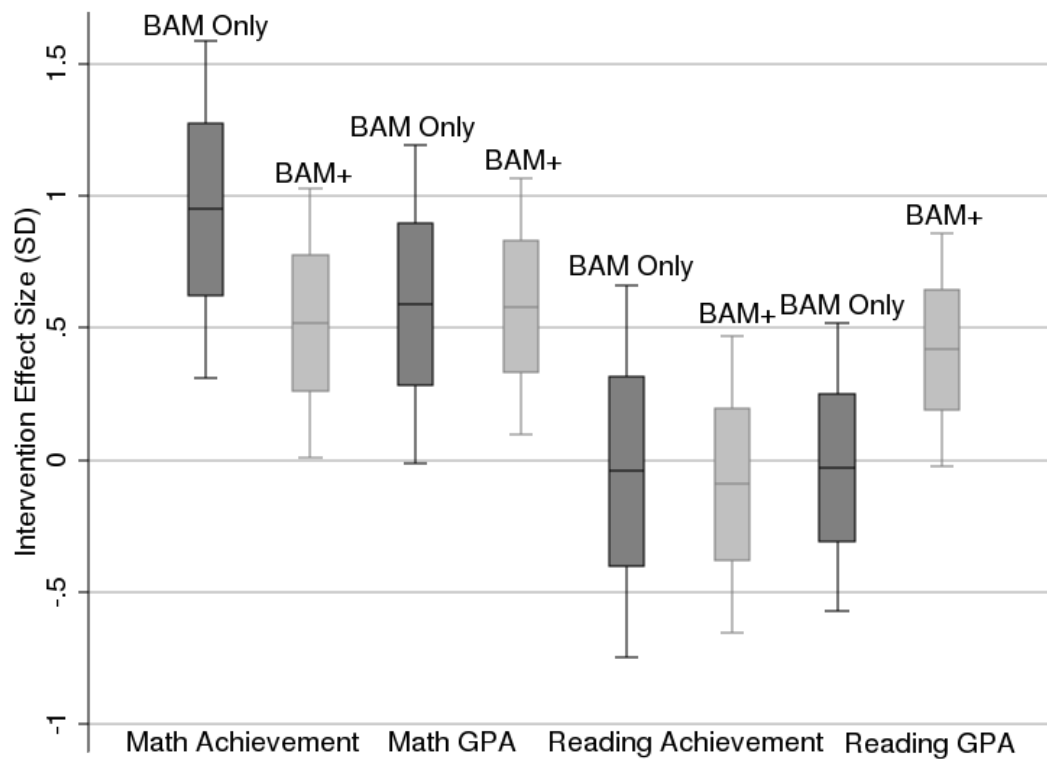
**Figure 3. Intervention Boosts Math Test Scores by Sixty Percent of NAEP Black-White Test Score Gap**



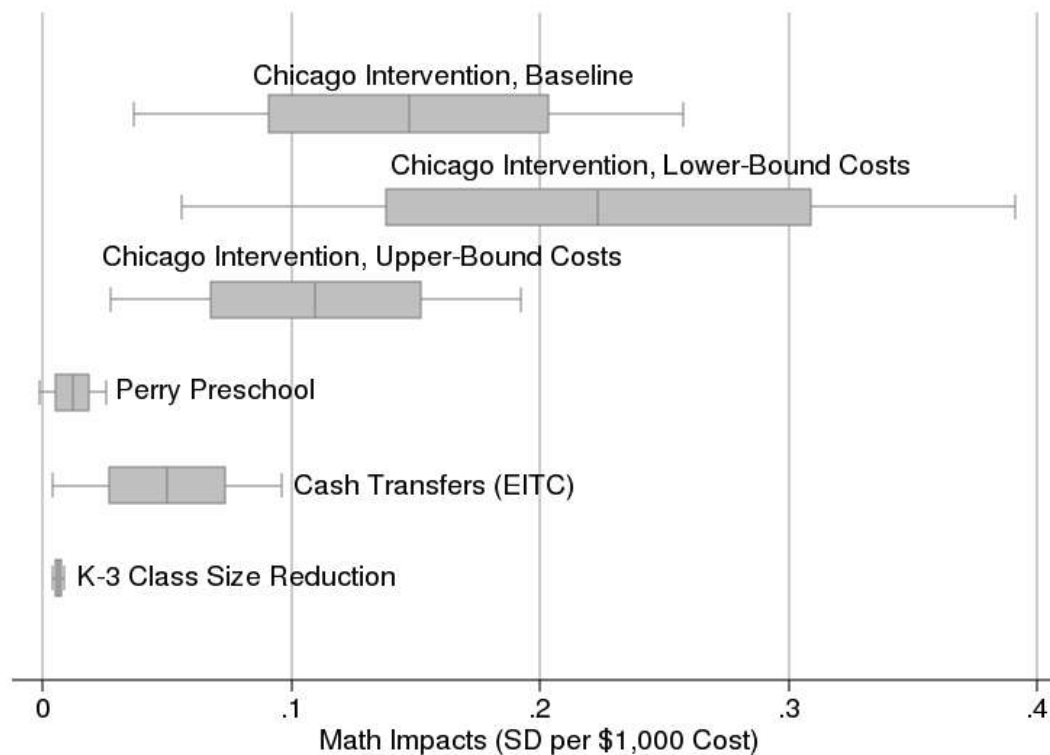
**Figure 4: Effects of Program Participation on CPS “On Track” Indicator for HS Graduation**



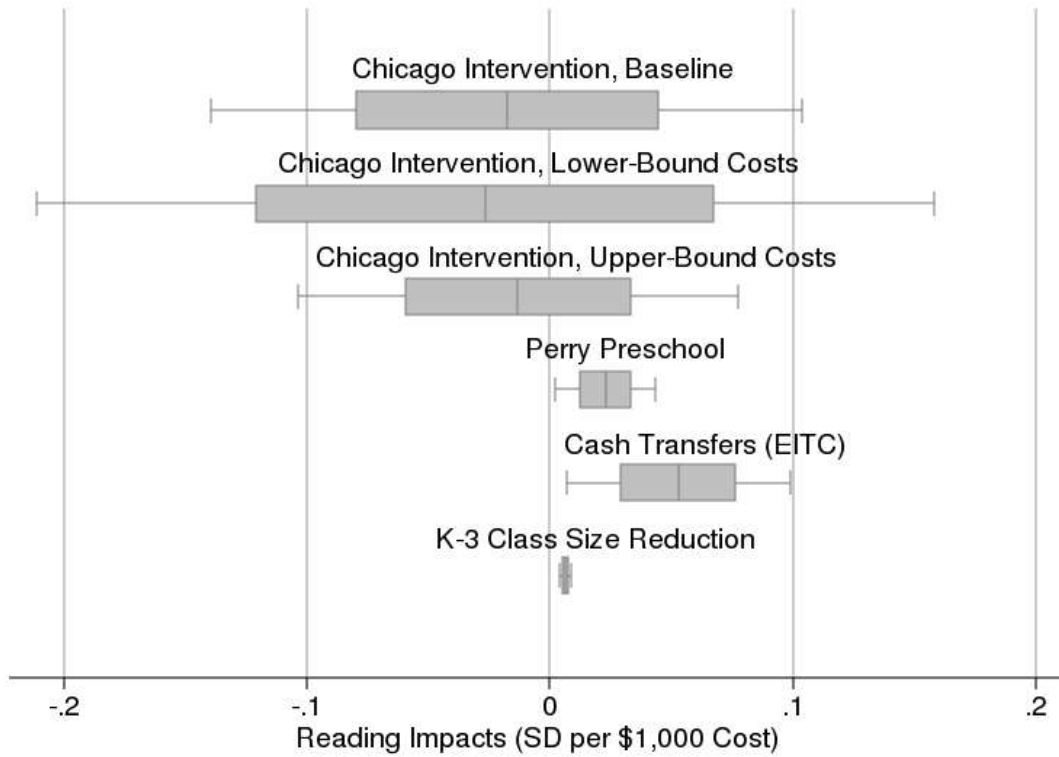
**Figure 5. TOT Effect Sizes for BAM Only and BAM + Tutoring**



**Figure 6. Impact on Math Test Scores During Adolescence, per \$1,000 program cost (Z-Scores)**



**Figure 7. Impact on Reading Test Scores During Adolescence, per \$1,000 program cost (Z-Scores)**



**Figure 8. Impact on High School GPA per \$1,000 of program costs**

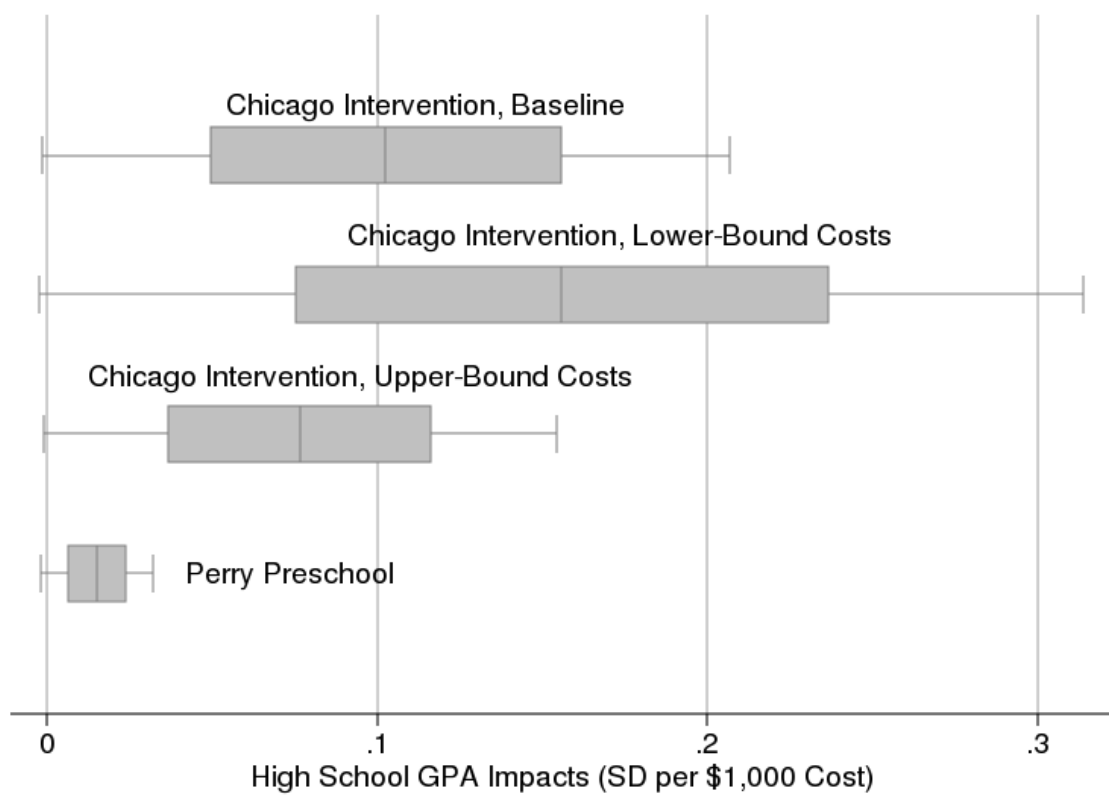


Table 1: Baseline characteristics by randomized groups

	All	Control	Assigned any treatment <sup>1</sup>	Assign BAM Only	Assign BAM + tutor
N Students	106	34	72	24	48
Age 14	0.27	0.35	0.24	0.25	0.23
Age 15	0.48	0.44	0.50	0.54	0.48
Age 16	0.25	0.21	0.26	0.21	0.29
Grade 10	0.56	0.56	0.56	0.46	0.60
Grade 9	0.44	0.44	0.44	0.54	0.40
Free lunch eligible	0.94	0.91	0.96	0.96	0.96
Reduced lunch eligible	0.05	0.09	0.03	0.04	0.02
Black	0.96	0.94	0.97	0.96	0.98
Hispanic	0.03	0.06	0.01	0.04	0.00
Other race	0.02	0.03	0.01	0.00	0.02
Learning Disability	0.26	0.26	0.26	0.25	0.27
GPA AY11-12	2.15	2.08	2.18	2.21	2.17
Non-math course GPA AY11-12	2.21	2.15	2.24	2.26	2.22
Math GPA AY11-12	1.86	1.75	1.92	1.92	1.92
All course failures AY11-12	1.73	1.88	1.66	2.00	1.49
Non-math course failures AY11-12	1.35	1.44	1.30	1.61	1.15
Math course failures AY11-12	0.38	0.44	0.36	0.39	0.34
Days Absent AY11-12	19.50	21.03	18.78	19.63	18.35
Discipline Incidents AY11-12	1.48	1.82	1.32	0.79 *	1.58
Out of School Suspension Days AY11-12	3.24	3.41	3.15	2.96	3.25
Fall Math Score, AY12-13, National Percentile	22.43	22.81	22.24	27.44	19.70
Fall Reading Score, AY12-13, National Percentile	26.22	27.41	25.64	30.72 +	23.16

+  $p < 0.1$ ; \*  $p < 0.05$ ; \*\*  $p < 0.01$

Students participated in the intervention during AY12-13. Student outcomes for AY11-12 occur the year before the program. Fall 2012 tests were administered before students were notified of their treatment or control status and services were provided

<sup>1</sup>Student assigned to either BAM only or BAM+tutoring

Table 2: Post-randomization mean outcomes by randomized groups

	All	Control	Assigned any treatment <sup>1</sup>	Assign BAM Only	Assign BAM + tutor
N Students	106	34	72	24	48
GPA AY12-13	1.67	1.48	1.75	1.68	1.79
Non-math course GPA AY12-13	1.69	1.55	1.75	1.66	1.80
Math GPA AY12-13	1.60	1.35	1.73 +	1.75	1.71
All course failures AY12-13	2.79	3.82	2.31 *	2.58	2.17
Non-math course failures AY12-13	2.28	3.18	1.86 +	2.04	1.77
Math course failures AY12-13	0.51	0.65	0.44	0.54	0.40
Days Absent AY12-13	37.10	44.03	33.74	33.39	33.92
Discipline Incidents AY12-13	1.48	1.56	1.44	1.54	1.40
Out of School Suspension Days AY12-13	1.19	1.81	0.89 +	0.68	1.00
Spring Math Score, AY12-13, National Percentile	32.37	25.29	35.35 +	45.39 *	30.72
Spring Reading Score, AY12-13, National Percentile	31.77	34.08	30.79	35.39	28.67
Has Spring 2013 Math Test	0.76	0.71	0.79	0.75	0.81
Has Fall 2012 Math Test	0.77	0.79	0.76	0.75	0.77
Has Both Fall 2012 and Spring 2013 Math Tests	0.66	0.65	0.67	0.67	0.67

+  $p < 0.1$ ; \*  $p < 0.05$ ; \*\*  $p < 0.01$

<sup>1</sup>Student assigned to either BAM only or BAM+tutoring

Students participated in the intervention during AY12-13. Symbols for significance denote that the pairwise comparison of treatment and control group differs significantly for that variable.

Table 3: Baseline means by randomized group and availability of spring 2013 post-tests in math

	control - has spring test	control - no spring test	Assigned any treatment <sup>1</sup> - has spring test	Assigned any treatment <sup>1</sup> - no spring test
N Students	24	10	57	15
Age 14	0.33	0.40	0.25	0.20
Age 15	0.54	0.20	0.53	0.40
Age 16	0.13	0.40	0.23	0.40
Grade 10	0.54	0.60	0.58	0.47
Grade 9	0.46	0.40	0.42	0.53
Free lunch eligible	0.92	0.90	0.95	1.00
Reduced lunch eligible	0.08	0.10	0.04	0.00
Learning Disability	0.25	0.30	0.26	0.27
GPA AY11-12	2.38	1.26	2.27	1.59
Non-math course GPA AY11-12	2.45	1.27	2.28	1.64
Math GPA AY11-12	2.15	0.90	2.00	0.96
All course failures AY11-12	0.83	4.80	1.40	3.20
Non-math course failures AY11-12	0.48	3.20	0.76	1.71
Math course failures AY11-12	0.13	0.80	0.20	0.50
Days Absent AY11-12	16.23	32.55	16.11	28.90
Discipline Incidents AY11-12	1.46	2.70	1.12	2.07
Out of School Suspension Days AY11-12	1.50	8.00	1.82	8.20
Has fall 2012 test results	0.92	0.50	0.84	0.47
Fall Math Score, AY12-13, National Percentile	24.73	14.40	23.94	10.57
Fall Reading Score, AY12-13, National Percentile	29.41	18.60	26.38	20.57

<sup>1</sup>Student assigned to either BAM only or BAM+tutoring

Students participated in the intervention during AY12-13. Student outcomes for AY11-12 occur the year before the program; fall 2012 tests were administered before students were notified of their randomization status or services provided.

Table 4: Estimated effects of program offer and participation on student learning outcomes and behavior during program year (AY2012-13)

	Control mean	Intent to treat (ITT)	Treatment on treated (TOT)	Control Complier Mean	Model p-value	Permutation test p-value	FWER-Adjusted p-value	FDR q-value
<b>Outcome Domain: Math Achievement</b>								
<u>Math Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>								
Z Score (Control Distribution)	0	0.510*	0.648**	-0.306	0.013	0.0163	0.03571	0.033
		[0.200]	[0.248]					
Z Score (National Distribution)	-1.059	0.375*	0.477**	-1.305	0.013	0.0162		
		[0.148]	[0.184]					
National Percentile Rank	25.292	11.930*	15.180**	18.602	0.015	0.0188		
		[4.774]	[5.860]					
<u>Math GPA 2012-2013, N=105</u>								
Math GPA 2012-2013 (1-4 point scale)	1.346	0.425*	0.583*	1.239	0.021	0.0261	0.0371	0.033
		[0.182]	[0.233]					
Math GPA Z Score (Control Distribution)	0	0.489*	0.670*	-0.123	0.021	0.0271		
		[0.209]	[0.267]					
<u>Math Courses Failed 2012-2013, N=106</u>								
Math Courses Failed 2012-2013	0.647	-0.301	-0.415+	0.684	0.117	0.1288	0.1173	0.041
		[0.190]	[0.238]					
<b>Outcome Domain: Achievement in Other (Non-Math) Subjects</b>								
<u>Reading Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>								
Z Score (Reading Test)	0	-0.061	-0.077	-0.076	0.798	0.804	0.799	0.441
		[0.236]	[0.273]					
Z Score (National Distribution)	-0.773	-0.037	-0.047	-0.837	0.775	0.781		
		[0.128]	[0.147]					
National Percentile Rank	34.083	-0.452	-0.575	31.684	0.918	0.919		
		[4.357]	[5.012]					
<u>GPA in Non-Math Courses 2012-2013, N=106</u>								
Non-Math GPA 2012-2013 (1-4 point scale)	1.547	0.207	0.285	1.582	0.204	0.217	0.366	0.257
		[0.162]	[0.205]					
Non-Math GPA Z Score (Control Distribution)	0	0.223	0.307	0.037	0.204	0.217		
		[0.174]	[0.221]					
<u>Non-Math Courses Failed 2012-2013, N=106</u>								
Non-Math Courses Failed 2012-2013	3.176	-1.454**	-2.004**	3.542	0.007	0.0094	0.019	0.022
		[0.531]	[0.701]					
<b>Outcome Domain: Behavior</b>								
<u>Discipline Incidents AY12-13, N=106</u>								
Discipline Incidents AY12-13, N=106	1.559	0.121	0.167	1.025	0.723	0.735	0.725	0.438
		[0.341]	[0.438]					
<u>Days Absent AY12-13, N=98</u>								
Days Absent AY12-13, N=98	44.031	-10.272*	-12.919*	45.14	0.041	0.047	0.109	0.141
		[4.939]	[5.772]					
<u>Out of School Suspensions Days AY12-13, N=98</u>								
Out of School Suspensions Days AY12-13, N=98	1.813	-0.642	-0.808	1.596	0.203	0.219	0.336	0.255
		[0.501]	[0.580]					

+ p<0.1; \* p<0.05; \*\* p<0.01

Covariates in all models: Indicator for age 14, indicator for age 15, indicator for grade 10, indicator for free lunch, indicator for learning disability, days absent AY11-12, days suspended AY11-12, discipline incidents AY11-12, GPA 2011-12, indicator for missing GPA AY11-12, fall AY12-13 math and reading Explore/Plan scores, indicator for missing Fall AY12-13 math and reading Explore/Plan scores

Standard errors reported in square brackets in the table. As treatment on treated (TOT) effects are essentially rescaled intent to treat (ITT) effects, we display ITT p-values in the interest of space and readability. Intention to treat and treatment on the treated estimates are calculated as described in text, controlling for baseline covariates listed in Table 1.



Table 5: Sensitivity analyses, controlling for different combinations of baseline covariates

	Control mean	ITT - Full covariates	ITT controlling only for socio-demographics	ITT controlling only for prior schooling outcomes	ITT No covariates
<b>Outcome Domain: Math Achievement</b>					
<u>Math Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>					
Z Score (Control Distribution)	0	0.510*	0.438+	0.4	0.414+
		[0.200]	[0.228]	[0.241]	[0.245]
Z Score (National Distribution)	-1.059	0.375*	0.322+	0.271	0.297
		[0.148]	[0.167]	[0.176]	[0.180]
National Percentile Rank	25.292	11.930*	10.521+	9.607	10.059+
		[4.774]	[5.441]	[5.823]	[5.884]
<u>Math GPA 2012-2013, N=105</u>					
Math GPA 2012-2013 (1-4 point scale)	1.346	0.425*	0.439*	0.343+	0.380+
		[0.182]	[0.202]	[0.181]	[0.202]
Math GPA Z Score (Control Distribution)	0	0.489*	0.505*	0.394+	0.436+
		[0.209]	[0.233]	[0.208]	[0.232]
<u>Math Courses Failed 2012-2013, N=106</u>					
Math Courses Failed 2012-2013	0.647	-0.301	-0.269	-0.254	-0.203
		[0.190]	[0.199]	[0.183]	[0.202]
<b>Outcome Domain: Achievement in Other (Non-Math) Subjects</b>					
<u>Reading Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>					
Z Score (Reading Test)	0	-0.061	-0.172	-0.21	-0.189
		[0.236]	[0.255]	[0.267]	[0.262]
Z Score (National Distribution)	-0.773	-0.037	-0.097	-0.152	-0.119
		[0.128]	[0.138]	[0.148]	[0.146]
National Percentile Rank	34.083	-0.452	-2.507	-4.06	-3.294
		[4.357]	[4.775]	[5.018]	[4.987]
<u>GPA in Non-Math Courses 2012-2013, N=106</u>					
Non-Math GPA 2012-2013 (1-4 point scale)	1.547	0.207	0.255	0.139	0.205
		[0.162]	[0.188]	[0.161]	[0.188]
Non-Math GPA Z Score (Control Distribution)	0	0.223	0.275	0.15	0.221
		[0.174]	[0.203]	[0.174]	[0.203]
<u>Non-Math Courses Failed 2012-2013, N=106</u>					
Non-Math Courses Failed 2012-2013	3.176	-1.454**	-1.638**	-1.068+	-1.315*
		[0.531]	[0.576]	[0.561]	[0.637]
<b>Outcome Domain: Behavior</b>					
<u>Discipline Incidents AY12-13, N=106</u>					
Discipline Incidents AY12-13, N=106	1.559	0.121	-0.109	0.106	-0.114
		[0.341]	[0.390]	[0.329]	[0.384]
<u>Days Absent AY12-13, N=98</u>	44.031	-10.272*	-12.591*	-8.039	-10.289+
		[4.939]	[5.440]	[5.090]	[5.552]
<u>Out of School Suspensions Days AY12-13, N=98</u>	1.813	-0.642	-0.940+	-0.655	-0.919+
		[0.501]	[0.523]	[0.473]	[0.507]

+ p<0.1; \* p<0.05; \*\* p<0.01

Covariates in full covariate models: Indicator for age 14, indicator for age 15, indicator for grade 10, indicator for free lunch, indicator for learning disability, days absent AY11-12, days suspended AY11-12, discipline incidents AY11-12, GPA 2011-12, indicator for missing GPA AY11-12, fall AY12-13 math and reading Explore/Plan scores, indicator for missing Fall AY12-13 math and reading Explore/Plan scores

Covariates in socio-demographics models: Indicator for age 14, indicator for age 15, indicator for grade 10, indicator for free lunch, indicator for learning disability.

Covariates in prior schooling models: Days absent AY11-12, days suspended AY11-12, discipline incidents AY11-12, GPA 2011-12, indicator for missing GPA AY11-12

Table 6: Sensitivity analysis to multiple imputation and quantile regression with imputation

	Number of missing observations	Control mean	ITT	ITT (Imputed variables only)	ITT (Quantile Regression at Median, without imputed data)	ITT (Quantile Regression at Median, including imputed data)
<b>Outcome Domain: Math Achievement</b>						
<u>Math Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>						
Z Score (Control Distribution)	25	0	0.510*	0.374 [0.200]	0.422 [0.289]	0.393 [0.299]
Z Score (National Distribution)	25	-1.059	0.375*	0.275 [0.148]	0.374+ [0.199]	0.28 [0.225]
National Percentile Rank	25	25.292	11.930*	9.581 [4.774]	10.15 [7.081]	10.103 [7.234]
<u>Math GPA 2012-2013, N=105</u>						
Math GPA 2012-2013 (1-4 point scale)	1	1.346	0.425*	0.453* [0.182]	0.472* [0.199]	0.548* [0.235]
Math GPA Z Score (Control Distribution)	1	0	0.489*	0.489* [0.209]	0.543* [0.228]	0.543* [0.229]
<b>Outcome Domain: Achievement in Other (Non-Math) Subjects</b>						
<u>Reading Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>						
Z Score (Reading Test)	25	0	-0.061 [0.236]	-0.08 [0.287]	-0.006 [0.227]	0.004 [0.286]
Z Score (National Distribution)	25	-0.773	-0.037 [0.128]	-0.048 [0.168]	0.0032 [0.121]	-0.002 [0.159]
National Percentile Rank	25	34.083	-0.452 [4.357]	-1.424 [5.73]	0.184 [4.734]	-1.29 [5.83]
<u>GPA in Non-Math Courses 2012-2013, N=106</u>						
Non-Math GPA 2012-2013 (1-4 point scale)	0	1.547	0.207 [0.162]		0.21 [0.198]	
Non-Math GPA Z Score (Control Distribution)	0	0	0.223 [0.174]		0.226 [0.213]	
<b>Outcome Domain: Behavior</b>						
<u>Discipline Incidents AY12-13, N=106</u>	0	1.559	0.121 [0.341]		-0.24* [0.334]	
<u>Days Absent AY12-13, N=98</u>	8	44.031	-10.272* [4.939]	-9.93+ [5.054]	-9.57+ [4.931]	-8.64 [5.382]
<u>Out of School Suspensions Days AY12-13, N=98</u>	8	1.813	-0.642 [0.501]	-0.77 [0.519]	-0.084 [0.462]	-0.86 [0.434]

+ p<0.1; \* p<0.05; \*\* p<0.01

ITT refers to the intent to treat estimates as calculated in Table 4 and are provided here for easy reference. ITT (imputed variables only) refers to models where missing data for outcome variables have been imputed using multiple imputation but where the model is otherwise the same. ITT (Quantile Regression at Median, without imputed data) estimates the ITT effect using quantile regression at the median of the data but without imputing missing data, and ITT (Quantile Regression at Median, including imputed data) estimates the ITT effect of treatment using quantile regression, but does so including imputed values for missing data.

Table 7: Results separately for each treatment arm

	Control mean	TOT (BAM Only)	TOT (BAM + Match)	p-value for test (TOT BAM-only = TOT BAM+Match)	p-value (TOT effects are equal, permutation test <sup>1</sup> )
<b>Outcome Domain: Math Achievement</b>					
<u>Math Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>					
Z Score (Control Distribution)	0	0.949** [0.325]	0.518* [0.259]	0.141	0.186
Z Score (National Distribution)	-1.059	0.697** [0.241]	0.382* [0.192]	0.147	0.193
National Percentile Rank	25.292	22.057** [7.696]	12.205* [6.135]	0.155	0.202
<u>Math GPA 2012-2013, N=105</u>					
Math GPA 2012-2013 (1-4 point scale)	1.346	0.589+ [0.308]	0.581* [0.248]	0.979	0.981
Math GPA Z Score (Control Distribution)	0	0.676+ [0.354]	0.667* [0.285]	0.979	0.981
<u>Math Courses Failed 2012-2013, N=106</u>					
Math Courses Failed 2012-2013	0.647	-0.272 [0.315]	-0.475+ [0.255]	0.492	0.562
<b>Outcome Domain: Achievement in Other (Non-Math) Subjects</b>					
<u>Reading Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>					
Z Score (Reading Test)	0	-0.043 [0.360]	-0.092 [0.287]	0.88	0.893
Z Score (National Distribution)	-0.773	-0.03 [0.195]	-0.054 [0.155]	0.892	0.904
National Percentile Rank	34.083	-1.4 [6.605]	-0.218 [5.266]	0.8425	0.859
<u>GPA in Non-Math Courses 2012-2013, N=106</u>					
Non-Math GPA 2012-2013 (1-4 point scale)	1.547	-0.029 [0.278]	0.417+ [0.225]	0.087	0.115
Non-Math GPA Z Score (Control Distribution)	0	-0.031 [0.300]	0.450+ [0.243]	0.087	0.115
<u>Non-Math Courses Failed 2012-2013, N=106</u>					
Non-Math Courses Failed 2012-2013	3.176	-1.371 [0.933]	-2.271** [0.756]	0.303	0.342
<b>Outcome Domain: Behavior</b>					
<u>Discipline Incidents AY12-13, N=106</u>					
Discipline Incidents AY12-13, N=106	1.559	0.761 [0.585]	-0.082 [0.474]	0.124	0.154
<u>Days Absent AY12-13, N=98</u>					
Days Absent AY12-13, N=98	44.031	-13.441+ [7.668]	-12.705* [6.183]	0.92	0.927
<u>Out of School Suspensions Days AY12-13, N=98</u>					
Out of School Suspensions Days AY12-13, N=98	1.813	-0.859 [0.770]	-0.787 [0.621]	0.921	0.928

+ p<0.1; \* p<0.05; \*\* p<0.01

<sup>1</sup>100,000 replications

Table 8: Tests for treatment heterogeneity of ITT effect across different sub-groups defined by baseline characteristics

	Control mean	Full covariates, no interactions	Interacting AY11-12 discipline incidents	Interacting AY11-12 out of school suspension days	Interacting AY12-13 discipline incidents	Interacting AY12-13 out of school suspension days				
		Assigned BAM only	Assigned BAM only	Interaction	Assigned BAM only	Interaction	Assigned BAM only	Interaction		
<b>Outcome Domain: Math Achievement</b>										
<u>Math Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>										
Z Score (Control Distribution)	0	0.611* [0.227]	0.486+ [0.284]	0.176 [0.237]	0.423 [0.269]	0.214 [0.168]	0.458 [0.316]	0.196 [0.187]	0.515+ [0.281]	0.255 [0.208]
Z Score (National Distribution)	-1.059	0.454* [0.165]	0.394+ [0.208]	0.084 [0.174]	0.338+ [0.197]	0.132 [0.123]	0.349 [0.229]	0.139 [0.135]	0.384+ [0.203]	0.19 [0.150]
National Percentile Rank	25.292	15.006** [4.938]	9.828 [5.994]	7.322 [5.006]	9.186 [5.646]	6.640+ [3.533]	14.448* [6.905]	2.575 [4.086]	14.973* [6.143]	3.79 [4.560]
<u>Math GPA 2012-2013, N=105</u>										
Math GPA 2012-2013 (1-4 point scale)	1.346	0.274 [0.217]	0.782** [0.249]	-0.595** [0.179]	0.608** [0.213]	-0.152*** [0.042]	0.573* [0.262]	-0.231+ [0.133]	0.596* [0.228]	-0.364** [0.128]
Math GPA Z Score (Control Distribution)	0	0.315 [0.250]	0.898** [0.286]	-0.683** [0.206]	0.699** [0.245]	-0.174*** [0.048]	0.659* [0.301]	-0.265+ [0.153]	0.684* [0.262]	-0.418** [0.148]
<u>Math Courses Failed 2012-2013, N=106</u>										
Math Courses Failed 2012-2013	0.647	-0.169 [0.250]	-0.520+ [0.309]	0.410+ [0.223]	-0.432 [0.265]	0.119* [0.052]	-0.317 [0.338]	0.155 [0.171]	-0.318 [0.308]	0.227 [0.173]
<b>Outcome Domain: Achievement in Other (Non-Math) Subjects</b>										
<u>Reading Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>										
Z Score (Reading Test)	0	-0.071 [0.319]	-0.033 [0.402]	-0.054 [0.336]	-0.171 [0.387]	0.114 [0.242]	-0.062 [0.432]	0.012 [0.256]	-0.029 [0.387]	-0.042 [0.287]
Z Score (National Distribution)	-0.773	-0.039 [0.172]	-0.007 [0.217]	-0.045 [0.181]	-0.086 [0.209]	0.053 [0.131]	-0.039 [0.233]	0.009 [0.138]	-0.02 [0.208]	-0.021 [0.155]
National Percentile Rank	34.083	-1.706 [6.137]	-0.941 [7.747]	-1.081 [6.469]	-3.631 [7.448]	2.196 [4.660]	-2.038 [8.322]	0.441 [4.925]	-0.902 [7.438]	-1.44 [5.521]
<u>GPA in Non-Math Courses 2012-2013, N=106</u>										
Non-Math GPA 2012-2013 (1-4 point scale)	1.547	-0.117 [0.199]	0.332 [0.230]	-0.526** [0.166]	0.218 [0.190]	-0.152*** [0.038]	0.164 [0.257]	-0.168 [0.130]	0.142 [0.234]	-0.213 [0.132]
Non-Math GPA Z Score (Control Distribution)	0	-0.126 [0.215]	0.358 [0.248]	-0.567** [0.179]	0.235 [0.205]	-0.164*** [0.040]	0.177 [0.277]	-0.181 [0.140]	0.153 [0.252]	-0.23 [0.142]
<u>Non-Math Courses Failed 2012-2013, N=106</u>										
Non-Math Courses Failed 2012-2013	3.176	-0.573 [0.690]	-2.070* [0.803]	1.754** [0.580]	-1.591* [0.685]	0.463** [0.135]	-2.005* [0.892]	0.911+ [0.452]	-1.459+ [0.848]	0.589 [0.478]
<b>Outcome Domain: Behavior</b>										
Discipline Incidents AY12-13, N=106	1.559	0.485 [0.465]	-0.204 [0.572]	0.808+ [0.413]	0.271 [0.517]	0.097 [0.102]				
Days Absent AY12-13, N=98	44.031	-10.332 [6.739]	-18.173* [8.310]	10.312 [6.609]	-15.077* [7.175]	2.769 [1.657]	-15.490+ [8.307]	5.055 [4.210]	-10.099 [7.800]	0.107 [4.395]
Out of School Suspensions Days AY12-13, N=98	1.813	-0.616 [0.641]	-0.902 [0.811]	0.375 [0.645]	-0.808 [0.702]	0.112 [0.162]				

+ p<0.1; \* p<0.05; \*\* p<0.01

Table 8: Tests for treatment heterogeneity of ITT effect across different sub-groups defined by baseline characteristics

	Control mean	Full covariates, no interactions	Interacting AY11-12 discipline incidents	Interacting AY11-12 out of school suspension days	Interacting AY12-13 discipline incidents	Interacting AY12-13 out of school suspension days				
		Assigned BAM+tutor	Assigned BAM+tutor	Interaction	Assigned BAM+tutor	Interaction	Assigned BAM+tutor	Interaction	Assigned BAM+tutor	Interaction
<b>Outcome Domain: Math Achievement</b>										
<u>Math Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>										
Z Score (Control Distribution)	0	0.425+ [0.226]	0.552* [0.265]	-0.093 [0.100]	0.516+ [0.263]	-0.055 [0.079]	0.558+ [0.317]	-0.056 [0.166]	0.417 [0.277]	0.049 [0.092]
Z Score (National Distribution)	-1.059	0.316+ [0.166]	0.414* [0.195]	-0.072 [0.074]	0.389* [0.193]	-0.044 [0.058]	0.413+ [0.232]	-0.042 [0.122]	0.319 [0.203]	0.029 [0.068]
National Percentile Rank	25.292	9.640+ [5.267]	13.081* [6.141]	-2.521 [2.325]	12.336* [6.105]	-1.614 [1.836]	16.024* [7.292]	-3.861 [3.828]	11.218+ [6.453]	0.038 [2.147]
<u>Math GPA 2012-2013, N=105</u>										
Math GPA 2012-2013 (1-4 point scale)	1.346	0.462* [0.200]	0.164 [0.243]	0.173* [0.084]	0.206 [0.226]	0.090* [0.041]	0.389 [0.252]	-0.049 [0.124]	0.23 [0.221]	0.063 [0.076]
Math GPA Z Score (Control Distribution)	0	0.530* [0.229]	0.188 [0.279]	0.199* [0.097]	0.237 [0.259]	0.104* [0.047]	0.447 [0.290]	-0.056 [0.143]	0.265 [0.254]	0.073 [0.087]
<u>Math Courses Failed 2012-2013, N=106</u>										
Math Courses Failed 2012-2013	0.647	-0.360+ [0.209]	-0.104 [0.258]	-0.146 [0.088]	-0.056 [0.228]	-0.096** [0.035]	-0.29 [0.282]	-0.005 [0.137]	-0.21 [0.248]	-0.057 [0.084]
<b>Outcome Domain: Achievement in Other (Non-Math) Subjects</b>										
<u>Reading Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>										
Z Score (Reading Test)	0	-0.043 [0.262]	0.092 [0.307]	-0.099 [0.116]	0.085 [0.304]	-0.077 [0.091]	-0.027 [0.363]	-0.017 [0.191]	-0.102 [0.317]	0.037 [0.106]
Z Score (National Distribution)	-0.773	-0.026 [0.142]	0.045 [0.166]	-0.052 [0.063]	0.044 [0.165]	-0.042 [0.050]	-0.02 [0.197]	-0.009 [0.103]	-0.058 [0.172]	0.019 [0.057]
National Percentile Rank	34.083	0.33 [4.800]	2.42 [5.635]	-1.532 [2.133]	2.825 [5.562]	-1.494 [1.672]	-0.129 [6.670]	0.18 [3.501]	-1.03 [5.827]	0.764 [1.939]
<u>GPA in Non-Math Courses 2012-2013, N=106</u>										
Non-Math GPA 2012-2013 (1-4 point scale)	1.547	0.345* [0.163]	0.103 [0.199]	0.138* [0.068]	0.187 [0.183]	0.050+ [0.028]	0.262 [0.210]	-0.001 [0.102]	0.185 [0.184]	0.05 [0.062]
Non-Math GPA Z Score (Control Distribution)	0	0.372* [0.175]	0.111 [0.215]	0.149* [0.074]	0.202 [0.197]	0.054+ [0.030]	0.283 [0.226]	-0.001 [0.110]	0.199 [0.198]	0.054 [0.067]
<u>Non-Math Courses Failed 2012-2013, N=106</u>										
Non-Math Courses Failed 2012-2013	3.176	-1.782** [0.563]	-0.609 [0.669]	-0.668** [0.229]	-1.134+ [0.628]	-0.204* [0.096]	-1.925* [0.768]	0.275 [0.373]	-1.684* [0.680]	0.085 [0.230]
<b>Outcome Domain: Behavior</b>										
<u>Discipline Incidents AY12-13, N=106</u>										
Discipline Incidents AY12-13, N=106	1.559	-0.008 [0.322]	0.257 [0.402]	-0.151 [0.138]	0.127 [0.369]	-0.042 [0.056]				
<u>Days Absent AY12-13, N=98</u>										
Days Absent AY12-13, N=98	44.031	-11.051+ [5.556]	-5.913 [6.816]	-3.208 [2.490]	-7.234 [6.230]	-1.25 [0.944]	-10.684 [7.561]	0.798 [3.669]	-10.266 [6.674]	0.432 [2.263]
<u>Out of School Suspensions Days AY12-13, N=98</u>										
Out of School Suspensions Days AY12-13, N=98	1.813	-0.528 [0.590]	0.447 [0.702]	-0.609* [0.256]	-0.312 [0.669]	-0.071 [0.101]				

+ p<0.1; \* p<0.05; \*\* p<0.01

Appendix Table 1: all pre-randomization covariates

B / [SE] / (t) / <p>	Assign Any TRT	Assign BAM only	Assign Bam Tutor
Has Spring Achievement Test	0.155 [0.161] -0.96	0.111 [0.259] -0.43	0.169 [0.191] -0.89
Age 14	-0.353+ [0.207] (-1.71)	-0.429 [0.359] (-1.19)	-0.408 [0.259] (-1.57)
Age 15	-0.136 [0.145] (-0.94)	-0.191 [0.269] (-0.71)	-0.203 [0.178] (-1.14)
Grade 10	-0.171 [0.161] (-1.07)	-0.2 [0.271] (-0.74)	-0.222 [0.204] (-1.09)
Free lunch eligible	-0.373 [0.536] (-0.70)	<i>omitted</i>	-0.438 [0.583] (-0.75)
Reduced lunch eligible	-0.604 [0.588] (-1.03)	-0.144 [0.322] (-0.45)	-0.765 [0.660] (-1.16)
Black	-0.275 [0.529] (-0.52)	0.172 [0.355] -0.48	-0.385 [0.583] (-0.66)
Hispanic	-0.678 [0.602] (-1.13)	<i>omitted</i>	-0.999 [0.710] (-1.41)
Learning disability	0.035 [0.139] -0.25	0.075 [0.231] -0.32	-0.038 [0.173] (-0.22)
GPA AY11-12	0.546 [1.049] -0.52	1.959 [1.747] -1.12	0.401 [1.286] -0.31
Non-math course GPA AY11-12	-0.522 [0.881] (-0.59)	-1.623 [1.454] (-1.12)	-0.412 [1.073] (-0.38)
Math GPA AY11-12	-0.064 [0.199] (-0.32)	-0.302 [0.335] (-0.90)	-0.043 [0.258] (-0.17)
All course failures AY11-12	0.031 [0.107] -0.29	-0.119 [0.210] (-0.57)	0.046 [0.128] -0.36
Non-math course failures AY11-12	-0.053 [0.130] (-0.41)	0.151 [0.262] -0.57	-0.08 [0.160] (-0.50)
Days Absent AY11-12	-0.004 [0.005] (-0.79)	0 [0.007] (-0.04)	-0.004 [0.006] (-0.73)
Discipline Incidents AY11-12	-0.048 [0.036] (-1.33)	-0.105+ [0.056] (-1.86)	-0.027 [0.041] (-0.65)
Out of School Suspension Days AY11-12	0.015 [0.016] -0.95	0.021 [0.025] -0.83	0.01 [0.019] -0.53
Fall Math Score, AY12-13, National Percentile	0 [0.003] -0.12	0.004 [0.007] -0.54	-0.001 [0.004] (-0.32)
Fall Reading Score, AY12-13, National Percentile	-0.002	0	-0.004

	[0.005]	[0.009]	[0.006]
	(-0.41)	-0.01	(-0.68)
Missing fall tests	0.036	0.167	-0.039
	[0.168]	[0.275]	[0.206]
	-0.21	-0.61	(-0.19)
Missing academic data, AY11-12	-0.13	0.18	-0.024
	[0.499]	[0.802]	[0.704]
	(-0.26)	-0.22	(-0.03)
_cons	1.707+	0.398	2.002+
	[0.917]	[0.804]	[1.060]
	-1.86	-0.49	-1.89
F statistic	0.56	0.56	0.57
P-value	0.936	0.911	0.925
R squared	0.12	0.22	0.17
N	106	58	82

Appendix Table 1: regression covariates

B / [SE] / (t) / <p>	Assign Any TRT	Assign BAM only	Assign Bam Tutor
Has Spring Achievement Test	0.192 [0.152] -1.26	0.114 [0.235] -0.48	0.25 [0.181] -1.38
Age 14	-0.354+ [0.196] (-1.80)	-0.569+ [0.326] (-1.74)	-0.351 [0.241] (-1.46)
Age 15	-0.147 [0.138] (-1.07)	-0.274 [0.243] (-1.13)	-0.176 [0.168] (-1.05)
Grade 10	-0.132 [0.141] (-0.93)	-0.281 [0.231] (-1.22)	-0.092 [0.175] (-0.53)
Free lunch eligible	0.131 [0.208] -0.63	0.086 [0.293] -0.29	0.163 [0.244] -0.67
Learning disability	0.003 [0.130] -0.03	0.057 [0.215] -0.27	-0.079 [0.158] (-0.50)
GPA AY11-12	-0.014 [0.080] (-0.17)	0.016 [0.120] -0.13	-0.034 [0.109] (-0.31)
Days Absent AY11-12	-0.003 [0.004] (-0.81)	-0.002 [0.006] (-0.27)	-0.005 [0.005] (-0.91)
Out of School Suspension Days AY11-12	0.013 [0.015] -0.89	0.023 [0.023] -0.97	0.008 [0.017] -0.48
Discipline Incidents AY11-12	-0.044 [0.034] (-1.28)	-0.098+ [0.053] (-1.85)	-0.023 [0.039] (-0.60)
Fall Math Score, AY12-13, National Percentile	0 [0.003] -0.02	0.003 [0.006] -0.54	-0.002 [0.004] (-0.41)
Fall Reading Score, AY12-13, National Percentile	-0.002 [0.004] (-0.56)	0 [0.009] -0.05	-0.005 [0.005] (-0.99)
Missing fall tests	0.051 [0.159] -0.32	0.154 [0.254] -0.61	-0.042 [0.190] (-0.22)
Missing academic data, AY11-12	-0.044 [0.426] (-0.10)	0.122 [0.659] -0.18	0.031 [0.637] -0.05
_cons	0.806* [0.372] -2.17	0.649 [0.597] -1.09	0.810+ [0.449] -1.8
F statistic	0.62	0.68	0.57
p-value	0.841	0.779	0.876
R squared	0.09	0.18	0.11
N	106	58	82



	Assigned to any treatment and participated	Assigned to any treatment and did not participate	Assigned to BAM Only and participated	Assigned to BAM+Tutoring and participated	Assigned to BAM Only and did not participate	Assigned to BAM+Tutoring and did not participate
nstudents	52	20	17	35	7	13
Age 14	0.25	0.20	0.18	0.29	0.43	0.08
Age 15	0.52	0.45	0.59	0.49	0.43	0.46
Age 16	0.23	0.35	0.24	0.23	0.14	0.46
Grade 10	0.56	0.55	0.53	0.57	0.29	0.69
Grade 9	0.44	0.45	0.47	0.43	0.71	0.31
Free lunch eligible	0.96	1.00	0.94	0.97	1.00	1.00
Reduced lunch eligible	0.02	0.00	0.06	0.00	0.00	0.00
Black	0.02	0.00	0.00	0.03	0.00	0.00
Hispanic	0.94	1.00	0.94	0.94	1.00	1.00
Other race	0.04	0.00	0.06	0.03	0.00	0.00
Learning Disability	0.27	0.25	0.35	0.23	0.00	0.38
GPA AY11-12	2.25	2.01	2.19	2.28	2.28	1.87
Non-math course GPA AY11-12	2.29	2.09	2.24	2.32	2.31	1.97
Math GPA AY11-12	2.06	1.58	1.95	2.11	1.86	1.42
All course failures AY11-12	1.44	2.20	1.50	1.41	3.14	1.69
Non-math course failures AY11-12	1.20	1.55	1.25	1.18	2.43	1.08
Math course failures AY11-12	0.24	0.65	0.25	0.24	0.71	0.62
Days Absent AY11-12	17.28	22.68	16.21	17.80	27.93	19.85
Discipline Incidents AY11-12	1.12	1.85	0.59	1.37	1.29	2.15
Out of School Suspension Days AY11-12	2.35	5.25	1.82	2.60	5.71	5.00
Fall Math Score, AY12-13, National Percentile	21.86	23.58	25.07	20.14	39.33	18.33
Fall Reading Score, AY12-13, National Percentile	24.26	30.58	28.47	22.00	42.00	26.78
GPA AY12-13	1.86	1.47	1.97	1.81	0.97	1.73
Non-math course GPA AY12-13	1.87	1.46	1.95	1.83	0.95	1.73
Math GPA AY12-13	1.82	1.46	2.03	1.72	1.07	1.69
All course failures AY12-13	1.81	3.60	1.71	1.86	4.71	3.00
Non-math course failures AY12-13	1.54	2.70	1.41	1.60	3.57	2.23
Math course failures AY12-13	0.27	0.90	0.29	0.26	1.14	0.77
Days Absent AY12-13	32.22	39.39	30.18	33.21	44.30	36.67
Discipline Incidents AY12-13	1.19	2.10	1.06	1.26	2.71	1.77
Out of School Suspension Days AY12-13	0.79	1.29	0.24	1.06	2.20	0.78
Spring Math Score, AY12-13, National Percentile	33.78	41.91	42.36	30.03	56.00	33.86
Spring Reading Score, AY12-13, National Percentile	31.11	29.45	33.50	30.06	42.00	22.29
Has Spring 2013 Math Test	0.88	0.55	0.82	0.91	0.57	0.54
Has Fall 2012 Math Test	0.83	0.60	0.88	0.80	0.43	0.69
Has Both Fall 2012 and Spring 2013 Math Tests	0.75	0.45	0.76	0.74	0.43	0.46

Appendix 3: TOT p-values for main results

	Model p-value	Permutation test p-value
<b>Outcome Domain: Math Achievement</b>		
<u>Math Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>		
Z Score (Control Distribution)	0.009	0.0163
Z Score (National Distribution)	0.01	0.017
National Percentile Rank	0.01	0.0173
<u>Math GPA 2012-2013, N=105</u>		
Math GPA 2012-2013 (1-4 point scale)	0.012	0.019
Math GPA Z Score (Control Distribution)	0.012	0.019
<u>Math Courses Failed 2012-2013, N=106</u>		
Math Courses Failed 2012-2013	0.081	0.104
<b>Outcome Domain: Achievement in Other (Non-Math) Subjects</b>		
<u>Reading Achievement Test Scores Spring 2013 (Explore / Plan), N=81</u>		
Z Score (Reading Test)	0.777	0.797
Z Score (National Distribution)	0.752	0.775
National Percentile Rank	0.909	0.909
<u>GPA in Non-Math Courses 2012-2013, N=106</u>		
Non-Math GPA 2012-2013 (1-4 point scale)	0.165	0.196
Non-Math GPA Z Score (Control Distribution)	0.165	0.196
<u>Non-Math Courses Failed 2012-2013, N=106</u>		
Non-Math Courses Failed 2012-2013	0.004	0.007
<b>Outcome Domain: Behavior</b>		
<u>Discipline Incidents AY12-13, N=106</u>	0.703	0.727
<u>Days Absent AY12-13, N=98</u>	0.025	0.037
<u>Out of School Suspensions Days AY12-13, N=98</u>	0.164	0.2



State of New Jersey  
DEPARTMENT OF EDUCATION  
PO Box 500  
TRENTON, NJ 08625-0500

CHRIS CHRISTIE  
*Governor*

KIM GUADAGNO  
*Lt. Governor*

CHRISTOPHER D. CERF  
*Commissioner*

December 2, 2013

Mr. Michael Duffy  
Board President  
Great Oaks Charter School  
24 Maiden Lane  
Newark, NJ 07102

Dear Mr. Duffy:

I am writing to extend my congratulations to Great Oaks Charter School for the outstanding progress it made in its academic outcomes last year. In the 2012-2013 school year, 55% of students in grades six through eight were proficient in language arts literacy (LAL) and 77% were proficient in mathematics on the NJASK. These proficiency rates show a dramatic increase of 19 percentage points in LAL and 26 percentage points in mathematics compared to the 2011-2012 school year. While our analysis is not yet final, all indications are that the school also made outstanding progress at the individual student growth level.

I commend you and the entire school community for its commitment to provide a high-quality education to students. We look forward to your expansion into high school and have confidence in the school's ability to provide the students it serves with an education that will prepare them for college and career.

Sincerely,

Christopher D. Cerf  
Commissioner

CDC/EP/AR/HL/S:schools/great oaks/njask letter 12-2-13

c: ~~Eyo~~ Popoff  
Amy Ruck

## **MEMORANDUM OF UNDERSTANDING THE SOCIAL STUDIES COALITION OF DELAWARE**

### **PURPOSE OF THIS MEMO**

This memorandum of understanding will define the roles and responsibilities of each party in the Social Studies Coalition of Delaware (SSCD). This coalition is a partnership with the purpose to improve the teaching and learning of K-12 social studies in Delaware public schools and to help all Delaware public school students reach the Delaware Social Studies Standards.

The partnership includes the Department of Education, public school districts throughout the state, charter schools, and other agencies involved in standards-based instruction and assessment (Center for Economic Education and Entrepreneurship, Delaware Geography Alliance, Delaware Social Studies Education Project, Democracy Project and State Archives). The partnership is open to all public school entities, including vocational/technology schools and charter schools, that agree to collaborate in the systemic improvement of their K-12 social studies programs as outlined in this memorandum.

This Memorandum of Understanding (MoU) defines the conditions under which the Coalition will be financed, principles for operation and the collaborative processes as established by the Coalition. The MoU can be modified at any time by majority agreement of voting members of the Steering Committee.

### **MISSION**

The Coalition exists to support the creation of the highest quality social studies instruction for the K-12 students in Delaware. The goals of the SSCD are to:

- Assist districts in the development of assessments to guide social studies curriculum development and instruction at the district level.
- Continue the development and alignment of social studies curriculum and instructional materials by designing model lessons for each benchmark to be distributed to members of the Coalition.
- Provide staff development for curriculum development and instructional delivery.
- Provide leadership and an organizational structure to facilitate planning, assist with the development of instructional materials and coordinate the delivery of the items listed above.

### **GUIDING PRINCIPLES**

- The purpose of the partnership is to support continuous standards-based reform of social studies education in Delaware schools.
- Adoption and implementation of curricula is the responsibility of individual school systems. The Coalition is established to assist them in this endeavor and to provide cost effective standards-based education programs.
- Costs will be shared in a way that all parties benefit as equally as possible. Every effort will be made to provide services in support of the program at cost. Member districts and charter schools will pay \$2000 by Sept. 30, 2013 to support Coalition actions beginning July 1, 2013 through June 30, 2014 for professional development, development of products and other activities. Thereafter, annual fees will be determined by the Board.
- Professional development will be provided by the Coalition. Individual districts/charter schools will provide additional support for the participants.
- The Coalition will seek to coordinate financial support from foundations, affiliates and others for implementation of standards-based social studies education for Delaware students.

**GOVERNANCE OF THE COALITION**

The Coalition will be directed by the Board that includes voting and non-voting members. Voting members shall include a representative from each member school district and charter school that has paid its annual fee. Non-voting members shall include two representatives from the Department of Education, affiliate members including the Center for Economic Education and Entrepreneurship, the Delaware Geographic Alliance, the Delaware Social Studies Education Project and the Democracy Project as well as future affiliate members.

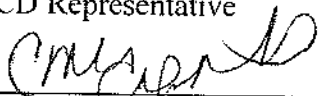
The purpose of the Board is to:

- Establish and approve operating policies and practices for the Coalition.
- Set and approve the annual budget for the Coalition and monitor expenditures. The Milford School District has agreed to act as the fiscal agent at no cost, and for this will receive a reduced membership fee for the 2013-2014 school year.
- Establish and implement an effective communications program.
- Take a leadership role in developing and overseeing a strategic plan for K-12 social studies education in Delaware.
- Promote partnerships among the K-12 public schools, higher education and the business community.

Coalition Leadership – SSCD leadership shall be administered by an Executive Committee and directed by the Board. An Executive Secretary and two chairpersons shall be elected by the voting members of the Steering Committee to a two year, staggered term without remuneration and will coordinate the Coalition’s activities and chair meetings. Additionally, the Executive Committee shall consist of two non-voting members from the Department of Education as well as one representative from each of the three counties who are approved by the Board.

The Board will establish sub-committees to manage specific aspects of the Coalition. These committees will be defined as the Coalition membership is firmly established. Meetings of the Coalition’s Executive committee and Board will be held on a monthly basis.

=====  
**Signatures of Agreement – 2013 - 2014**

SSCD Representative	Date
	3/10/14
Superintendent –S.D./Charter	Date

School District/Charter School name Crest (del) Charter  
School - Wilmington

## Curriculum Framework Spanish 1

School: KuumbaAcademy Charter School

Curricular Tool: ¡Avancemos!

Grade: 6

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments: Multiple assessments should target the three modes of communication. <sup>1</sup>
<b>Unit One: Lección Preliminar – Greetings, Leave taking and Presentation</b> <b>Timeline : 2 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p>	<p>How we greet each other is important based on how we relate to one another.</p> <p>Where we come from gives us a specific way of looking at things in the world.</p>	<p><b>Essential Questions:</b></p> <p>Why should you learn another language?</p> <p>When you meet someone for the first time, what sort of impression do you want to make? What do you want them to know about you?</p> <p>How are greetings in Spanish different from greetings in English?</p> <p>What makes a conversation authentic? How can you have an authentic conversation with limited language skills?</p> <p><b>Learning Targets:</b></p> <p>Students will articulate the value in learning another language and provide examples of the value.</p> <p>Students will be able to greet, take leave and introduce classmates.</p> <p>Students will be able to ask and say how to spell names, places, addresses and email addresses. Students will be</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> </ul>

<sup>1</sup> The list of assessments is strategies that teachers may use to assess students’ proficiency. When the teacher develops the unit, she/he will select from among this list or use similar activities, which provide multiple opportunities for students to display their learning through the interpersonal, interpretive, and presentational modes.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments: Multiple assessments should target the three modes of communication. <sup>1</sup>
		<p>able to ask about and state their nationality.</p> <p>Students will be able to understand and respond appropriately to basic classroom expressions and requests.</p> <p>Students will be able to say numbers 0-10.</p> <p>Students will be able to ask for and exchange phone numbers, locker numbers, and locker combinations.</p> <p>Students will be able to tell time, dates, and state the weather.</p>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>•</li> </ul>
<p><b>Unit Two: ¿Qué te gusta hacer?</b> <b>Timeline: 3 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p>	<p>The activities we do and don't do shape us into who we are.</p> <p>Who we are and where we come from shape our preferences for activities.</p>	<p><b>Essential Questions:</b> How does learning to describe your interests and activities connect you to other people?</p> <p>What is the best way to describe my interests and activities in Spanish?</p> <p><b>Learning Targets:</b> Students will be able to describe things they like and don't like to do.</p> <p>Students will be able to say who is doing an action.</p> <p>Students will be able to describe where people are from.</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments: Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p>		<p>Students will be able to say things that others like to do and don't do.</p> <p>Articulate how finding common interests among people can connect them. Share why this is important.</p>	<ul style="list-style-type: none"> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Three: Mis amigos y yo</b> <b>Timeline: 3 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and</p>	<p>Spanish-speaking teens in the United States have similar interests to English-speaking teens.</p> <p>The perspectives, practices, and products of people are windows into their culture.</p>	<p><b>Essential Questions:</b> Why might I describe myself differently in different situations?</p> <p>Would students in a Spanish-speaking country describe themselves in way that is similar to how I describe myself?</p> <p>If I were talking with a student from a Spanish-speaking country, how might the conversation be different from how I speak with my friends in America? How might it be the same?</p> <p>What can I learn about the culture of</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> </ul>



<b>Standards Alignment</b>	<b>Unit Concept Big Ideas</b>	<b>Essential Questions Student Learning Targets</b>	<b>Suggested Assessments:</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
<p>family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>4.2</b> Students become aware of cultural similarities and differences in school routines and family activities.</p>		<p>a group of people from what they do, think, and say?</p> <p><b>Learning Targets:</b> Students will be able to describe themselves and others.</p> <p>Students will be able to identify people and things.</p> <p>Students will be able to say what someone is like.</p> <p>Students will be able to identify material needs and wants for the school day.</p> <p>Students will be able to use adjectives as part of descriptions of people.</p>	<ul style="list-style-type: none"> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Four: Somos estudiantes</b> <b>Timeline: 3 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role</p>	<p>School life varies from culture to culture.</p> <p>Cultures value activities differently based on community and family traditions.</p>	<p><b>Essential Questions:</b> How is language used in my school? How does my language change based on who I am talking with?</p> <p>What is my middle school experience? What is middle school like for students in other cultures?</p> <p>What value is placed on education in Spanish speaking countries?</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> </ul>

<b>Standards Alignment</b>	<b>Unit Concept Big Ideas</b>	<b>Essential Questions Student Learning Targets</b>	<b>Suggested Assessments:</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
<p>play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p>		<p><b>Learning Targets:</b> Students will talk about their daily schedule.</p> <p>Students will describe why their education is important.</p> <p>Students will compare and contrast how they feel about their education with how students of Spanish speaking countries feel.</p> <p>Students will be able to use time to describe when they take classes and complete their activities.</p> <p>Students will be able to describe their belongings in a school setting versus things that don't belong to them.</p> <p>Students will be able to describe their activities and the frequency of those activities.</p> <p>Students will be able to express what they are required to do.</p>	<ul style="list-style-type: none"> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Five: En la escuela</b> <b>Timeline: 3 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used</p>	<p>Classrooms and school life vary from place to place.</p> <p>Language aside, students from other cultures often have similar interests.</p> <p>Students across the world share</p>	<p><b>Essential Questions:</b> How does a teenager’s school life change from culture to culture?</p> <p>How are my school experiences different from those of students in other Spanish-speaking cultures?</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> </ul>

<b>Standards Alignment</b>	<b>Unit Concept Big Ideas</b>	<b>Essential Questions Student Learning Targets</b>	<b>Suggested Assessments:</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
<p>by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>3.2</b> Students read, listen to and talk about age-appropriate school content, folktales, short stories, poems, internet sites and songs written for native speakers of the target language</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>5.1</b> Students perform for the school community during special school events.</p>	<p>common school experiences, though differences exist due to culture.</p>	<p>How does my use of language impact what other people think about me?</p> <p><b>Learning Targets:</b> Students will be able to identify classes and extra-curricular activities in the target language.</p> <p>Students will be able to compare and contrast classes and extra-curricular activities in the United States and in the target language culture.</p> <p>Students will be able to interview a student in the target language about his/her current classes and activities as well as future classes and activities.</p> <p>Students will be able to write an article in the target language expressing their views about classes and extra-curricular activities.</p> <p>Students will be able to give reasons why they enjoy participating in a specific extra-curricular activity.</p> <p>Students will be able to express feelings and emotions in Spanish.</p> <p>Students will be able to form questions in Spanish to learn about activities other people enjoy doing.</p>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> <li>• Project: Ideal Classroom</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments: Multiple assessments should target the three modes of communication. <sup>1</sup>
<b>Unit Six: Mi comida favorita</b> <b>Timeline: 3 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p>	<p>Food brings communities together.</p> <p>Meals are the center of family life for many types of families in the world.</p>	<p><b>Essential Questions:</b></p> <p>How do special meals and traditions bring families together in different cultures?</p> <p>How are the “traditional” foods served at American holidays similar to or different from holiday foods in other cultures?</p> <p>How is language used differently with different family members?</p> <p><b>Learning Targets:</b></p> <p>Students will be able to talk about food and beverages, preferences and choices.</p> <p>Students will be able to ask and questions about food and family traditions.</p> <p>Students will research the food, meals and traditions of people of the target language. They will compare/contrast the traditions with their own.</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	<b>Suggested Assessments:</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
			<ul style="list-style-type: none"> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>
<b>Unit Seven: En mi familia</b> <b>Timeline: 3 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that</p>	<p>Family structure changes from place to place, and so do the roles in which its members serve.</p>	<p><b>Essential Questions:</b> How would a Spanish speaker describe the roles of different members of his/her family?</p> <p>Are the roles of family members in other cultures similar or different from the roles of people in my family?</p> <p><b>Learning Targets:</b> Students will be able to talk about their family members and describe them, including their age.</p> <p>Students will be able to draw comparisons between objects.</p> <p>Students will be able to use large numbers to describe large groups of objects, animals, or people.</p> <p>Students will compare and contrast the roles of their family members with the roles of Spanish speaking families.</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	<b>Suggested Assessments:</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
are false cognates.			<ul style="list-style-type: none"> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> <li>• Project: Family Tree</li> </ul>
<b>Unit Eight: ¡Vamos de compras!</b> <b>Timeline: 3 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p>	<p>Shopping is a favorite activity among young people in the world.</p> <p>Fashion varies from place to place.</p>	<p><b>Essential Questions:</b></p> <p>How does clothing reflect the culture from which a person comes?</p> <p>How does clothing represent who I am and my identity?</p> <p>Does fashion influence or reflect cultural stereotypes?</p> <p><b>Learning Targets:</b></p> <p>Students will be able to describe various pieces of clothing from different seasons.</p> <p>Students will be able to compare their fashion choices with students in other cultures select their clothing.</p> <p>Students will be able to describe clothing that they want to buy on an upcoming shopping trip.</p> <p>Students will explore stereotypes and create a fashion ad that negates those stereotypes.</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	<b>Suggested Assessments:</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p>			<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> <li>• Fashion Ad</li> </ul>
<p><b>Unit Nine: ¿Qué hacemos esta noche?</b> <b>Timeline: 3 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including</p>	<p>Places and events in a community are connected to the culture and needs of the people who live in that community.</p> <p>My identity, interests, and friends influence the places I go in my community and the events I attend.</p>	<p><b>Essential Questions:</b> Where is the Spanish language used in my community?</p> <p>With a limited knowledge of Spanish, what can I do to communicate with Spanish-speakers in my community?</p> <p>How are communities in different cultures similar to or different from my own?</p> <p><b>Learning Targets:</b> Students will describe places and events around their community.</p> <p>Students will be able to describe what they do in various places in their community.</p> <p>Students will identify Hispanic cultural events within their communities. Those who can will attend.</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> </ul>

<b>Standards Alignment</b>	<b>Unit Concept Big Ideas</b>	<b>Essential Questions Student Learning Targets</b>	<b>Suggested Assessments:</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
<p>weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>Students will be able to explain why they go to particular places in their community.</p> <p>Students will be able to talk about having fun with friends.</p>	<ul style="list-style-type: none"> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>



## Curriculum Framework: Spanish 2

School: Kuumba Academy

Curricular Tool: ¡Avancemos!

Grade: 7

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<b>Unit One: Review: ¡Vamos a la Escuela!</b> <b>Timeline : 3 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p>	<p>Where we come from gives us a specific way of looking at things in the world.</p> <p>Language is only one element of communications.</p>	<p><b>Essential Questions:</b> How do you describe yourself and others in Spanish?</p> <p>How are people, places and things described in Spanish?</p> <p>What do you hear when students describe their school?</p> <p>How can you figure out the meaning of what someone is saying when words are not understood?</p> <p><b>Learning Targets:</b> Students will use last year's yearbook to describe the people and activities in the school.</p> <p>Students will explain their school schedule to a new student.</p> <p>Students will describe the classes that they take in school.</p> <p>Students will describe why various classroom objects are used to help</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> </ul>

<sup>1</sup> The list of assessments is strategies that teachers may use to assess students' proficiency. When the teacher develops the unit, she/he will select from among this list or use similar activities, which provide multiple opportunities for students to display their learning through the interpersonal, interpretive, and presentational modes.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
		them learn.	<ul style="list-style-type: none"> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>
<b>Unit Two: Revision: Los Adolescentes Actividades</b> <b>Timeline : 4 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>	<p>What we do or don't do helps to shape us into who we are.</p> <p>Who we are and where we come from shape our preferences for activities.</p> <p>Students in other cultures share similar interest and activities.</p>	<p><b>Essential Questions:</b> What strategies can be used to communicate more effectively?</p> <p>How do your actions shape who you are?</p> <p>How can people communicate without using language?</p> <p>How will learning a new language open doors for you now and in the future?</p> <p><b>Learning Targets:</b> Students will identify and talk about daily activities they do during different seasons.</p> <p>Students will describe things they like and don't like to do.</p> <p>Students will say who is doing an</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
		<p>action and describe what that person is doing.</p> <p>Students will ask other people about what activities they prefer.</p> <p>Students will describe activities that others like to do and don't do.</p>	<ul style="list-style-type: none"> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Three: Comida en un Restaurante</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p>	<p>Knowing how to order in a restaurant or café is an important skill while traveling to new places.</p> <p>People in different cultures often have different protocols and manners regarding eating at different occasions which are related to tradition.</p>	<p><b>Essential Questions:</b></p> <p>How do you order from a menu in a restaurant or café?</p> <p>How do you describe the foods you like and do not like to eat?</p> <p>Why don't you have to translate everything?</p> <p>How can learning and using a language help you assimilate into a new culture?</p> <p><b>Learning Targets:</b></p> <p>Students will describe an upcoming meal.</p> <p>Students will ask others about the</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>3.2</b> Students participate in cultural tradition and use authentic material (i.e., Children’s books, internet sites) to access information about the target-language cultures.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p>		<p>food that is being served at a restaurant or at a friend’s house.</p> <p>Students will order food and beverages at a restaurant.</p> <p>Students will describe cultural practices around eating a meal from other cultures.</p> <p>Students will describe how eating protocols in their family compare with another culture.</p>	<ul style="list-style-type: none"> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> <li>• Role play of family meal</li> </ul>
<p><b>Unit Four: Moda y Estilo</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p>	<p>Clothing as art is a theme that changes from place to place.</p> <p>Understanding a culture can help us to understand what one finds attractive.</p> <p>Students in other cultures wear similar clothing to me.</p> <p>Cultural events and fashion are often linked in both Spanish speaking countries and in America.</p>	<p><b>Essential Questions:</b></p> <p>How can you explore other cultures without stereotyping based on their fashion choices?</p> <p>How does fashion differ from culture to culture?</p> <p>How do you describe the clothes you like to wear?</p> <p>How is a teenager from Mexico different from a US teenager?</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p><b>Learning Targets:</b> Students will describe the clothing that they like to wear to various events.</p> <p>Students will describe the clothing that they wear during different seasons of the year.</p> <p>Students will ask and answer questions about the clothing that they will wear to a future event.</p> <p>Students will describe a fashion design that they have created.</p> <p>Students will research Quinceañera and compare it with any of their own traditions.</p> <p>Students will sketch or design a Quinceañera event. (invitations, the dress, the menu)</p>	<ul style="list-style-type: none"> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Five: Viajes</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p>	<p>Travel provides opportunities to gain new insight about self and the world.</p> <p>Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.</p>	<p><b>Essential Questions:</b> What do you like to do while you are in a city?</p> <p>How do you describe and use different forms of transportation to get around?</p> <p>What points of interest would you visit in the Spanish speaking</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>3.2</b> - Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>4.2</b> - Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>world? Why?</p> <p>How do you give and respond to directions?</p> <p>How does the use of foreign language for personal enjoyment, travel, work and enrichment encourage lifelong language learning?</p> <p><b>Learning Targets:</b> Students will describe different modes of transportation and how they move around.</p> <p>Students will design a walking tour of Wilmington and describe attractions and events that are happening in the near future.</p> <p>Students will research and describe their choices for an ideal vacation in a Spanish speaking country.</p> <p>Students will explain their travel itinerary to others and explain their choices.</p>	<ul style="list-style-type: none"> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Six: La Casa</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p>	<p>There are similarities and differences between homes of Ecuador and homes in the U.S.</p>	<p><b>Essential Questions:</b> How would you describe your home?</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>How is your room or your space in our home special to you?</p> <p>How do you express preference, feelings, emotions, and opinions?</p> <p>How do houses in other cultures differ from houses in your community?</p> <p><b>Learning Targets:</b> Students will identify and describe the rooms of the house.</p> <p>Students will identify and describe what is done in each room of the house.</p> <p>Students will describe how to organize a house by placing items in the proper place.</p> <p>Students will design and describe their ideal house and the furniture and objects in the house.</p> <p>Students will compare features of their house to homes in another culture.</p>	<p>Talk/Think Pair Share</p> <ul style="list-style-type: none"> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<b>Unit Seven: Una fiesta</b>			



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<b>Timeline: 4 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>4.2</b> Students become aware of cultural similarities and differences in holidays and traditions.</p> <p><b>5.1</b> Students make posters about holidays and traditions and display them in their school of the community library.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>	<p>Celebrations are a large part of the U.S and Spanish speaking culture.</p> <p>Different cultures have different celebrations, but many elements of those celebrations are common to American celebrations.</p>	<p><b>Essential Questions:</b> What are reasons for celebration in Spanish-speaking countries?</p> <p>How children help with the chores and responsibilities of preparing for a celebration in different cultures?</p> <p>What celebrations do other cultures share and which ones do they not share?</p> <p>What traditions have influenced the English-speaking world?</p> <p><b>Learning Targets:</b> Students will collaborate to plan a Fiesta for the class.</p> <p>Students will divide up the chores and responsibilities to execute the party.</p> <p>Students will describe how they will accomplish their tasks for party preparation.</p> <p>Students will create a book to share with young children about holidays in America and holidays in a group-selected Spanish speaking country.</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> </ul>



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
			<ul style="list-style-type: none"> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>
<b>Unit Eight: ¿Cuál es tu Deporte Favorito?</b> <b>Timeline: 5 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc</p>	<p>Sports and leisure activities help us to stay in good health as well as provide an outlet for entertainment.</p> <p>How we speak to other people is determined by cultural practices such as the situation of the conversation and the person to whom we are speaking.</p>	<p><b>Essential Questions:</b></p> <p>What are popular sports played in different cultures? Why are they popular?</p> <p>How important are leisure activities in different cultures? Why are they valued, or not?</p> <p>How are these sports and leisure activities similar or different from those in America?</p> <p>When should you speak in the formal manner? Informal manner? How do you know?</p> <p><b>Learning Targets:</b></p> <p>Students will describe sports and leisure activities in which they engage or would like to engage.</p> <p>Students will compare what they like to do with what students in their class like to do.</p> <p>Students will compare their activities with activities from other cultures.</p> <p>Students will write a proposal to</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> </ul>

<b>Standards Alignment</b>	<b>Unit Concept Big Ideas</b>	<b>Essential Questions Student Learning Targets</b>	<b>Suggested Assessments</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
		<p>start a new after-school activity at the Latin American Community Center.</p> <p>Students will present their proposal for a new after-school activity to the Director of Life Long Learning at the Latin American Community Center.</p>	<ul style="list-style-type: none"> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>

## Curriculum Framework: Spanish 3

School: Kuumba Academy

Curricular Tool: ¡Avancemos!

Grade: 8

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<b>Unit One: Review – Vivimos aqui</b> <b>Timeline : 3 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p>	<p>Where and how we live influences who we are and how we relate to one another.</p> <p>The study of a world language can give us a window into the culture of other people.</p>	<p><b>Essential Questions:</b></p> <p>How does the study of another language and culture make the world smaller?</p> <p>How is your room or your space in your home special to you?</p> <p>How do you express preference, feelings, emotions, and opinions?</p> <p>How do houses in other cultures differ from houses in your community?</p> <p><b>Learning Targets:</b></p> <p>Students will identify and describe the rooms of the house.</p> <p>Students will identify and describe why certain items are used in each room of the house.</p> <p>Students will describe how homes are organized by the purpose of each room.</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> </ul>

<sup>1</sup> The list of assessments is strategies that teachers may use to assess students’ proficiency. When the teacher develops the unit, she/he will select from among this list or use similar activities, which provide multiple opportunities for students to display their learning through the interpersonal, interpretive, and presentational modes.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
		Students will describe the furniture and other objects in each room of the house and describe what they are used for in connection with what is done in each room,	<ul style="list-style-type: none"> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<b>Unit Two: Revision - Una Fiesta (with holidays for Spanish speakers)</b> <b>Timeline : 4 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.2</b> Students use primary sources in the target language to access information on the products and practices of target-language cultures.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>5.2</b> Students have fun learning to dance, sing,</p>	<p>Celebrations are an important part of our culture and represent what we value.</p> <p>Celebrations are usually contain lots of traditions that are important to a culture.</p>	<p><b>Essential Questions:</b></p> <p>Which holidays do America and Spanish-speaking countries share?</p> <p>What are reasons for celebration in Spanish-speaking countries?</p> <p>How do families prepare for celebrations in different cultures?</p> <p>Why aren’t the same words, expressions, and tone with everyone?</p> <p>What traditions have influenced the English-speaking world?</p> <p><b>Learning Targets:</b></p> <p>Students will describe how their family prepares for a celebration and how they accomplish preparation tasks.</p> <p>Students will compare celebrations in America and in Spanish-speaking</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> </ul>

<b>Standards Alignment</b>	<b>Unit Concept Big Ideas</b>	<b>Essential Questions Student Learning Targets</b>	<b>Suggested Assessments</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
play games and respond in the target language.		<p>countries.</p> <p>Students will explain in English their opinion on whether or not American holidays and celebrations have influenced the celebrations of other countries.</p> <p>Students will sort examples of language used for different kinds of situations to understand how language use shifts depending on the situation.</p>	<ul style="list-style-type: none"> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<b>Unit Three: Review: Deportes y ocio</b> <b>Timeline: 4 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together</p>	<p>Like in America, in other countries sports are a way to have fun and keep in shape.</p> <p>Communication is not just about the words, but includes gestures and facial expressions as well.</p>	<p><b>Essential Questions:</b></p> <p>Why do people play sports in other cultures? What sports do they play?</p> <p>How important are leisure activities in different cultures? Why are they valued, or not?</p> <p>How does body language compliment words? How and when might it compete with them?</p> <p>What can you learn about your own language and culture from studying others?</p> <p><b>Learning Targets:</b></p> <p>Students will describe sports and leisure activities in which they engage or would like to engage.</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
cognates and those that are false cognates.		<p>Students will compare what they like to do with what students in their class like to do.</p> <p>Students will compare their activities with activities from other cultures.</p> <p>Students will design and produce a sample yearbook and describe the activities, sports, and clubs in which students engage.</p>	<ul style="list-style-type: none"> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Four: La Salud</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>4.2</b> Students contrast verbal and nonverbal</p>	<p>Staying in shape gives us opportunities to better enjoy the things around us.</p> <p>Access to medical care is different depending on the country in which you live.</p> <p>Different cultures have different ways to create wellness in a person.</p>	<p><b>Essential Questions:</b> What is healthy behavior? How you stay healthy?</p> <p>What does health look like in other cultures? How do people stay healthy?</p> <p>Are there any benefits to taking a risk? How does risk impact wellness?</p> <p>What does it mean to take a risk in with language? Why would you take a risk? When are taking risks in language appropriate?</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> </ul>

<b>Standards Alignment</b>	<b>Unit Concept Big Ideas</b>	<b>Essential Questions Student Learning Targets</b>	<b>Suggested Assessments</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
<p>behavior within particular activities in the target cultures and their own.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>What can you do when you do not know the words to say what you are thinking or feeling?</p> <p><b>Learning Targets:</b> Students will describe various parts of their body as if talking to a doctor.</p> <p>Students will use the food pyramid to describe how their diet is similar and different from young people in Spanish speaking countries.</p> <p>Students will compare healthy and unhealthy choices and explain why they made those choices.</p> <p>Students will create a visual essay that describes to others how to keep their body healthy.</p>	<ul style="list-style-type: none"> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Five: En el cybercafé</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p>	<p>Technology like language connects the world into a global community.</p> <p>Studying language helps us to make stronger connections with people in other cultures.</p>	<p><b>Essential Questions:</b> How do you talk about the order of when things occur?</p> <p>To what extent are English and Spanish different?</p> <p>How would communication be different or limited without verb tenses?</p> <p>What do you do when your ideas and thoughts are more sophisticated than your ability to communicate them?</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> </ul>

<b>Standards Alignment</b>	<b>Unit Concept Big Ideas</b>	<b>Essential Questions Student Learning Targets</b>	<b>Suggested Assessments</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>5.1</b> Students write and illustrate stories to present to others.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>How does technology help people to communicate better or more efficiently?</p> <p><b>Learning Targets:</b> Students will describe activities that they enjoy and activities that they don't enjoy.</p> <p>Students will communicate about what they did on the weekend, last week, and last year in school.</p> <p>Students will communicate with students in a different culture through technology.</p> <p>Students will describe in English how creating a PowerPoint in Spanish can help them to communicate more effectively with others in Spanish.</p>	<ul style="list-style-type: none"> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Six: Un Día en el Parque de Diversiones</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p>	<p>While people who speak Spanish share the same language, they don't necessarily share the same culture.</p> <p>Leisure activities give us time to enjoy the vastness and diversity of the world around us.</p>	<p><b>Essential Questions:</b></p> <p>How does the culture of Spanish-speaking people contribute to the cultural atmosphere of the U.S.?</p> <p>How can cultural awareness enhance your language learning and vice versa?</p> <p>What is more valuable? Diversity or uniformity?</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or "Look Fors"</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> </ul>



<b>Standards Alignment</b>	<b>Unit Concept Big Ideas</b>	<b>Essential Questions Student Learning Targets</b>	<b>Suggested Assessments</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>Is culture reflected by how a group of people spend their time?</p> <p><b>Learning Targets:</b> Students will compare conformity and diversity in English.</p> <p>Students will identify examples of how Hispanic culture has contributed to American culture.</p> <p>Students will describe buildings and places used for leisure activities, recreation, and entertainment in different cities.</p> <p>Students will extend and receive invitations to cultural events.</p> <p>Students will practice phone etiquette to extend and receive invitations.</p>	<ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Google Voice</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Seven: Pensando en las Vacaciones</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p>	<p>Vacations give us experiences that enrich us through experiencing another culture, much like the study of a foreign language.</p> <p>Vacations in Spanish speaking countries can force us to use language in</p>	<p><b>Essential Questions:</b> How will learning a language enhance your life and life experiences?</p> <p>How does language change in different situations?</p> <p>How can you use existing</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>	<p>authentic ways.</p>	<p>communication skills to further develop language acquisition?</p> <p>How can you use existing communication skills to interact and communicate with non-English speakers?</p> <p><b>Learning Targets:</b> Students will research a country where people speak Spanish and will plan a one week vacation.</p> <p>Students will describe daily activities in which they might engage on a vacation.</p> <p>Students will explain what they will take on a vacation.</p> <p>Students will plan for expenses and describe their budget.</p> <p>Students will compare their favorite theme park in America with Feria de Chapultepec in Mexico City.</p>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Eight: ¡Vamos de vacaciones!</b> <b>Timeline: 5 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and</p>	<p>Vacations give us experiences that enrich us through experiencing another culture, much like the study of a foreign language.</p>	<p><b>Essential Questions:</b> How do practiced conversations and presentations help you become a better Spanish speaker and writer?</p> <p>What are the benefits to being able to</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<p>their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p>	<p>Travel to a Spanish speaking country or a Spanish speaking community can help us to think in another language.</p>	<p>communicate in another language?</p> <p>How does foreign language learning extend beyond the classroom to real-life situations?</p> <p>How will learning a language enrich your life and the lives of people in your community?</p> <p><b>Learning Targets:</b> Students will compare their planned vacation with vacations in the United States.</p> <p>Student will talk about shopping and bargaining and explain what to do when their travel budget runs out.</p> <p>Students will describe jewelry, handicrafts, and other goods typically sold in a market.</p> <p>Students will recreate a market and buy and sell goods.</p> <p>Students will describe in English how learning a language has helped them learn about their own and other cultures.</p>	<p>analysis</p> <ul style="list-style-type: none"> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>

## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** **iBuen Viaje!**  
**Designed by:** **Stephen M. Benscoter**  
**Content Area:** **World Language-Spanish**  
**Grade Level(s):** **M2**

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### Summary of Unit

The goal of this unit is to familiarize students with various modes of transportation and ways to travel. In it, students will discuss modes of transportation and travel, list parts of a car, give and respond to commands, and plan a vacation to a destination in the Spanish speaking world.

The unit involves primary sources, collaboration, research, and conversation. This unit is aligned to the M2 standards and should be taught in a school where students have had Spanish for one year. During this year, this unit would be taught as the fifth unit of the course intended to build on listening and speaking skills, since these are needed for the Interpersonal and Presentational Assessment.

## Stage 1 – Desired Results

What students will know, do, and understand

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### Delaware Content Standards

1.1 - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.

1.2 - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.

1.3 - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.

2.1 Students recognize cultural practices in school routines and family activities.

2.2 Students recognize cultural products relating to school, family, and community.

3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.

3.2 - Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.

4.1 Students recognize and group together cognates and those that are false cognates.

4.2 - Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

5.2 Students have fun learning to dance, sing, play games and respond in the target language.

### **Big Idea(s)**

The study of world language enables individuals to participate in multiple communities and enriches their experiences.

### **Unit Enduring Understanding(s)**

Travel provides opportunities to gain new insight about self and the world.

Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.

### **Unit Essential Questions(s)**

What do you like to do while you are in a city?

How do you describe and use different forms of transportation to get around?

What points of interest would you visit in the Spanish speaking world? Why?

How do you give and respond to directions?

How does the use of foreign language for personal enjoyment, travel, work and enrichment encourage lifelong language learning?

## Knowledge and Skills

### Students will know...

Travel Vocabulary  
Modes of Transportation  
Parts of a Car  
Places to visit and things to do in Spain, Chile, and Guatemala  
Commands  
Close future  
Ver  
Ir a + Infinitive  
Stem-changing verbs o→ue  
Stem-changing verbs e→i

### Students will be able to...

Identify five tourist points of interest, and state (write and speak) why one should visit.  
Identify (list) the parts of a car in Spanish.  
Use affirmative and negative commands correctly in Spanish.  
Pronounce B and V correctly when speaking Spanish.

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Performance/Transfer Tasks and Rubrics:

#### Interpersonal (Role Play):

Students will perform a role-play based on one of the following situations. The role play should be about three minutes in length.

- A. You will confirm your travel arrangements (on the phone) with the travel agency, and then check in at the airport ticket counter.
  - a. Person A will be the traveler, and will ask questions over the phone to clarify travel arrangements with Person B. Then, person A will check in at the ticket counter at the airport and Person B will be the ticketing agent.
  - b. You will ask questions to confirm your trip (destination, airports, times, dates, price, etc). You may ask clarifying (follow-up) questions.
- B. You will pass through the customs check point.
  - a. Person A will be the customs officer and Person B will be the traveler.
  - b. Person A will ask questions about Person B's trip, luggage and purchases, etc.
- C. You will describe problems that your rental car has to a mechanic while you were on the way to a travel destination.
  - a. Person A is the traveler and Person B is the mechanic.
  - b. Person A experienced car trouble while en route to a travel destination. Person A describes the problems that the car has. Person B, very

knowledgeable, will correct any mistakes about the car's parts said by Person A.

**Differentiate:** Give students a conversation to put in order based on one of the scenarios. Other students may benefit from having 4-5 minutes to think about their role and to take notes on key vocabulary words and phrases to use in the role play.

<b>Interpersonal Assessment Rubric - Based on ACTFL Rubrics<sup>1</sup></b>			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
<b>Category</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Language Function</b> Language tasks the student is able to handle in a consistent, comfortable, sustained and spontaneous manner.	Creates with language, able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.	Memorized language only, familiar language.
<b>Text Type</b> Quality and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph)	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.	Words, phrases, chunks of language, and lists.
<b>Communication Strategies</b> <i>Quality of engagement and interactivity:</i> amount of negotiation of meaning; how one participates in the conversation and advances it.  <i>Clarification Strategies:</i> how the student handles a break down in comprehension; what one does when one partner doesn't understand the other.	Maintains simple conversation: asks and answers some basic questions (but still may be reactive).  Clarifies by asking and answering questions.	Responds to basic direct questions. Asks a few formulaic questions (primarily reactive).  Clarifies by occasionally selecting substitute words.	Responds to a limited number of formulaic questions (primarily reactive).  Clarifies meaning by repeating words and/or using English.
<b>Comprehensibility</b> Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher, or would a native speaker understand the speaker? How independent of the teaching situation is the conversation?	Generally understood by those accustomed to interacting with language learners.	Understood with occasional difficulty by those accustomed to interacting with language learners.	Understood primarily by those accustomed to interacting with language learners.
<b>Language Control</b> Accuracy, form, appropriate vocabulary, degree of fluency	Most accurate when producing simple sentences in present time.  Accuracy decreases as language becomes more complex.	Most accurate with memorized language, including phrases.  Accuracy decreases when creating, when trying to express own meaning.	Most accurate with memorized language only.  Accuracy may decrease when attempting to communicate beyond the word level.

<sup>1</sup> <https://sites.google.com/site/worldlanguageshudson/interpersonal-tasks/rubrics-for-interpersonal-tasks---novice-level>

**Interpretive Assessment:**

Using travel materials provided by the teacher that are written in Spanish, students will collect details to complete a trip comparison matrix to compare several travel destinations in the Spanish speaking world. The students will take notes on the hotel, activities, attractions, food, and weather in their destinations. This could be done as part of an integrated assessment with the Presentational Assessment.

Destino	Hotel	Actividades	Atractivo Turístico	Comida	Tiempo

After taking notes, the student will select one of the destinations and make a list of the reasons why he/she would like to travel to that destination instead the other destinations on which he/she took notes.

<b>Interpretive Assessment Rubric - Based on ACTFL Rubrics<sup>2</sup></b>			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Reading Comprehension:</b> basic understanding	Identifies many of the main ideas and details about a hotel, the activities, tourist attractions, food, and weather of the selected destinations.	Identifies several of the main ideas and details about a hotel, the activities, tourist attractions, food, and weather of the selected destinations.	Identifies only a few of the main ideas and details about a hotel, the activities, tourist attractions, food, and weather of the selected destinations.
<b>Reading Comprehension:</b> interpretation	Creates a list of reasons that is comprehensive and clearly demonstrates why one location is preferred over the other with complete references to the text.	Creates a list of reasons that is adequate and demonstrates why one location is preferred over the other, with some references to the text.	Creates a list of reasons that is limited and somewhat demonstrates why one location is preferred over the other with few or no references to the text.
<b>Presentational Mode</b>	Provides a thorough explanation of how the visitor's time is maximized at the park with full of details from the website.	Provides an adequate explanation of how the visitor's time is maximized at the park, but lacks in some detail.	Provides a limited explanation of how the visitor's time is maximized at the park and/or lacks specific details.

**Presentational Assessment:**

Ask the students to pretend that their aunt and uncle just won the lottery, and, as a gift, have decided to give you \$6,000 for you and a friend to take a trip to the

<sup>2</sup> <http://sas-globalanguages.wikispaces.com/file/view/ACTFL+Rubrics.pdf>



destination of your choice in the Spanish speaking world. You can only take one guest.

Your task:

- I. Assuming you already have a passport, create a budget for your trip, including:
  1. Airfare
  2. Lodging for at least 4 nights
  3. Food
  4. One event or tourist point of interest per day (five in total)
  5. Try to use all of the money given to you.
- II. Create a PowerPoint of the places you visited, including pictures and a historical fact about the location. You will later present this to the class.
- III. Create a tourist pamphlet describing the area you visited, providing all information in Spanish about the tourist points of interest.
- IV. Submit your pamphlet to the "tourist agency" to vote for the trip of the year (the class will serve as the tourist agency to vote for the best project).

**Differentiate:** Give students a list of potential hotels to stay and websites (like kayak.com or orbitz.com) that include airfare and hotels together. For increased rigor, give students only 5,000 and see who could survive the longest in that country. Ask students to find ways to economize in order to maximize their stay. For kinesthetic learners, have students create a bulletin board in lieu of a pamphlet or have students create a commercial for a package that includes the places s/he wishes to stay.

<b>Presentational Assessment Rubric - Based on ACTFL Rubrics<sup>3</sup></b>			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
<b>Category</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Language Function</b> Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Creates with language, able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.	Memorized language only, familiar language.
<b>Text Type</b> Quantity and organization of text discourse (continuum word-phrase-sentence-connected sentences-paragraph)	Simple sentences and some strings of sentences.	Simple sentences and memorized sentences.	Words, phrases, chunks of language, and lists.
<b>Impact</b> Depth of presentation and attention to audience	Provides continuity to a presentation. Makes choices of a phrase, image, or content to maintain the attention of the audience.	Focuses on successful task completion. Uses gestures or visuals to maintain audience's attention and/or interest as appropriate to purpose.	Presented in an unclear and/or unorganized manner. No effort to maintain audience attention.

<sup>3</sup> <https://sites.google.com/site/worldlanguageshudson/presentational-tasks/rubrics-for-presentational-tasks--novice>

<b>Vocabulary</b>	Vocabulary is sufficient to provide information and limited explanation.	Vocabulary conveys basic information.	Vocabulary is limited and/or repetitive.
<b>Comprehensibility</b> Who can understand this person's message? How sympathetic must the listener/reader be? Does it need to be the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?	Generally understood by those unaccustomed to the speaking/writing of language learners.	Understood with occasional straining by those accustomed to the speaking/writing of language learners.	Understood primarily by those very accustomed to the speaking/writing of language learners.
<b>Language Control</b> Accuracy, form, degree of fluency	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.	Mostly accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.	Most accurate with memorized language only. Accuracy may decrease when attempting to communicate

### Other Evidence

#### **Informal Assessment:**

Teacher observations  
 Partner dialogue  
 Presentations  
 Homework  
 Vocabulary and grammar quizzes  
 Role play exercises  
 Language lab

#### **Formal Assessment:**

Unit exams – written and oral  
 Quizzes  
 Performance Tasks

#### **Student Self-Assessment and Reflection**

"I Can" Checklists  
 Vocabulary Games (Sparkle, Mata-lo, Grab it, and other varied vocabulary games)  
 Daily Warm-ups  
 Exit tickets that ask students to reflect on the day's learning  
 Varied Assessment Prompts (3-2-1, \$10 summaries, homework revision)  
 Project Goal-Setting (group and individual)

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

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### Key learning events needed to achieve unit goals

Lesson Opener: Show a video or series of videos from the YouTube channel:

<http://www.youtube.com/user/Colombiatravel/videos>

1. Have students ID 3 things featured in the videos that they'd love to visit in person.
2. Have students in groups of 2-3 suggest a travel location in the United States' east coast to market to Colombians. Which location would they choose and why?
3. Have students define "vacation" and explain what a vacation means to them personally. Would your idea of vacation be the same as everyone else's? Why or why not?

### **Leading to the Interpersonal Assessment**

#### Modes of Transportation

- I. Introduce transportation vocabulary by showing different forms of transportation (images) and where you could go in Spanish:  
*Viajo a Argentina en avión.*  
*Voy al supermercado en bus.*  
Give students pictures with destinations (near and far) and have them sort by forms of transportation necessary to arrive there. Discuss as a class.
- II. For each form of transportation, give verbs and other related vocabulary:  
**EN AVIÓN:** *volar, aeropuerto, piloto*, etc.
- III. Have students write and perform a skit in which they use at least 2 forms of transportation (between 10-15 lines of dialog).
- IV. Prepare situations that you act out using a particular form of transportation and have students guess where you are. (Tengo mi saco a mano y mi billete para Perú). Next tell a story where you're taking an incorrect form of transportation (i.e. a plane to the market, a car from Delaware to Europe, etc). Have students suggest a correct form of transportation.
- V. Have students write a 3-4 sentence paragraph naming a trip that they took recently, where they went, and which forms of transportation they used.

#### Travel Vocabulary

- I. Show a picture of an airplane. Give students a map of the airport and have them label different locations in Spanish. As a class, prepare to take a trip by "purchasing" a ticket to a destination that you've selected. Give students blank passports and Tickets. Have students fill in the data on the tickets and passports.
- II. Students are likely not to have traveled extensively. Set up a ticket counter in the front of the room. Walk students through the process of checking in at the ticket counter. Perform a pre-made dialogue with one of your students that involves:
  - a. Checking in
  - b. Luggage check in
  - c. Going through security checkpoints
  - d. Going through customs

- III. Have students design their own skits where they role play each of the four locations (II.a-d).

#### Commands

- I. Have students stand and demonstrate directional words (left, right, straight ahead, etc). Demonstrate the action "Go straight, turn right, etc" Practice giving students commands, then ask another student to give commands to you.
- II. Rearrange the classroom desks in a maze. Blindfolded, have students give you directions from one side of the room to the other. Next, have students take turns giving directions through the maze.
- III. Take a classroom field trip around the floor of your building in which you give students directions in Spanish.
- IV. Show students command formation rules (5 forms)  
You (informal, formal, informal plural, formal plural); We
- V. Have students work in groups of 2 to write as many commands in Spanish in 5-7 minutes. Share with the class. Show students the irregular commands.
- VI. Divide students into groups of 5-6. Give students whiteboards. Have students relay race to conjugate all five command forms of the verb you've chosen. Only one student can do the TU form, one student does the USTED form, etc. The last student has to write all 5 forms on the board to win the point.
- VII. Have students write directions from school to home (or another place of your choosing). Students must include at least 5 different commands.

#### Road Trip

Tell students: Let's imagine that we're going to take a road trip across Venezuela. What are some of the vocabulary and other information we should know?

1. How to get a license
  2. Parts of the car
  3. Places
  4. How to ask for help (and respond).
- 
- I. Give students an application for a license to fill out in Spanish. Have students do a driver's test with an office chair following the commands of their examiner. Have students practice asking and answering questions from the license form and responding (¿Comó se llama?)
  - II. Show a diagram of a car and label as a class the separate parts (windshield, wheels, motor, etc). Have students design their dream car and label all parts.
  - III. Show a map of Venezuela. Have students write directions from one city to another.
  - IV. ROLE PLAY: Give students time to design their own fantasy car.
    - Person A: You are a car salesperson. Try and sell your fantasy car to Person B.
    - Person B: You are in the market for a new car. Ask Person A about the car to determine if it is the perfect car for you.

## Leading to the Interpretive and Presentational Assessments

- A. Jigsaw: Prepare readings or other materials on several countries from the Spanish speaking world that focuses on:
1. Currency
  2. What kinds of things I can take along (in a suit case or in a carry on)
  3. Points of Interest
- Students will be searching to answer the question: What do I need to plan a vacation in a foreign country?
- B. What are the most visited points of interest in the Spanish speaking world. Give students access to a computer lab in which they will find two points of interest in several countries. Have them compare their results with another group. Were your discoveries the same? If not, explain what attracted you to these points of interest.

## Resources and Teaching Tips

- <http://www.youtube.com/user/Colombiatravel/videos>
- Students may not have traveled extensively. If so, take time to walk through things like airport travel so that students can visualize the process, then focus on vocabulary in context.
- This unit lends well to a lot of kinesthetic learners. Students have fun moving around the room for different tasks (such as directions and role-play).
- Textbook and ancillary resources as needed.
- Teacher-created PowerPoint, overheads, and other visuals
- Vocab sheets for specific unit vocabulary sections (i.e. parts of the car)

## Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** – Students focus on another culture to enrich their international education by comparing and contrasting American travel destinations to those of Colombia and Venezuela.
- **21<sup>st</sup> Century Learning** – Students use a variety of technologies to demonstrate access and employment of higher order thinking skills relevant to the global job market.

## Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).
- Students use video and audio recording as part of their assessment.
- Students use computers, internet, and other digital resources to experience other cultures.

## Content Connections

Content Standards integrated within instructional strategies

Students draw from Social Studies in reading maps and giving directions.  
Students use the Arts to design their dream car and travel pamphlet.

## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** En la Escuela  
**Designed by:** Stephen M. Benscoter, M.Ed.  
**District:** Innovative Schools  
**Content Area:** World Language-Spanish  
**Grade Level(s):** M1

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### Summary of Unit

The goal of this unit is to give students access to the linguistic expressions necessary to describe, compare, contrast and discuss school life for students in the United States and in Spanish-speaking countries. This unit is taught as the fourth unit of study in the first year Spanish course and directly follows a unit on school schedules.

Students are expected to have some experience with regular verb structures in the present tense, the verb *tener* and numbers 0-100. In the unit, students will describe aurally and written their school life and compare it with other cultures.

## Stage 1 – Desired Results

What students will know, do, and understand

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### Delaware Content Standards

- 1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.
- 1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.
- 1.3 Students recite, sing and role play.
- 2.1 Students recognize cultural practices in school routines and family activities.
- 2.2 Students recognize cultural products relating to school, family, and community.
- 3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.
- 3.2 Students read, listen to and talk about age-appropriate school content, folktales, short stories, poems, internet sites and songs written for native speakers of the target language

4.1 Students recognize and group together cognates and those that are false cognates.

5.1 Students perform for the school community during special school events.

## **Big Idea(s)**

Student Life

## **Unit Enduring Understanding(s)**

Classrooms and school life vary from place to place.

Language aside, students from other cultures often have similar interests and common school experiences, though differences exist due to culture.

Students across the world share common school experiences, though differences exist due to culture.

## **Unit Essential Questions(s)**

How does a teenager's school life change from culture to culture?

How are my school experiences different from those of students in other Spanish-speaking cultures?

How does my use of language impact what other people think about me?

## **Knowledge and Skills**

### **Students will know...**

- Classes and Classroom Objects
- Location of things
- Feelings and emotions
- Estar
- Inversion to make a question
- IR
- School life in Mexico
- Question words and negative formation rules.
- Numbers 100-1,000.
- Verbs *gustar* and *estar*.



### Students will be able to...

Students will be able to identify classes and extra-curricular activities in the target language.

Students will be able to compare and contrast classes and extra-curricular activities in the United States and in the target language culture.

Students will be able to interview a student in the target language about his/her current classes and activities as well as future classes and activities.

Students will be able to write an article in the target language about classes and extra-curricular activities.

Students will be able to give reasons to convince a student to participate in a specific extra-curricular activity.

Students will be able to express feelings and emotions in Spanish.

Students will be able to form questions in Spanish to learn about activities other people enjoy doing.

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Performance/Transfer Task(s) and Rubrics

- Based on the Model Lesson Plan (Short, J. & Travalini, G., N.D. [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/files/wl/WLStudentLifeDMUG11-08.doc](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/wl/WLStudentLifeDMUG11-08.doc) Accessed August 6, 2012)

### Interpretive Task:

Have students read an article that is written in Spanish that describes the types of extracurricular activities students from a Spanish speaking country enjoy. Students are to write answers to the following questions. (To differentiate, allow students to respond in English, if needed.)

- How many activities does the student participate in?
- List the sports in which the student participates.
- List any clubs of which the student is a member.
- Are any of these activities affiliated with school? If so, which ones?
- What is one new extracurricular activity the student might try in the United States? List reasons why the student would try that activity.
- Compare and contrast the student's schedule with your schedule by completing a Venn diagram which shows how you are the same and different from the student in the article.

<b>Interpretive Assessment Rubric - Based on ACTFL Rubrics<sup>1</sup></b>			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Reading</b>	Identifies almost all of the	Identifies most of the	Identifies only a few of the

<sup>1</sup> <http://sas-globalanguages.wikispaces.com/file/view/ACTFL+Rubrics.pdf>

<b>Comprehension:</b> Basic understanding	sports, clubs, and activities that are listed in the article and is mostly accurate in identifying which ones are affiliated with the school.	sports, clubs, and activities that are listed in the article and is able to identify many of the activities that are affiliated with the school.	sports, clubs, and activities that are listed in the article and is generally unable to identify which ones are affiliated with the school.
<b>Reading Comprehension:</b> Interpretation	Predicts a new activity in which the student might engage and provides a thorough list of reasons with references from the text.	Predicts a new activity in which the student might engage and provides an adequate list of reasons with few references from the text.	Predicts a new activity in which the student might engage and provides a limited list of reasons with little to no support from the text.
<b>Reading Comprehension:</b> Comparison	Comparison between the schedules is thorough.	Comparison between the schedules is adequate.	Comparison between the schedules is limited.

### Interpersonal Task:

Give students a first marking period report card in Spanish and have students work in pairs to discuss what the report card suggests about that student's likes and dislikes, favorite classes, and challenges. As the students are discussing provide and interim report for the middle of the second marking period that provides additional and/or conflicting information to change the conversation.

<b>Interpersonal Assessment Rubric - Based on ACTFL Rubrics<sup>2</sup></b>			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
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<b>Comprehensibility</b> Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher, or would a native speaker understand the speaker? How independent of the teaching situation is the conversation?	Generally understood by those accustomed to interacting with language learners.	Understood with occasional difficulty by those accustomed to interacting with language learners.	Understood primarily by those accustomed to interacting with language learners.
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**Presentational Task:**

El Emperador / La Emperatriz del Mundo: You've just become the emperor (or empress) of the world and are given full control of the education of you and your friends. Think about the classes that you enjoy and those that you don't enjoy. Create an ideal 7<sup>th</sup> grade schedule for next year. Include those classes that you enjoy and those that you think are valuable. Include a new class that you create which other students will think is fun and important to their future. In Spanish, write an official decree (in a letter form) to your people (other 6<sup>th</sup> graders) explaining your choices – what you included in the schedule, what you left out, and what is new for next year.

<b>Presentational Assessment Rubric - Based on ACTFL Rubrics<sup>3</sup></b>			
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	audience. Vocabulary is sufficient to provide information and limited explanation.	to purpose. Vocabulary conveys basic information.	and/or repetitive.
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### **Formal Assessment:**

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Final exams  
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### **Student Self-Assessment and Reflection**

"I Can" Checklists  
Vocabulary Games (Sparkle, Mata-lo, Grab it, and other varied vocabulary games)  
Daily Warm-ups  
Exit tickets that ask students to reflect on the day's learning  
Varied Assessment Prompts (3-2-1, \$10 summaries, homework revision)  
Project Goal-Setting (group and individual)

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key learning events needed to achieve unit goals

- Based on the Model Lesson Plan (Short, J. & Travalini, G., N.D. [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/files/wl/WLStudentLifeDMUG11-08.doc](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/wl/WLStudentLifeDMUG11-08.doc) Accessed August 6, 2012)

### Description of School Experiences:

- Show the video <http://www.youtube.com/watch?v=Ao1NadVOY8o&feature=plcp>. Have students jot down in Spanish three school subjects that the kids in the video mention. Share out.
- Think-Pair-Share: What school subjects are related to jobs that people have in the real world. If they don't know, ask them to think about when they will need to know how to read, write, use numbers, etc. in the future.
- Using several authentic schedules, identify the school subjects first by cognates. Then, using dictionaries, have students identify the remaining vocabulary. Have students sort classes by subject matter (Algebra and Trig with math; Spanish and History with Letters, etc).
- Using a find someone who... model, fill in 9 boxes with statements like: tiene ingles los lunes. Have students circulate the room asking "tiene ingles los lunes" and filling in the boxes with students' names. Include as many different names in the boxes as possible.
- Have students listen to an authentic dialogue with native speakers discussing their school schedules. Have students answer questions based on the recording.
- Put students into groups of 2-3 students. Give students flashcards with names of classes. Have students create several sentences in Spanish to describe the classes without using the name of the class. Each group must read the sentences to the class and the class must guess the correct answer.
- Present the set of classroom objects and tools. Have students do a vocab sort to sort the objects by which class they'd associate them: I.e. a calculator with algebra, a dictionary with English or Spanish, a map with history.
- Have students create their own "backpack" with school supplies. Have students mix their cards in groups of four. Have students play "go fish" with their backpacks: ¿Tiene dos cuadernos? No, ándale pez.

### Forming Questions:

- Give students a piece of Kraft paper and markers. Divide students into groups of 3-4. Have students brainstorm questions they've already seen this year (I.e. what is your name, how old are you, how are you, where are you from, etc.). Have students produce as many questions as they can. Present to the class. As students use new question words, write them on the board. For each example, show students an affirmative and a negative example.
- Have students write 5 questions using a different question word for each. Next, have them go around the room and interview 2 people in Spanish and receiving their responses in Spanish. Have students write down the answer in Spanish.

**Telling where things are:**

- Place classroom objects around the room. Put up a list of location words: next to, on top of, near, far, under, between, etc. Model each one with a classroom object and location word. Use only Spanish. Have students describe where each classroom object is. Ask: Where is the stapler? Esta en el mesera.
- Give students a small artifact, such as a doll. Send a student into the hall. Have the students hide the artifact. Then, have the student come back into the room, asking people "Dónde esta..." Have students use only Spanish.

**Describing how you're feeling:**

- Present the vocabulary set on how to describe feelings about a class, subject, teacher, or situation. Give students a list of qualifiers, such as: It is difficult, easy, fun. Have students practice describing the classes they like and don't like.
- Give students the writing prompt: What would your ideal classroom be like? What would you have in it? What wouldn't you have in it? Write at least 6 sentences. Then, draw a picture of your ideal classroom.

**Counting to 1,000:**

- Have students count from 1-100. Review numbers by giving students flash cards with a number on it to read. Have students ask their partner their phone number, address, and age. Next present the numbers 100, 200, 300, 400, and 500. Have students practice reading numbers out loud.
- Give students math worksheets with simple arithmetic for which students must solve and write the solution in Spanish. Give students flash cards in the shape of a locker with numbers written out in Spanish to be sorted in chronological order.
- Present the numbers 600-1,000. Give students a card with two numbers on it between 600 and 1,000. The second number on the card should be the first number on another student's card. Play "I have....Who has..." to go around the room and have students articulate the numbers in Spanish.
- Review the numbers 100-1000. Have students share phone numbers, locker numbers, addresses, birthdates and years, important dates. Have students guess at the counting of certain school supplies: ¿Hay cuantos libros de español? Hay mil doscientos dos libros. Other activities for reinforcement: play bingo, play a number sorting game where students have ones place, hundreds place and thousands place. Call out numbers and have students arrange themselves in the front of the room with the cards in the correct order.

**How are my school experiences different from those of other cultures?**

- Authentic culture stimulus: Use the "Say Something" strategy (Student partners work together to decide how far to read silently before stopping to "say something" that can be a summary, a question, or a connection. At that point, both students should say something. The process is repeated until the end of the text. Then, the whole class will meet to discuss the text.) Students read a culturally authentic article from a magazine about activities. Students highlight the sports/leisure activities they recognize and circle the cognates. Students and teacher compile a class vocabulary list from their results. Teacher adds other desired vocabulary.

- Have students compare / contrast their own lives and leisure activities to those presented in the articles. Have students share out similarities and differences. Record these items on the board in a graphic organizer.
- Ask the students to imagine that they are either a coach or an advisor for a school club/sport. Your sport/club is in danger of being cut due to low enrollment. You must design a brochure in the target language for open house highlighting the benefits of your program. You must include vocabulary from this unit.
- Students will look through all the brochures and choose the one sport or club they would like to join and explain why verbally in the target language.
- Organize students into small groups of 2-3 to exchange brochures. Each group creates a set of questions in the target language for students to answer about the brochure or the sports or clubs. The students will then answer these questions as a group in the target language.
- Students complete a Mi horario graphic organizer (a blank school schedule) on tomorrow's schedule. Based on their schedule, students write a paragraph in the target language stating which classes they like and which classes they dislike, using Gustar and Estar. Students then meet in pairs and write an essay in Spanish comparing and contrasting their schedules.

### Resources and Teaching Tips

- YouTube Video: <http://www.youtube.com/watch?v=Ao1NadV0Y8o&feature=plcp>
- School Vocabulary Practice: <http://quizlet.com/set/310139/>
- Listening Activity: [http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1\\_f\\_list\\_school\\_rev3.shtml](http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1_f_list_school_rev3.shtml)
- Adjective Agreement Practice: <http://www.quia.com/cm/32257.html>
- Sports Vocabulary Review <http://quizlet.com/set/311951/>
- Hobbies <http://quizlet.com/set/261247/>

### Differentiation

- Instead of showing students flashcards you designed, you, the teacher, could break the kids into small groups or even have them work individually to create their own flashcards.
- Instead of having the students type their interview and write it in the form of a newspaper article, they could present their interviews in front of the class. Another suggestion is to have the students incorporate technology by typing their articles, using Microsoft Publisher or another similar program, to produce realistic-looking newspaper columns.
- This strategy is broken into three types of categories, depending on the level of the students (low, mid, high). Low: students create a collage of pictures of different sports and leisure activities, labeling the activities in the target language. Mid: students provide pictures of sports and leisure activities and write a sentence about each one in the target language. High: students provide pictures of sports and leisure activities and write a paragraph about those activities in the target language.

## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** – Students focus on another culture to enrich their international education by comparing and contrasting American travel destinations to those of Colombia and Venezuela.
- **21<sup>st</sup> Century Learning** – Students use a variety of technologies to demonstrate access and employment of higher order thinking skills relevant to the global job market.

## Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

### 8<sup>th</sup> Grade Technology Literacy –

- Find out what life is like at school in Spanish-speaking countries.  
[http://www.bbc.co.uk/schools/primaryspanish/learn\\_more/school/slideshow1.shtml](http://www.bbc.co.uk/schools/primaryspanish/learn_more/school/slideshow1.shtml)
- Listening:  
[http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1\\_f\\_list\\_school\\_rev2.shtml](http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1_f_list_school_rev2.shtml)
- Language Internet Activities: Click on the language desired on the left. Choose specific activities to review. Covers a variety of topics such as colors, numbers, adjectives, verbs, vocabulary, body, city life, school life, etc.  
<http://www.languagesonline.org.uk/>
- Check out the iEARN website. It is an educational website designed for teachers to interact with other teachers across the world. It also has many uses for students in your classes to create pen pals and even blog with other students. There is a fee for use of their program.  
[www.earn.org](http://www.earn.org)

## Content Connections

Content Standards integrated within instructional strategies

Students draw on skills from mathematics.

Students use skills from the Arts to create their pamphlets.



## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** Un Día en el Parque de Diversiones

**Designed by:** Stephen M. Benscoter, M.Ed.

**Content Area:** World Language, Spanish

**Grade Level(s):** M3

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### Summary of Unit

In this unit, students will explore the world of amusement parks and leisure activities while learning to expend, accept and refuse invitations, describe things that have already happened, and how to make phone calls to people they know and don't know. This unit should be taught as the sixth unit of study in a three-year middle school curriculum.

Grammatically, its focus is on the preterit tense, while its larger scope is thematic in describing things we do and have done already, as well as to invite friends to join in our adventures.

### Stage 1 – Desired Results

What students will know, do, and understand

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#### Delaware Content Standards

- 1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.
- 1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.
- 1.3 Students recite, sing and role play.
- 2.1 Students recognize cultural practices in school routines and family activities.
- 2.2 Students recognize cultural products relating to school, family, and community.
- 3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.
- 4.1 Students recognize and group together cognates and those that are false cognates.
- 5.2 Students have fun learning to dance, sing, play games and respond in the target language..

## **Big Idea(s)**

- Leisure activities

## **Unit Enduring Understanding(s)**

While people who speak Spanish share the same language, they don't necessarily share the same culture.

Leisure activities give us time to enjoy the vastness and diversity of the world around us.

## **Unit Essential Questions(s)**

How does the culture of Spanish-speaking people contribute to the cultural atmosphere of the U.S.?

How can cultural awareness enhance your language learning and vice versa?

What is more valuable? Diversity or uniformity?

Is culture reflected by how a group of people spend their time?

## **Knowledge and Skills**

### **Students will know...**

- How to talk about places of interest
- How to talk on the phone to people they know and don't know
- How to extend and refuse invitations
- How to say where I went, how it was and what I did
- How to use que + adjective to show emphasis
- How to use phone etiquette

### **Students will be able to...**

- Describe amusement parks and places of interest
- Extend and receive invitations to cultural events
- Use proper phone Etiquette to extend and receive invitations
- Say where they went, how it was, and what they did
- Compare conformity and diversity
- Identify examples of how the Hispanic culture has contributed to American culture
- Describe the connection between language and culture
- Describe buildings and places used for leisure activities, recreation, and entertainment in different cities
- Use Preterite of Ir, Ser and Hacer
- Use pronouns after prepositions

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Performance/Transfer Task(s) and Rubrics:

#### Interpersonal (Role Play):

Students will participate in at least one of the following role plays. If time permits students may do both. Each role play should last around three minutes.

- A. You will invite a friend to your new amusement park over the telephone using all necessary and polite conventions of telephone etiquette.
  - a. Person A will be the proud owner of a new amusement park, and will ask questions over the phone to see if Person B would like to travel with Person A to the park. Person B will decline, but Person A will be persistent until Person B agrees.
  - b. Person B will be asked to travel to the new amusement park owned by Person A. You may decline up to three different ways, but will eventually be persuaded to go with Person A.
  
- B. You will phone a point of interest to request specific information about its operations (i.e. time, address, what activities they perform, etc).
  - a. Person A will be the receptionist at the point of interest.
  - b. Person B will request information from Person A.

**Differentiate:** Give students a conversation to put in order based on one of the scenarios. Other students may benefit from having 4-5 minutes to think about their role and to take notes on key vocabulary words and phrases to use in the role play.

<b>Interpersonal Assessment Rubric - Based on ACTFL Rubrics<sup>1</sup></b>			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
Category Based on ACTFL rubrics	Exceeds Expectations	Meets Expectations	Does Not meet Expectations
<b>Language Function</b> Language tasks the student is able to handle in a consistent, comfortable, sustained and spontaneous manner.	Creates with language; ability to express own meaning expands in quantity and quality.	Creates with language, able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.
<b>Text Type</b> Quality and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph)	Strings of sentences; some connected sentence-level discourse (with cohesive devices), some may be complex (multi-clause) sentences.	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.

<sup>1</sup> <https://sites.google.com/site/worldlanguageshudson/interpersonal-tasks/rubrics-for-interpersonal-tasks---intermediate-level>

<p><b>Communication Strategies</b></p> <p><i>Quality of engagement and interactivity:</i> amount of negotiation of meaning; how one participates and advances the conversation.</p> <p><i>Clarification Strategies:</i> how the student handles a break down in comprehension; what one does when the partner doesn't understand.</p>	<p>Maintains conversation by asking and answering questions.</p> <p>Clarifies by asking and answering questions.</p>	<p>Maintains simple conversation: asks and answers some basic questions (but still may be reactive).</p> <p>Clarifies by asking and answering questions.</p>	<p>Responds to basic direct questions. Asks a few formulaic questions (primarily reactive).</p> <p>Clarifies by occasionally selecting substitute words.</p>
<p><b>Comprehensibility</b></p> <p>Who can understand this person's meaning? How sympathetic must the listener be? How independent of the teaching situation is the conversation?</p>	<p>Although there may be some confusion about the message, generally understood by those unaccustomed to interacting with language learners.</p>	<p>Generally understood by those accustomed to interacting with language learners.</p>	<p>Understood with occasional difficulty by those accustomed to interacting with language learners.</p>
<p><b>Language Control</b></p> <p>Accuracy, form, appropriate vocabulary, degree of fluency</p>	<p>Most accurate with connected sentence-level discourse in present time.</p> <p>Accuracy decreases as language becomes more complex.</p>	<p>Most accurate when producing simple sentences in present time.</p> <p>Accuracy decreases as language becomes more complex.</p>	<p>Most accurate with memorized language, including phrases.</p> <p>Accuracy decreases when creating, when trying to express own meaning.</p>

### Interpretive/Presentation Integrated Assessment:

Students will read the information on the website for Feria de Chapultepec, an amusement park in Mexico City (<http://www.feriachapultepec.com.mx/>). Students will take notes on the attributes of the park's rides, food, entertainment, amenities, tickets, and hours. Then they will use that information to plan an agenda for visiting that park, maximizing time and the geographical locations of attractions, to enjoy as many rides and attractions as possible while in the park.

<b>Interpretive Assessment Rubric - Based on ACTFL Rubrics<sup>2</sup></b>			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Reading Comprehension:</b> basic understanding	Identifies just about all of the main ideas and details about the rides, food, entertainment, amenities, ticket prices, and hours for Feria de Chapultepec.	Identifies most of the main ideas and details about the rides, food, entertainment, amenities, ticket prices, and hours for Feria de Chapultepec.	Identifies only a few of the main ideas and details about the rides, food, entertainment, amenities, ticket prices, and hours for Feria de Chapultepec.
<b>Reading Comprehension:</b> <b>interpretation</b>	Integrates information and details from the website and plans an agenda for the day that includes most	Integrates information and details from the website and plans an agenda for the day that includes	Integrates information and details from the website and plans an agenda for the day that includes

<sup>2</sup> <http://sas-globalanguages.wikispaces.com/file/view/ACTFL+Rubrics.pdf>

	of the rides and entertainment offerings that are interesting to students.	many of the rides and entertainment offerings that are interesting to students.	some of the rides and entertainment offerings.
<b>Presentational Mode</b>	Provides a thorough explanation of how the visitor's time is maximized at the park with full of details from the website.	Provides an adequate explanation of how the visitor's time is maximized at the park, but lacks in some detail.	Provides a limited explanation of how the visitor's time is maximized at the park and/or lacks specific details.

### Presentational Assessment:

Ask students to imagine that each of them is a new owner of an amusement park. The park has a basic layout, basic rides, and basic food stalls, but it needs sprucing up. Given \$100,000 dollars, ask the students to make a plan to renovate their park.

#### Costs for Improvements:

- A. Small rides - \$ 30,000
- B. Big Rides - \$ 45,000
- C. Moving existing rides - \$15,000 per ride; \$1,000 per food stall
- D. Food Stalls - \$2,000
- E. Extra Path – \$300 per 500 square foot (each inch is equal to 500 square foot)
- F. Decorations - \$150 per decoration

The tasks:

1. Given a blank amusement park map, redesign the park based on the fee table above. Stay within the \$100,000 budget. Create a new plan of your park, labeling each ride, stall, and decoration in Spanish.
2. Create an Excel Spreadsheet to show the budgetary costs.
3. Create an advertisement for the park using the structure QUE + ADJ
4. Write an article for the Amusement Park National Journal™ describing the things that were done to renovate did to the park to spruce it up for the new amusement park season.

<b>Presentational Assessment Rubric - Based on ACTFL Rubrics<sup>3</sup></b>			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
<b>Category</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not meet Expectations</b>
<b>Language Function</b> Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames.	Creates with language; ability to express own meaning expands in quantity and quality.	Creates with language, able to express own meaning in a basic way.
<b>Text Type</b> Quantity and organization of text discourse (continuum)	Mostly connected sentences and some paragraph-like discourse.	Strings of sentences; some connected sentence-level discourse (with	Simple sentences and some strings of sentences.

<sup>3</sup> <https://sites.google.com/site/worldlanguageshudson/presentational-tasks/rubrics-for-presentational-tasks>

word-phrase-sentence-connected sentences-paragraph)		cohesive devices), some may be complex (multi-cause) sentences.	
<b>Impact</b> Depth of presentation and attention to audience <b>Vocabulary</b>	Provides continuity to a presentation. Makes choices of a phrase, image, or content to maintain the attention of the audience. Vocabulary provides information and limited explanation.	Provides continuity to a presentation. Begins to make choices of a phrase, image, or content to maintain the attention of the audience. Vocabulary is sufficient to provide information and limited explanation.	Provides continuity to a presentation. Begins to make choices of a phrase, image, or content to maintain the attention of the audience. Vocabulary is sufficient to provide information and limited explanation.
<b>Comprehensibility</b> Who can understand this person's message? How sympathetic must the listener/reader be? Does it need to be the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?	Although there may be some confusion about the message, generally understood by those unaccustomed to the speaking/writing of language learners.	Generally understood by those accustomed to the speaking/writing of language learners.	Generally understood by those accustomed to the speaking/writing of language learners.
<b>Language Control</b> Accuracy, form, degree of fluency	Most accurate with connected discourse in present time. Accuracy decreases when narrating and describing in time frames other than present.	Most accurate with connected sentence-level discourse in present time. Accuracy decreases as language becomes more complex.	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.

### **Other Evidence**

#### **Informal Assessment:**

Teacher observations  
Partner dialogue  
Presentations  
Homework  
Vocabulary and grammar quizzes  
Role play exercises  
Language lab

#### **Formal Assessment:**

Unit exams – written and oral  
Quizzes  
Performance assessments

### **Student Self-Assessment and Reflection**

"I Can" Checklists

Vocabulary Games (Sparkle, Mata-lo, Grab it, and other varied vocabulary games)  
Daily Warm-ups  
Exit tickets that ask students to reflect on the day's learning  
Varied Assessment Prompts (3-2-1, \$10 summaries, homework revision)  
Project Goal-Setting (group and individual)

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key learning events needed to achieve unit goals

#### Leading to the Interpersonal and Interpretive Assessments:

##### *Amusement Parks and Other Leisure Activities*

- I. Present Amusement Park Vocabulary. Show students various plans for familiar and unfamiliar parks in Spanish. Have students create a list of words for the rides. Have students sort the rides by big and small rides; have students sort vocabulary by fast and slow rides; have students sort vocabulary by adult and kiddy rides. Have students design their own ride and give the name in Spanish. Have students share their work with the class.
- II. Have students brainstorm ways they spend their leisure activities. Create a list on an overhead. Tell students in Spanish about your own (real or imagined) leisure activities. Give students the vocabulary in Spanish. Have students create a new weekly activity schedule for their school. Have students include weekend activities like going to the amusement park, park, movies, etc.
- III. Give students a list of leisure activities. Have students sort activities that they like and don't like to do. Review *Gustar* with infinitives. Have students share out three activities.
- IV. Give students a list of telephone expressions. Act out a short phone call to someone you know by yourself to teach students vocabulary. Next, give students a copy of the dialogue. Act out the skit while the students read through aloud (in chorus). Next, practice with one or two students in front of the class. Have students role play in partners a situation. Give students situation cards (Person A asks person B to the movies; person B declines. Person A asks person B to go to the park, and person A accepts, etc). Have two or three share out for the class. Give students a copy of a phone conversation with parts of the conversation blanked out that students should fill in in groups or independently.
- V. Review phone etiquette vocabulary with students. Give students more specific guidelines for this part of the lesson. Remind students that they'll use formal discourse on these phone calls. Give students a list of vocabulary expressions to make polite requests and ways to address people on the telephone. Give students a list of requests that Person A has to make of Person B. Have students practice with their partner making the requests. Have Person B be the business end of the phone call. Your topical cards should include: information (hours of operation, address, etc), the price for two items, etc). Have students role play for the class.

- VI. Give students a copy of the amusement park you've created. Have students label each of the rides and food stalls. Next give students a list of ride costs and tell them to pick, based on the current map, which would most likely be a good improvement. Next show students an excel spreadsheet in which you've created a template for the budget. Review numbers up to 100,000. Have students practice filling in hypothetical improvements and reporting on the calculations they're getting.
- VII. Show students the structure Que + Adjective. Remind students that adjectives agree in gender and number. Have students write an advertisement campaign for your amusement park as practice.

### **Leading to the Presentational Assessment:**

- I. Have students list the leisure activities they do regularly on butcher paper. Display the butcher paper for the class to see. Have students write 4 sentences of things they're doing this week. Write four activities on the board. Ask which activities students did last week. Write those activities in the preterit on the board. Using AR verbs, show students an example sentence in the preterit for each subject pronoun. Have students write down the grammar rule with their partner. Have students write a Facebook message to another student in the class telling three activities he or she did last week and asking which activities person B did. Have person B respond. Show the conjugations of ER and IR verbs in the preterit. Have students practice these verbs by playing battleship and the dice game.
- II. Have students read an article you wrote about your park. Include structures Que + Adj as well as the preterit where appropriate. Have students work in pairs to write a paragraph about an imaginary amusement park. Have students brainstorm ideas for their amusement park, including rides, decorations, and food stalls. Have students write the paragraph based on the brainstorm list. Have students read and peer-evaluate other students' writings.

### **Resources and Teaching Tips**

- <http://www.sixflags.com/fiestatexas/info/espanol.aspx>
- <http://www.parquediversiones.com/>

### **Differentiation**

- Students at this level will need varying degrees of scaffolding. Give a model of written work to students struggling to write.
- Students having difficulty drawing items on their park can use images from the internet or from magazines.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

## **Design Principles for Unit Development**

At least one of the design principles below is embedded within unit design



- **International Education** – Students are learning about the cultures of other language speakers.
- **21<sup>st</sup> Century Learning** – (1) Students use knowledge of math and make business decisions with their created amusement parks.

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

Students use computers to manage their budget.

### Content Connections

Content Standards integrated within instructional strategies

Students draw from Math to complete their budget.



Month	Content	Standards	GLE	Assessment	Essential Questions
September	Intro to Physical Activity Pyramid	Standard 1-7	Benefits of Activity: Physical and Emotional health. Review of activities that benefit heart, bones, general well being.	Various forms of aerobic activity and sports along with lifestyle activity review. Tracking Activity.	How do I Spend My Time? What can I do to improve my well being?
September	Tracking Charts	Standard 1-7	Students will be measured for body size/composition, tested for muscle strength, endurance, flexibility and aerobic capacity.	Tracking Charts. To be reviewed Sept/Jan/May	If I add 20 minutes of exercise to my daily routine, what is the benefit?
September-June	Large Group Games/Competitive/Cooperative	Standard 1-7	Students will participate and experience a vast variety of activities and games that will encourage physical activity, both individually and team play. Although some games are considered competitive, the emphasis is placed on being active and not on the score.	Students will be encouraged to participate in all activities.	What activities do I like and will continue to learn and play to keep me fit?
October	Finding Balance	Standard 1-7	Students will be able to define concept of 'balance' and apply it to their own lives. They will be able to discuss how choices in foods we eat and physical activities perform work to create an 'energy balance	Morning Share: Students will be assigned health related topic to share with group.	How do my food choices influence my energy balance?
November	Benefits of Stretching/Yoga Asanas	Standard 1,3,4,7,8	Students will participate in daily stretches that will increase flexibility and mobility, with emphasis as a means to reduce stress. Breathing and focusing techniques will also be demonstrated. Students will be encouraged to share different stretches to enhance flexibility and movement with their peers.	Students will understand the importance of daily stretching as a means to better health and mindset.	Can stretching benefit my physical and emotional health?
January	Tracking Charts	Standard 1-7	Students will be measured for body size/composition, tested for muscle strength, endurance, flexibility and	Tracking Charts. To be reviewed Sept/Jan/May	If I add 20 minutes of exercise to my daily routine, what is the

February	The Food Side of the Scale	Standard 1,2,4,5,6,7,8	aerobic capacity. Introduce the basic USDA and HHS Dietary Guidelines for Americans. Understanding the importance and meaning of nutrition labels on food items. Food label will be reviewed with students.	A nutritional game will be played to enhance knowledge on: nutrition, nutrients, food guide pyramid, minerals nutrition related illnesses and Heart healthy dieting.	benefit? What foods are best for me?
March	Choosing Nutritious Food	Standard 1,2,4,5,6,7,8	Nutrients that Provide Energy: Proteins, Fat and Carbohydrates. Review of basic information.	Cooperative Aerobics and how calories are expended by performing activity.	What nutrients, vitamins and minerals are necessary for good health?
April	Review of Aerobics/Recreation	Standard 1-8	Students will be able to explain differences between lifestyle physical activity and active aerobics. What is social support?	Examine physical activity chart and different levels/review	What are benefits and risks of recreation. How does social support encourage me to be physically active?
May	Tracking Charts	Standard 1-7	Students will be measured for body size/composition, tested for muscle strength, endurance, flexibility and aerobic capacity.	Tracking Charts. To be reviewed Sept/Jan/May	If I add 20 minutes of exercise to my daily routine, what is the benefit?
June	Review of Year				

Content/ Standards Covered	DOE Framework Concepts and Skills	Time Frame	Skills/Activities	Assessment
<ul style="list-style-type: none"> <li>✓ Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</li> <li>✓ Students will demonstrate the ability to advocate for personal, family, and community health.</li> </ul>	EH, PCH  AI, IC, D/G, AV	1 week	1. Design a Post Card that includes signs, symbols, pictures, and a narrative related to positive personal health (social, emotional, & physical) choices. 2. Tech Skills: <ul style="list-style-type: none"> <li>• Copying and Pasting</li> <li>• Inserting and manipulating clip art and word art</li> <li>• Resizing and repositioning within a document</li> <li>• Drawing tools</li> </ul>	Post Card will be graded using following criteria: <ol style="list-style-type: none"> <li>1. Shows evidence of the ability to apply health skills.</li> <li>2. Takes a clear, health enhancing position.</li> <li>3. Encourages others to make healthful choices.</li> </ol>
<ul style="list-style-type: none"> <li>✓ Students will comprehend concepts related to health promotion and disease prevention.</li> <li>✓ Students will demonstrate the ability to advocate for personal, family, and community health.</li> <li>✓ Students will demonstrate the ability to access valid health information and health-promoting products and services.</li> </ul>	NUT  AI, SM, D/G	1 week	1. Visit identified "Nutrition" and "Food Pyramid" websites to answer questions about nutritional needs of adolescents. 2. Reading comprehension skills. 3. Tech Skills: <ul style="list-style-type: none"> <li>• Surfing internet</li> <li>• Formatting word documents</li> <li>• Saving to a network</li> </ul>	Responses will be graded for accuracy and completeness.

<p>✓ Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>✓ Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>CEH</p> <p>AI, INF, IC, AV</p>	<p>2 weeks</p>	<p>1. Students research and create an Adolescent Wellness Resources Chart that includes 10 local resources that address adolescent needs for physical, emotional, and social health.</p> <p>2. Tech Skills:</p> <ul style="list-style-type: none"> <li>• Formatting a chart/table within a word document.</li> <li>• Internet research- using search engines and terms.</li> <li>• Assessing validity and reliability of internet resources</li> </ul>	<p>Student developed chart will be graded based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. shows evidence of ability to apply health skills.</li> <li>2. identifies and cites specific sources</li> <li>3. evaluates validity of source</li> <li>4. identifies type of help available from source</li> <li>5. provides detailed and accurate contact information</li> </ol>
<p>✓ Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>✓ Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>✓ Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>PCH</p> <p>AI, SM, D/G, AV</p>	<p>2 weeks</p>	<p>1. Students will plan a "Wellness Party" for themselves and at least 10 guests. Plan will include refreshments, entertainment, and decorations that promote wellness.</p> <p>2. Tech Skills:</p> <ul style="list-style-type: none"> <li>• Excel worksheets</li> <li>• Charts and graphs</li> <li>• Formulas</li> <li>• Sorting</li> <li>• Internet research- using search engines and terms</li> <li>• Merging with word documents</li> <li>• Hyperlinks</li> </ul>	<p>Student developed Excel worksheets will be graded based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. shows evidence of ability to apply health skills.</li> <li>2. identifies and cites specific sources</li> <li>3. evaluates validity of source</li> <li>4. demonstrates and encourages others to make healthful choices</li> </ol>
<p>✓ Students will demonstrate the ability to advocate for personal, family, and</p>	<p>AOD, TOB, EH, FLS,</p>	<p>3 weeks</p>	<p>1. Students will work in small groups to develop and present a</p>	<p>Small group developed Power Point Projects will</p>

<p>community health.</p> <ul style="list-style-type: none"> <li>✓ Students will demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>✓ Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>✓ Students will demonstrate the ability to use interpersonal communication skills to enhance health</li> </ul>	<p>EH, PCH</p> <p>AI, SM, IC, D/G, AV</p>	<p>Power Point on a selected, approved health topic.</p> <p>2. Tech Skills:</p> <ul style="list-style-type: none"> <li>• Power Point <ul style="list-style-type: none"> <li>• Animation</li> <li>• Charts/Graphs</li> <li>• Slide design</li> </ul> </li> <li>• Internet research- using search engines and terms</li> <li>• Hyperlinks</li> </ul>	<p>be graded based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. shows evidence of ability to apply health skills.</li> <li>2. identifies and cites specific sources</li> <li>3. evaluates validity of source</li> <li>4. demonstrates and encourages others to make healthful choices</li> <li>5. Message tactics and strategies: <ul style="list-style-type: none"> <li>✓ Clear, organized ideas and beliefs</li> <li>✓ Tone</li> <li>✓ Body language</li> </ul> </li> </ol>
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**Key:**

**Concepts**

- AOD Alcohol and Other Drugs
- TOB Tobacco
- INJ Injury Prevention
- FLS Family Life and Sexuality
- NUT Nutrition
- PA Physical Activity
- EH Emotional Health
- PCH Personal and Consumer Health
- CEH Community and Environmental Health

**Skills**

- AI Accessing Information
- SM Self Management
- INF Internal and External Influences
- IC Interpersonal Communication
- D/G Decision Making and Goal Setting
- AV Advocacy

# Curriculum Map

Content/ Standards Covered	DOE Framework Concepts and Skills	Time Frame	Skills/Activities	Assessment
<ul style="list-style-type: none"> <li>✓ Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</li> <li>✓ Students will demonstrate the ability to advocate for personal, family, and community health.</li> </ul>	EH AI, INF, IC, D/G, Av	1 week	1. Design a Planner cover that includes signs, symbols, pictures, and a narrative related to positive emotional health choices: <ul style="list-style-type: none"> <li>• Personal assets/strengths</li> <li>• Characteristics of positive role models</li> <li>• Personal strategies for dealing with anger, stress, conflict, sadness, etc...</li> </ul> 2. Tech Skills: <ul style="list-style-type: none"> <li>• Copying and Pasting</li> <li>• Inserting and manipulating clip art and word art</li> <li>• Resizing and repositioning within a document</li> <li>• Drawing tools</li> </ul>	Planner Cover will be graded using following criteria: <ol style="list-style-type: none"> <li>1. Shows evidence of the ability to apply health skills.</li> <li>2. Takes a clear, health enhancing position.</li> <li>3. Encourages others to make healthful choices.</li> </ol>
<ul style="list-style-type: none"> <li>✓ Students will analyze the influence of culture, media, technology, and other factors on health.</li> <li>✓ Students will demonstrate the ability to advocate for personal, family, and community health.</li> </ul>	NUT AI, SM, INF, D/G, AV	2 weeks	1. Complete the "Nutrition Quest" 2. Analyze advertising techniques. 3. Develop an advertisement for a researched "best food" using Publisher. 4. Design an "ideal" daily menu.	Advertisements will be graded for: <ol style="list-style-type: none"> <li>1. Comprehensive ess.</li> <li>2. Advertising strategies</li> </ol>

<p>✓ Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>		<p>5. Tech Skills:</p> <ul style="list-style-type: none"> <li>• Internet research</li> <li>• Formatting Publisher documents</li> <li>• Saving to a network</li> <li>• Ad layout and design</li> <li>• Importing pictures/clip art</li> </ul>	<p>3. Decision making- considers options, evaluates decision</p>
<p>✓ Students will demonstrate the ability to use goal setting and decision making to enhance health.</p> <p>✓ Students will analyze the influence of culture, media, technology, and other factors of health.</p> <p>✓ Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>2 week</p>	<p>1. Students visit several websites and analyze the strategies used to entice and attract adolescents.</p> <p>2. Students complete a virtual scavenger hunt related to adolescent health issues recording their answers in a table inserted into a word document.</p> <p>2. Tech Skills:</p> <ul style="list-style-type: none"> <li>• Safe surfing techniques</li> <li>• Inserting a table within a word document.</li> <li>• Internet research- using search engines and terms.</li> <li>• Assessing validity and reliability of internet resources</li> </ul>	<p>Student developed chart will be graded based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. shows evidence of ability to apply health skills.</li> <li>2. identifies and cites specific sources</li> <li>3. evaluates validity of source</li> <li>4. provides detailed and accurate answers and information</li> </ol>
<p>✓ Students will demonstrate a working knowledge of the technology available at the school.</p>	<p>1 week</p>	<p>1. Students will learn how to perform basic trouble shooting for a computer, how to use the digital cameras, video equipment, and printers.</p>	<p>1. Students will be assessed based on performance of technology tasks.</p>
<p>✓ Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>✓ Students will demonstrate the ability to access valid health information</p>	<p>3 weeks</p>	<p>1. Students will work in small groups to develop and present a Power Point on a selected, approved injury prevention topic:</p> <ul style="list-style-type: none"> <li>✓ Transportation safety</li> </ul>	<p>Small group developed Power Point Projects will be graded based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. shows evidence</li> </ol>



<p>and health-promoting products and services.</p> <ul style="list-style-type: none"> <li>✓ Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>✓ Students will demonstrate the ability to use interpersonal communication skills to enhance health</li> </ul>		<ul style="list-style-type: none"> <li>✓ Fire safety</li> <li>✓ Sports safety</li> <li>✓ Violence prevention</li> <li>✓ Water safety</li> <li>✓ Basic first-aid</li> </ul> <p>2. Tech Skills:</p> <ul style="list-style-type: none"> <li>• Power Point <ul style="list-style-type: none"> <li>• Animation</li> <li>• Charts/Graphs</li> <li>• Slide design</li> </ul> </li> <li>• Internet research- using search engines and terms</li> <li>• Hyperlinks</li> </ul>	<p>of ability to apply health skills.</p> <ol style="list-style-type: none"> <li>2. identifies and cites specific sources</li> <li>3. evaluates validity of source</li> <li>4. demonstrates and encourages others to make healthful choices</li> <li>5. Message tactics and strategies: <ul style="list-style-type: none"> <li>✓ Clear, organized ideas and beliefs</li> <li>✓ Tone</li> <li>✓ Body language</li> </ul> </li> </ol>
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**Key:**

**Concepts**

- AOD Alcohol and Other Drugs
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**Skills**

- AI Accessing Information
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- INF Internal and External Influences
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- D/G Decision Making and Goal Setting
- AV Advocacy

# Curriculum Map

Teacher Allen Stafford  
Class Health  
Grade 8

Content/ Standards Covered	DOE Framework Concepts and Skills	Time Frame	Skills/Activities	Assessment
<ul style="list-style-type: none"> <li>✓ Students will comprehend concepts related to health promotion and disease prevention.</li> <li>✓ Students will demonstrate the ability to access valid health information and health promoting products and services.</li> <li>✓ Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> </ul>	PCH AI, IC, AV	2 weeks	<ol style="list-style-type: none"> <li>1. Students will complete an online "Hygiene Quest".</li> <li>2. Using the "Hygiene Quest" as a model, students will develop their own "Body Quest" for their peers to complete using a topic from "Your Body" at kidshealth.org</li> </ol>	<p>Student developed "Body Quest" will be graded based on the following criteria:</p> <ul style="list-style-type: none"> <li>• Identification of healthful behaviors</li> <li>• Demonstration of personal responsibility to make health-enhancing choices</li> <li>• comprehensiveness</li> </ul>
<ul style="list-style-type: none"> <li>✓ Students will comprehend concepts related to health promotion and disease prevention.</li> <li>✓ Students will demonstrate the ability to access valid health information and health promoting products and services.</li> <li>✓ Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>✓ Students will analyze the influence of culture, media, technology, and other factors on health.</li> </ul>	AOD, TOB AI, SM, INF, IC, D/G, AV	2 weeks	<ol style="list-style-type: none"> <li>1. Students will use articles at kidshealth.org to research and develop a reference chart about tobacco, alcohol and other drugs that will include:               <ul style="list-style-type: none"> <li>✓ Drug name</li> <li>✓ Street name(s)</li> <li>✓ How used</li> <li>✓ Dangers</li> <li>✓ Short term and long term effects</li> <li>✓ Addictiveness</li> <li>✓ Category (stimulant, depressant, hallucinogen,</li> </ul> </li> </ol>	<p>Student developed "Drug Reference Chart" and brochure will be graded based on the following criteria:</p> <ul style="list-style-type: none"> <li>• Identification of healthful behaviors</li> <li>• Demonstration of personal responsibility to make health-enhancing choices</li> <li>• Comprehensiveness</li> </ul>

<ul style="list-style-type: none"> <li>✓ Students will comprehend concepts related to health promotion and disease prevention.</li> <li>✓ Students will demonstrate the ability to access valid health information and health promoting products and services.</li> <li>✓ Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>✓ Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</li> <li>✓ Students will demonstrate the ability to advocate for personal, family, and community health.</li> </ul>	<p>FLS AI, SM, INF, D/G</p>	<p>4 weeks</p>	<p>designer, narcotic, etc...) 2. Students will choose one drug from reference chart and develop an informative, educational brochure to share with peers.</p> <p>1. Recognizing respect:</p> <p>a. Students use a prepared story as a basis for identifying ways in which respect for self and others can be communicated.</p> <p>b. Students act scripts out while the class completes the Checklist for Respect to identify the actions that show respect.</p> <p>2.Changing Bodies:</p> <p>a. Students use valid information sources to research the reproductive anatomy and physiology for males and females</p> <p>b. Students use their information to complete</p>	<p>1. Students to observe a conversation between family members or friends and write a paragraph reporting their observations about the conversation. Paragraphs must include:</p> <ul style="list-style-type: none"> <li>• ways in which the people holding the conversation showed respect for one another</li> <li>• ways in which they could improve their show of respect</li> </ul> <p>2. Students will demonstrate knowledge of anatomy and physiology and puberty through responses on a formal assessment.</p> <p>3 and 4. Students will provide advice to a fictitious letter writer about his/her goals and possible barriers described in their correspondence.</p>
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worksheets.

3. Looking at Barriers:

- a. Students set a goal for their future, discuss the influences on achieving their goal, and identify the ways that unprotected sexual intercourse and drug use would be barriers to their goal.

4. Abstinence:

- a. Students identify physical, emotional, and social reasons why abstinence is a good choice for adolescents.
- b. Students work in groups with same sex students to rank ways to show affection other than sexual intercourse.
- c. Students role play being a "Dear Teen Advisor" who answers letters from other adolescents who are making a decision about sexual abstinence.

5. Get A Life:

- a. Students investigate the challenges (financial,

5. Students develop a life plan based on a randomly assigned set of circumstances.

<p>✓ Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p>	<p>AOD, TOB, PCH, IC, AV</p>	<p>1 week</p>	<p>6. Problems in Relationships:  a. Through role-plays, student worksheets, and story writing students demonstrate strategies to resolve conflicts and appropriate ways to end relationships.</p>	<p>health, social, employment, etc.) of adulthood and parenthood.</p>
			<p>1. Students develop a presentation to share their research, projects, and skills with the other students at the school.</p>	<p>1. Students will be graded on content of project and presentation skills.</p>

**Key:**

**Concepts**

- AOD Alcohol and Other Drugs
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**Skills**

- AI Accessing Information
- SM Self Management
- INF Internal and External Influences
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- AV Advocacy

# Curriculum Framework for Physical Education

School: Sussex Preparatory Academy      Curricular Tool: N/A      Grade: 9-12

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<b>Unit One: Introduction to Physical Education</b>			
<b>Timeline : 2 week</b>			
Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings	Students understand how to move safely in a general space to avoid injury.  Students will learn movement concepts necessary for physical activity.	<b>Essential Questions:</b> What are the personal and social behavioral expectations in physical activity settings?	<b>Informal:</b> • Teacher observation • Student behavior  <b>Formal Assessment:</b> • Exit Slip
<b>Unit Two: Fitnessgram Pre-Testing</b>			
<b>Timeline: 1 week</b>			
Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.	Students will know the health benefits of physical activity, fitness is a personal choice, and how participation contributes to enjoyment	<b>Essential Questions:</b> Why is physical fitness good for you?  How can I have fun moving?	<b>Informal:</b> • Teacher Observation <b>Formal Assessment:</b> • Student test scores entered into the fitnessgram program
Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.	Students will be able to explain how to improve physical fitness, create a list of activities that builds fitness, and explain the benefits of physical activity/physical education.		
<b>Unit Three: Components of Fitness (sample unit)</b>			
<b>Timeline: 4 weeks</b>			
Standard 3 – Participates in regularly in physical activity	Students will know, identify various, Fitness concepts (Flexibility, Cardiovascular endurance, Muscular Strength, Muscular Endurance, and Agility). Fitness activities can be fun, and How fitness components promote a healthy lifestyle	<b>Essential Questions:</b> What can I do to be physically active throughout my life?  What personal meanings do I find through participation in physical activity?	<b>Informal:</b> • Teacher Observation <b>Formal Assessment:</b> • Exit Slip • Graphing Worksheets • Transfer task
Standard 6 – Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will be able demonstrate stretching exercises to target major muscles groups ,demonstrate knowledge and importance of aerobic activities, demonstrate the understanding of muscular strength and muscular endurance, demonstrate knowledge of		



Standards Alignment	Unit Concepts	Essential Questions	Assessments
	<p>how agility is defined, demonstrate knowledge of body composition and how it is calculated, participate in a goal setting using the information obtained from fitnessgram testing, and participate in class discussion that will center around how fitness components promote a healthy lifestyle</p>		
<p><b>Unit Four: Team Building (DDOE Unit)</b>  <b>Timeline: 3 weeks</b></p>			
<p>Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>Students will know physical activity performed safely prevents injuries, resolving conflict in a physical activity setting leads to a more enjoyable experience, leadership skills to complete tasks with a group, and know trust is an integral part of building relationships.</p> <p>Students will be able to listen to other peoples ideas, effectively resolve conflicts during activities, demonstrate self-control, and trust and depend on teammates.</p>	<p><b>Essential Questions:</b>            What are personal and social behavioral expectations in physical settings?</p>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Teacher observations</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Journaling of the debriefing questions</li> <li>Challenge Worksheet</li> <li>Student check sheet for presenting</li> <li>Transfer task</li> </ul>
<p><b>Unit Five: Team Sports</b>  <b>Timeline: 10 weeks</b></p>			
<p>Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 6 – Creates opportunities for health, enjoyment, challenge, self expression, and/or social</p>	<p>Students will know performing movement skills in a technically correct manner, understand concepts of movement will improve performance of a specific skill and provide the foundation for variety of sports and activities, implementing effective offensive and defensive strategies necessary for game situations, and understand fitness concepts and skills and integrating them into your everyday routine that supports wellness.</p> <p>Students will be able to demonstrate mechanically correct form and control when combining and modifying movement skills in applied settings, use information to analyze and correct errors in movement skills and patterns for the applied settings, transfer specialized movement skills that use similar patterns form one movement activity to another, predict changes in movement performance on the application of balance, counter balance, weight transfer, and agility, demonstrate understanding and</p>	<p><b>Essential Questions:</b>            How do I make motor skills and physical activity and integral part of my life?            What concepts principles, strategies and tactics do apply to specific physical activity?            What personal meaning do I find through participation in physical activity?</p>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Skills worksheet</li> <li>Written test of rules and regulations</li> <li>Various worksheets</li> <li>Transfer task</li> </ul>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
interaction through physical activity.	<p>assess tactical understanding using offensive and defensive strategies in applied settings, investigate the impact of rules and regulations on the game, and how participating in a sport can impact our health.</p>		
<p><b>Unit Six: Walking for a Lifetime of Fitness (DDOE Unit)</b>  <b>Timeline: 3 weeks</b></p>			
<p>Standard 3 – Participates in regularly in physical activity.</p> <p>Standard 4 - Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Students will know proper stretching for walking, the health-related components of fitness specifically related to walking, how to use a pedometer, how many steps they need to take daily to maintain fitness levels, and the health and social benefits of walking.</p> <p>Students will be able to use a pedometer correctly including reading and recording data, explain why walking is an important lifetime activity, plan a walking route based on their personal environment and step needs, and use the Nordic Walkerz correctly and demonstrate various techniques/grips.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What can I do to be physically active throughout my life?</li> <li>How can I include physical fitness into my life?</li> <li>What personal meaning do I find through participation in physical activity?</li> </ul>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Teacher observation of proper pedometer usage</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Guess Your Steps Worksheet</li> <li>Scavenger Hunt Worksheet</li> <li>Individual Walking Logs</li> <li>Transfer task</li> </ul>
<p><b>Unit Seven: Individual Sports</b>  <b>Timeline: 10 weeks</b></p>			
<p>Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>Students will know performing movement skills in a technically correct manner, understand concepts of movement will improve performance of a specific skill and provide the foundation for variety of sports and activities, implementing effective offensive and defensive strategies necessary for game situations, and understand fitness concepts and skills and integrating them into your everyday routine that supports wellness.</p> <p>Students will be able to demonstrate mechanically correct form and control when combining and modifying movement skills in applied settings, use information to analyze and correct errors in movement skills and patterns for the applied settings, transfer specialized movement skills that use similar patterns form one</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do I make motor skills and physical activity and integral part of my life?</li> <li>What concepts principles, strategies and tactics do apply to specific physical activity?</li> <li>What personal meaning do I find through participation in physical activity?</li> </ul>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Skills worksheet</li> <li>Written test of rules and regulations</li> <li>Various worksheets</li> <li>Transfer task</li> </ul>





Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>Standard 6 – Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.</p>	<p>movement activity to another, predict changes in movement performance on the application of balance, counter balance, weight transfer, and agility, demonstrate understanding and assess tactical understanding using offensive and defensive strategies in applied settings, investigate the impact of rules and regulations on the game, and how participating in a sport can impact our health.</p>		
<p><b>Unit Eight: Fitnessgram testing</b> <b>Timeline: 1 week</b></p>			
<p>Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.</p>	<p>Students will know the health benefits of physical activity, fitness is a personal choice, and how participation contributes to enjoyment</p> <p>Students will be able to explain how to improve physical fitness, create a list of activities that builds fitness, and explain the benefits of physical activity/physical education.</p>	<p><b>Essential Questions:</b> Why is physical fitness good for you? How can I have fun moving?</p>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Student test scores entered into the fitnessgram program</li> </ul>



# Curriculum Framework for Health

School: Sussex Preparatory Academy

Curricular Tool: DDOE Health Model Units

Grade: 9-12

Standards Alignment	Big Ideas	Essential Questions	Assessments
<p><b>Unit One: Health and Your Wellness</b>  <b>Timeline : 3 weeks</b></p>			
<p><b>Standard 1</b> – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3</b> – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>Standard 4</b> – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6</b> – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p><b>Standard 8</b> – Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Health Is Personal Power</p> <p>Health enhances life.</p> <p>Several factors influence the formation, achievement, and evaluation of a long-term personal health plan</p>	<p>How can I distinguish between controllable risk factors and uncontrollable risk factors?</p> <p>What are the six components of health? How do they work together?</p> <p>How do I resist the three types of direct and indirect pressure?</p> <p>Why is good communication important?</p> <p>What is the different between passive, assertive, and aggressive communication styles?</p>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Journal entries</li> <li>• Lesson check up questions</li> <li>• Participation in class discussions</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>• Concept Review worksheets</li> <li>• Section review &amp; quizzes</li> <li>• Reteaching worksheet</li> <li>• Unit test</li> <li>• Transfer task</li> <li>• Develop an action plan to achieve a personal goal</li> <li>• Skit</li> <li>• Rubrics</li> <li>• Informational pamphlet</li> </ul>
<p><b>Unit Two: Healthy Eating for Life (DE Model Unit)</b>  <b>Timeline: 3 weeks</b></p>			
<p><b>Standard 1</b> – Students will understand essential health concepts in order to transfer knowledge into</p>	<p>Health Is Personal Power</p>	<p>What is Health?</p>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>

Standards Alignment	Big Ideas	Essential Questions	Assessments
<p>healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3</b> – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>Standard 4</b> – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6</b> – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p><b>Standard 8</b> – Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Health enhances life.</p> <p>Personal actions impact self and others.</p> <p>There are barriers that can hinder healthy decision-making.</p> <p>Several factors influence the formation, achievement, and evaluation of a long-term personal health plan.</p>	<p>What prevents people from practicing healthy behavior?</p> <p>What is healthy eating? Does it matter?</p> <p>How can a healthy diet for one person be unhealthy for another?</p> <p>What prevents people from healthy eating?</p>	<p><b>Journal</b></p> <ul style="list-style-type: none"> <li>Lesson check up questions</li> <li>Participation in class discussions</li> <li>Webquest</li> <li>Fast food findings</li> <li>Interpretation of nutrition on food labels</li> <li>Shopping list</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Concept Review worksheets</li> <li>Section review &amp; quizzes</li> <li>Reteaching worksheet</li> <li>Transfer task</li> <li>Create eating plan</li> <li>Rubrics</li> <li>Food diary and diet analysis</li> <li>Self assessment and reflection</li> </ul>
<p><b>Unit Three: Fact or Fiction - Alcohol and Tobacco (DE Model Unit)</b>  <b>Timeline: 2 weeks</b></p>			
<p><b>Standard 1</b> – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3</b> – Students will demonstrate the ability to access information, products and services to enhance health.</p>	<p>Health is Personal Power</p> <p>Avoiding alcohol and tobacco is achieved through the understanding and application of resistance skills.</p>	<p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>How do personal goals, knowledge and values influence alcohol &amp; tobacco use?</p>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Journal</li> <li>Lesson check up questions</li> <li>Participation in class discussions</li> <li>Student self assessment and reflection</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Concept Review worksheets</li> </ul>

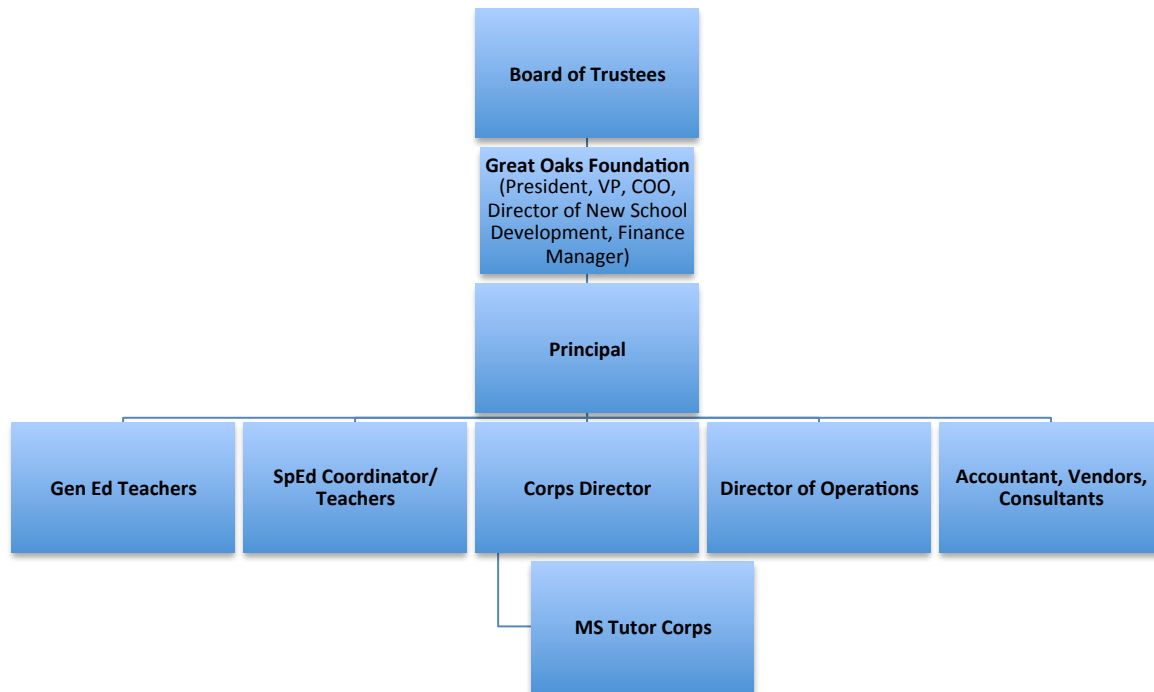
Standards Alignment	Big Ideas	Essential Questions	Assessments
<p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 8</b> – Students will demonstrate the ability to advocate for personal, family, and community health.</p>			<ul style="list-style-type: none"> <li>• Section review &amp; quizzes</li> <li>• Reteaching worksheet</li> <li>• Unit test</li> <li>• Transfer task</li> <li>• Informational pamphlet</li> <li>• Rubrics</li> <li>• Powerpoint presentation</li> <li>• Develop a presentation to persuade policy makers to sustain and support anti-alcohol and drug abuse campaign.</li> </ul>
<p><b>Unit Four: Communicating Through Feelings</b>  <b>Timeline: 2 weeks</b></p>			
<p><b>Standard 1</b> – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4</b> – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6</b> – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p>	<p>What we say and how we say it will affect our relationships with others.</p>	<p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>What do I need to learn to improve my communication skills?</p> <p>How can I use my communication skills to improve my relationships with others?</p>	<ul style="list-style-type: none"> <li>• Complete a script on feelings</li> <li>• List and discuss four ways to improve self-esteem</li> <li>• Write a paragraph about listening skills in relationships</li> <li>• Role-plays to demonstrate listening skills</li> <li>• Complete a worksheet on media messages and modeling of passive, assertive, and aggressive behavior.</li> <li>• Design a personal action plan for maintaining your self-esteem and mental health during a challenge.</li> </ul>

Standards Alignment	Big Ideas	Essential Questions	Assessments
<p><b>Unit Four: Should I Take a Chance?</b>  <b>Timeline: 2 weeks</b></p> <p><b>Standard 1</b> – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3</b> – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>Standard 4</b> – Students will demonstrate the ability to use interpersonal communication skills to</p> <p><b>Standard 8</b> – Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Addiction changes the brain.</p> <p>For some, substance use and gambling are a choice; for others, they are not.</p> <p>Advocacy strategies are important to self-management and the avoidance of use or misuse of substances and gambling.</p> <p>Speaking up for myself and becoming resourceful helps me avoid trouble.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>Is addiction a choice?</p> <p>What is my tipping point?</p>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Journal</li> <li>• Lesson check up questions</li> <li>• Participation in class discussions</li> </ul> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> <li>• Concept Review worksheets</li> <li>• Section review &amp; quizzes</li> <li>• Reteaching worksheet</li> <li>• Unit test</li> <li>• Design an educational campaign about addiction for sixth graders that advocates a life free of addiction</li> </ul>
<p><b>Unit Five: Making Proud Choices</b>  <b>Timeline: 3 weeks</b></p> <p><b>Standard 1</b> – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4</b> – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6</b> – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability</p>	<p>Sexual activity has risks and consequences.</p> <p>Abstinence is a choice.</p> <p>Students have the power to choose.</p> <p>Self-protection takes knowledge, skill, and intention.</p>	<p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>What is sexual health?</p> <p>Who or what influences decisions about sexuality?</p>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Journal</li> <li>• Lesson check up questions</li> <li>• Participation in class discussions</li> </ul> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> <li>• Concept Review worksheets</li> <li>• Section review &amp; quizzes</li> <li>• Reteaching worksheet</li> <li>• Unit test</li> <li>• Describe your life goals for the future, and how you will stay on track. What are some of the stumbling blocks you may</li> </ul>

Standards Alignment	Big Ideas	Essential Questions	Assessments
<p>to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p><b>Standard 8</b> – Students will demonstrate the ability to advocate for personal, family, and community health.</p>			<p>encounter, and how will you overcome them? Explain why this plan is the best for you and your life goals!</p>
<p><b>Unit Six: Healthy Relationships (DE Model Unit)</b>  <b>Timeline: 3 weeks</b></p>			
<p><b>Standard 1</b> – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4</b> – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Health is personal power.</p> <p>Decisions and choices that we make about our behaviors directly influence our health and the health of others.</p> <p>If we understand that respect for ourselves and others is a personal responsibility, we can learn to make better decisions and choices.</p> <p>We must choose not to support abusive or disrespectful behaviors.</p>	<p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>How do I recognize and practice healthy relationships?</p> <p>How do my decisions and choices influence my relationships and those of others?</p>	<p><u>Informal:</u></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Journal</li> <li>Lesson check up questions</li> <li>Participation in class discussions</li> <li>Student self assessment and reflection</li> </ul> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> <li>Concept Review worksheets</li> <li>Section review &amp; quizzes</li> <li>Reteaching worksheet</li> <li>Unit test</li> <li>Transfer task</li> <li>Informational pamphlet</li> <li>Rubrics</li> <li>Compare/contrast statement on abuse vs. equal power in a relationship.</li> <li>Five-paragraph essay deconstructing a media message.</li> </ul>
<p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p><b>Standard 8</b> – Students will demonstrate the ability to advocate for personal, family, and community health.</p>			

## Great Oaks Charter School – Wilmington, Attachment 8: Organizational Chart

### GO-WIL Organizational Chart (Year 1)



### Position Descriptions for GO-WIL Year 1 Staff

**Principal:** The Principal will be responsible for the overall success of the school. For both the middle school and the high school programs, the Principal will supervise all administrative staff and will serve as the key point of accountability for the Board's oversight of the school's operation. The Principal will take the lead in annual budget planning, facilities planning and all other strategic matters. Key qualifications for the Principal include previous experience in a leadership position in a high performing public school, a zeal to educate children, the ability to lead and inspire teachers, experience working with a board, and the capacity to wisely steward the schools resources.

Once authorized, Great Oaks' Founding Board will conduct a national search for the Principal, including leveraging online and print media as well as planning team members' extensive professional networks. Principal candidates will be interviewed first by individual Board

## Great Oaks Charter School – Wilmington, Attachment 8: Organizational Chart

members and small groups before undergoing an extensive interview with the full Board of Trustees. The Principal will report to the Board of Trustees.

**Tutor Corps Director:** The Tutor Corps Director will be responsible for supervision of all aspects of the Tutor Corps. S/he will coach and evaluate tutors, plan and deliver tutor training and professional development and supervise tutor recruitment and retention. The Tutor Corps Director will report to the Principal.

**Director of Operations:** The Director of Operations will be responsible for non-instructional aspects of the school. S/he will manage daily school operations, including food, transportation, facilities, attendance and visitors to the school. S/he will support the Principal in ensuring school's fiscal integrity and compliance with state and federal regulations. The Director of Operations will report to the Principal.

**Special Education Coordinator:** The Special Education Coordinator will be responsible for delivering high-quality instruction to students with Individualized Education Plans, managing IEP recordkeeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, progress monitoring, and submitting annually all required reports.

**Teachers:** Teachers will be critical to preparing each of our students for college success by designing and delivering rigorous classroom lessons and maintaining consistently high expectations for conduct. Teachers will be models of the hard work, desire for learning and self-control that we expect our students to learn and display. Teachers will report to the Director of Curriculum and Instruction. Qualifications for a teacher include:

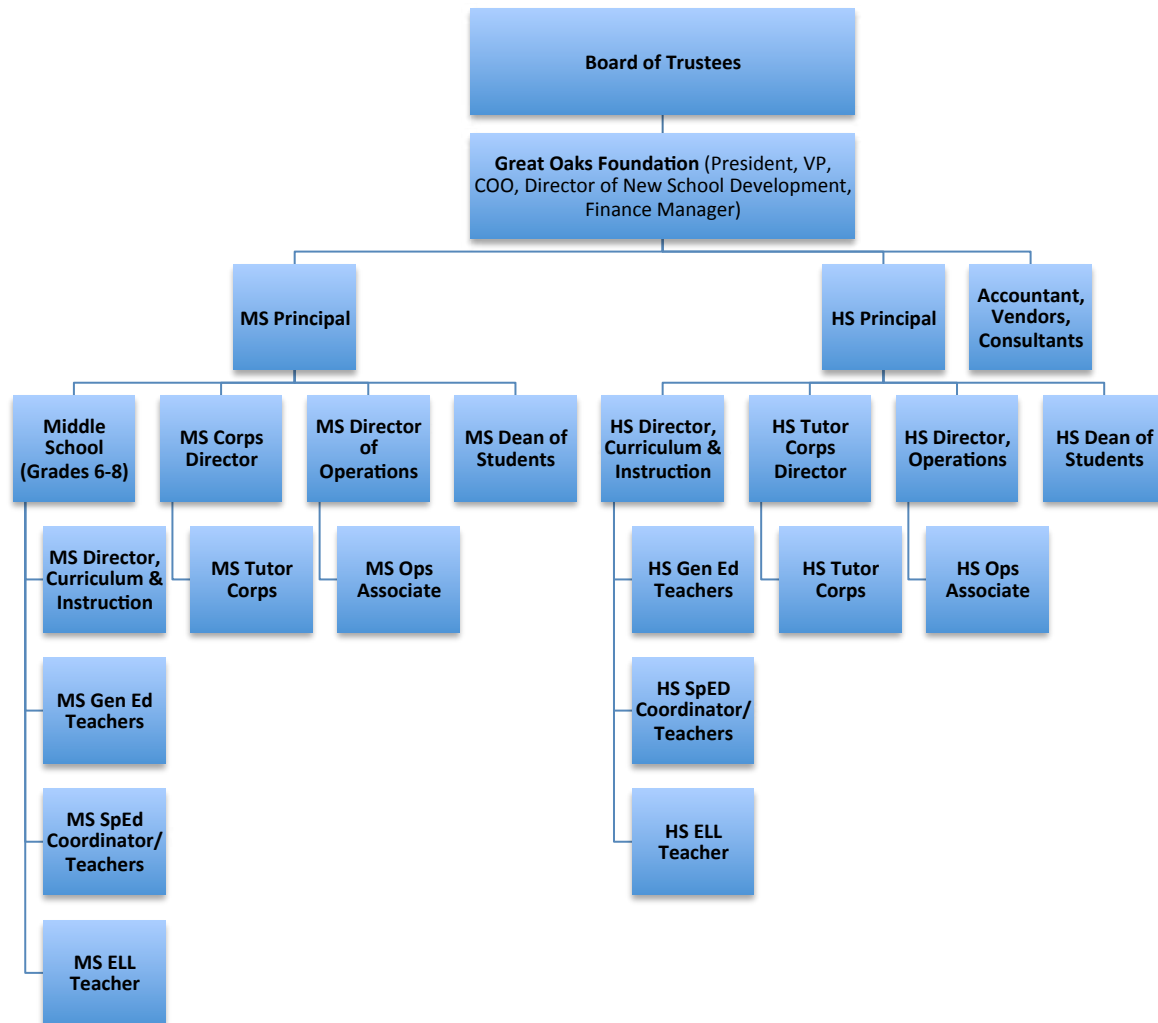
- Belief that all students have what it takes to be successful
- At least two years of experience improving student achievement in an urban school
- Demonstrated mastery of subject area
- Extremely strong classroom management abilities. Experience in a No Excuses culture preferred
- Bachelor's degree from a competitive college or university required. Advance degrees in subject area preferred
- Delaware teaching certification, dual certified in Special Education preferred.

**Tutor Corps:** Tutor Corps members will work closely with a set of 4-6 GO-WIL students to provide daily, individualized instruction in accordance with tutorial content developed by the classroom teacher. Tutors will also take on secondary responsibilities, including academic planning, leadership and coaching of extracurricular activities and teaching assistant and administrative roles. The Tutor Corps will report to the Tutor Corps Director.



# Great Oaks Charter School – Wilmington, Attachment 8: Organizational Chart

## GO-WIL Organizational Chart (At Scale)



The chart below details how GO-WIL’s staff team will grow from 2014-2015 through 2018-2019:

Year	2014-15	2015-16	2016-17	2017-18	2018-19
<i>Students</i>	0	200	300	400	500
Principal*	1	1	1	1	1
Director, Curriculum and Instruction	0	0	1	1	1
Tutor Corps Director	0	1	1	1	1
Dean of Students	0	0	0	1	1
Director of Operations	1	1	1	1	1

\* Please note that the proposed GO-WIL Principal will be in residence at GO-NYC during the 2014-2015 school year. Therefore, while she will be responsible for school start-up in 2014-2015, she will not be on the GO-WIL payroll until July 2015.

Great Oaks Charter School – Wilmington, Attachment 8: Organizational Chart

Teachers <sup>†</sup>	0	6	9	12	1
Tutor Corps Members	0	33	50	67	83
<b>Total Administrative Staff</b>	2	3	4	5	5
<b>Total Teachers</b>	0	6	9	12	15
<b>Total Permanent Staff (Admin &amp; Teachers)</b>	2	9	13	17	20
<b>Total Tutor Corps</b>	0	33	50	67	83
<b><i>Student to Teacher Ratio</i></b>	0 : 0	33 : 1	33 : 1	33 : 1	33 : 1
<b><i>Student to Adult Ratio</i></b>	0 : 0	4.7 : 1	4.7 : 1	4.7 : 1	4.7 : 1

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<sup>†</sup> Please note that GO-WIL plans to hire teachers who have dual certifications that include Special Education.

# Delaware

PAGE 1

*The First State*

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED IS A TRUE AND CORRECT COPY OF THE CERTIFICATE OF INCORPORATION OF "GREAT OAKS CHARTER SCHOOL, INC.", FILED IN THIS OFFICE ON THE TWENTY-SEVENTH DAY OF DECEMBER, A.D. 2013, AT 3:23 O'CLOCK P.M.

A FILED COPY OF THIS CERTIFICATE HAS BEEN FORWARDED TO THE NEW CASTLE COUNTY RECORDER OF DEEDS.

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Jeffrey W. Bullock, Secretary of State  
AUTHENTICATION: 1018708

DATE: 12-30-13

**CERTIFICATE OF INCORPORATION  
OF  
GREAT OAKS CHARTER SCHOOL, INC.**

FIRST: The name of the Corporation is the Great Oaks Charter School, Inc.

SECOND: The registered office of the Corporation in the State of Delaware is to be located at 100 West 10<sup>th</sup> Street, Suite 308, Wilmington, DE, 19801, and the registered agent at such address shall be the Delaware Charter Schools Network.

THIRD: The Corporation is organized exclusively for religious, charitable, scientific, or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law.

FOURTH: In furtherance of its exempt purposes and not in limitation of those general powers conferred on corporations by the laws of the State of Delaware, it is hereby expressly provided that the Corporation shall also have the power and right to preserve, purchase, acquire, take or hold in fee or otherwise the title to any and every kind of property (real, personal, or mixed), wherever situated, that may be either purchased by the Corporation or granted, bequeathed, or devised to it for the exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, for which it is incorporated, without any limitation to the value of such property (either real, personal or mixed) so acquired; and the Corporation further shall have the power and right, if for an exempt purpose within the meaning of Section 501(c)(3) of the code, or the corresponding provision of any subsequent law, to grant, bargain, deal in, sell lease, mortgage, exchange, transfer, lien, or in any other manner whatever dispose of property (real, personal, or mixed) or of any interest in property (real, personal, or mixed), within or without the State of Delaware, of which it may become seized and possessed; and the Corporation shall further have the power and right, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent law, to enter into, make, and perform contracts of every kind and description and do any or all of the things herein set forth as fully and to the same extent as natural persons might or could do; and the Corporation further has the power and right, if for any exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to carry on any business in connection therewith that is not forbidden by the laws of the State of Delaware.

FIFTH: The Corporation shall be a membership corporation without authority to issue capital stock, nor organized for profit, and no part of the net earnings, if any, of the Corporation shall inure to the benefit of any member, member of the Board of Directors, officer, or any other private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD. The conditions of and procedure for membership in the Corporation shall be such as may be stated from time to time in the Bylaws of the Corporation. The Corporation shall have no members other than the Board of Directors.

SIXTH: (A) The business and affairs of the Corporation shall be governed and managed by the Board of Directors in such manner as the Bylaws of the Corporation shall provide.

(B) In furtherance and not in limitation of the powers conferred by the laws of the State of Delaware, the Board of Directors of the Corporation is expressly authorized and empowered, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to authorize and cause to be executed notes, bonds, mortgages, contracts, and liens upon or with respect to any property (real, personal, or mixed) or the Corporation. The Corporation may, by its Bylaws, confer such additional powers upon the Board of Directors, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, and as the laws of the State of Delaware may permit.

(C) Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(e)(3) of the Code, or the corresponding provision of any subsequent law, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or the corresponding provision of any subsequent law.

(D) No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as may be permitted under Section 501(h) of the Code, or under the corresponding provision of any subsequent law), and the Corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of, or in opposition to, any candidate for public office.

(E) In the event that the Internal Revenue Service ever determines that the Corporation is a private foundation within the meaning of Section 509(a) of the Code, or a corresponding provision of any subsequent law, the following provisions shall apply while the Corporation is such a private foundation:

(1) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code, or the corresponding provision of any subsequent law.

(2) The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code, or the corresponding provision of any subsequent law.

(3) The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code, or the corresponding provision of any subsequent law.

(4) The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code, or the corresponding provision of any subsequent law.

(5) The Corporation shall not make any taxable expenditures as defined in Section 4945 (d) of the Code, or the corresponding provision of any subsequent law.

SEVENTH: The name and mailing address of the sole incorporator is

Christina Grant  
100 West 10<sup>th</sup> Street  
Suite 308  
Wilmington, DE 19801

EIGHTH: The duration of the Corporation's existence shall be perpetual.

NINTH: In liquidation, dissolution, or receivership or other termination of the existence of the Corporation, either voluntary or involuntary, or by operation of law, the Board of Directors of the Corporation shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of the total net assets of the Corporation to any nonprofit entity organized for exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to the federal government, to a state, or to a local government for a public purpose. In the event that any such assets are not so disposed, a court of competent jurisdiction of the county in which the principal office of the Corporation is then located shall dispose of such assets to such organization or organizations which are organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law.

TENTH: The officers of the Corporation shall be provided by the Bylaws of the Corporation.

ELEVENTH: The Corporation reserves the right, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to amend, alter, change, or repeal any provision contained in this Certificate of Incorporation in the manner now or hereafter prescribed by law, and all rights conferred on the Board of Directors, officers, or members hereof are granted subject to this reservation, provided that any such amendment or other change is ratified by a majority of the members of the Corporation.

TWELFTH: This private property of the incorporator, members, members of the Board of Directors, and officers of the Corporation shall not be subject to the payment of corporate debts to any extent whatever.

THIRTEENTH: As to any act or omission occurring after this provision becomes effective, a director of the Corporation shall have no personal liability to the Corporation or its members for the monetary damages for breach of fiduciary duty as a director, provided that this provision shall not eliminate the liability of a director (i) for any breach of the director's duty of loyalty to the Corporation or its members, (ii) for acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law, (iii) under Section 174 of the Delaware General Corporation Law (the "DGCL") or (iv) for any transaction from which the director derived an improper personal benefit.

FOURTEENTH: The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or

proceedings, where civil, criminal, administrative or investigate (other than an action by or in the right of the Corporation) by reason of the fact that he or she is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding, if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. This indemnification shall be to the fullest extent authorized or permitted under the DGCL or other applicable law, and shall be subject to the limitations, restrictions, and conditions for indemnification set forth in the DGCL.

The indemnification provided by this section shall not be deemed exclusive of any other rights to which any person seeking indemnification may be entitled under any bylaws, agreement, statute, court decision or otherwise, now or hereafter in effect, both as to action in his or her official capacity, and as to action in another capacity which he or she holds or shall hold while holding such office, and shall continue to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Expenses incurred in defending a civil or criminal action, suit, or proceeding described in this section may be paid by the Corporation in advance of the final disposition of the action, suit, or proceeding as authorized by the Board of Directors on receipt of an undertaking by or on behalf of the Director, an officer, an employee, or an agent to repay the amount unless it is ultimately determined that the party is entitled to be indemnified by the Corporation as authorized in this section.

FIFTEENTH: The Board of Directors shall have the power to make, adopt, alter, amend, and repeal the Bylaws of the Corporation, including, without limitation, the power to fix, from time to time, the number of directors that shall constitute the whole board of directors of the Corporation.

THE UNDERSIGNED, being the sole incorporator, for the purpose of forming a corporation pursuant to the General Corporation Law of the State of Delaware, does make and file this Certificate of Incorporation, hereby declaring and certifying that the facts stated herein are true and accordingly hereunto have set my hand this 27<sup>th</sup> day of December, 2013.

  
\_\_\_\_\_

Christina Grant

Incorporator

**By-Laws of Great Oaks Charter School - Wilmington**

**ARTICLE I**

**NAME**

The name of the Corporation is Great Oaks Charter School (hereinafter the “Corporation”).

**ARTICLE II**

**MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

**ARTICLE III**

**BOARD OF TRUSTEES**

**A. Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Delaware Education Law, Delaware Not-for-Profit Corporation Law, the Corporation’s Charter, and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents, and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating a charter school;
6. To act as trustee under any trust incidental to the Corporation’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;\
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and



10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Delaware Not-for-Profit Corporation Law and the limitations noted in Bylaws.

**B. Number of Trustees.** The number of Trustees of the Corporation shall be not less than 5, nor more than 7. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. Trustees, officers or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board.

**C. Election of Trustees.**

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. [Trustee requirements will be met in accordance with 14 DE Admin C 275.4.1.3.1.](#)

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Trustee faithfully and effectively.

3. Interested Persons. Not more than 40% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person; or (3) voting members who are affiliated with any entity other than the school itself.

4. Term of Office.

a. The Trustees elected or appointed upon the founding of the Board shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues for three years

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Corporation's Charter or the Bylaws or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Corporation's Charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

**D. Removal of Trustees.** The Board may remove a Trustee in accordance with the provisions of the Delaware Education Law and the Delaware Not-for-Profit Corporation Law.

**E. Resignation by Trustee.** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

**F. Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

**G. Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

#### **ARTICLE IV** **PRINCIPAL OFFICE**

The Corporation's principal office shall be at the actual Corporation or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

#### **ARTICLE V** **MEETINGS OF THE BOARD**

**A. Place of Meetings.** Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

**B. Annual Meetings.** An Annual Meeting shall be held in the month of July of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

**C. Regular Meetings.** Regular Meetings shall be held monthly throughout the year and other times as the Board determines.

**D. Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-fifth of the entire Board.

**E. Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

**F. Notices.** Public notice of Board meetings shall be consistent with the [Delaware Freedom of Information Act](#). Notices of Board Meetings shall be given to the Board as follows:

1. Annual Meetings and Regular Meetings may be held without notice the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days notice by first-class mail or 48 hours notice delivered personally or by telephone, facsimile, or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, and first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

**G. Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting. This provision shall not permit waiver of the public notice provisions contained in Article 7 of the Public Officers Law (the Open Meetings Law).

## **ARTICLE VI ACTION BY THE BOARD**

**A. Quorum.** Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

**B. Action by the Board.**

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events (except as set forth under Article III.C.1), a quorum of Trustees must be either physically present or participating via video-conferencing equipment to lawfully conduct a Board Meeting of the Corporation. [Should a Trustee participate by means of video-conferencing, his or her participating must occur at a noticed public location where members of the public may also attend the meeting. When video conferencing is used, at least 1 of the noticed public locations shall be within the geographic jurisdiction of that public body. Meetings may otherwise be noticed for multiple public locations within the state where video-](#)

conferencing is available. During meetings where video-conferencing is used, each member must be identified, all participants shall be able to communicate with each other at the same time, and members of the public attending at the noticed public location or locations of the meeting must be able to hear and view the communication among all members of the public body participating by video-conference. Video-conferencing participation is not permitted when a verbatim transcript of the meeting may be required by law.

**C. Committees.**

1. Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A Board Standing Committee will consist of not less than three Trustees, except in the case of the Executive Committee. The Executive Committee will consist of not less than five Trustees. All committee members shall serve at the pleasure of the Chair of the Board. All activities will be carried out in compliance with the Freedom of Informaiton Act.

2. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee.
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws;
- e. The appointment of other committees of the Board, or the members of the committees.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings, including compliance with the Open Meetings Law.

4. Initial Committees. The following Board Committees shall be created:

- a. Finance. This committee will oversee the budget, accounting, and audits.
- b. Academic. This committee will provide regular reports on academic data.

**D. Standard of Care.**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
  - b. Legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person’s professional or expert competence; or
  - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation’s Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. Nothing herein shall authorize

**E. Rights of Inspection**. Every Trustee has the right to inspect all books, records, and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

**F. Participation in Discussions and Voting**. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: 1) a self-dealing transaction; 2) a conflict of interest, 3) indemnification of that Trustee uniquely; or 4) any other matter at the discretion of a majority of the Trustees then present.

**G. Duty to Maintain Board Confidences**. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

## **ARTICLE VII** **OFFICERS**

**A. Officers**. The Officers of the Corporation consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary, and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction,

and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: 1) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; 2) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and 4) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: 1) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; 2) make the books of account available at all times for inspection by any Trustee; (3) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; 4) disburse or cause to be disbursed the Corporation's funds as the Board directs; 5) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; 6) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (7) have such other powers and perform such other duties as the Board may prescribe.

#### **B. Election, Eligibility and Term of Office.**

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal, disqualification from service, or until his or her successor is elected.

**C. Removal and Resignation.** The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

**ARTICLE VIII**  
**NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for the Corporation’s debts, liabilities, or other obligations.

**ARTICLE IX**  
**INDEMNIFICATION OF CORPORATE AGENTS**

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys’ fees.

**ARTICLE X**  
**SELF-DEALING TRANSACTIONS**

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board, in accordance with applicable federal and state law. “Self-dealing transaction” means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest (“interested Trustee(s)”). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board’s general standard of care: a transaction which is part of a public or charitable program of the Corporation, if the transaction 1) is approved or authorized by the Board in good faith and without unjustified favoritism, and 2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

**ARTICLE XI**  
**OTHER PROVISIONS**

**A. Fiscal Year.** The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

**B. Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation’s credit, or to render it liable monetarily for any purpose or any amount.

**C. Checks and Notes.** Except as otherwise specifically provided by Board resolution,

Great Oaks Charter School – Wilmington, Attachment 9B: Board Bylaws

checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairperson of the Board, Executive Director, or Treasurer, except in cases involving an amount greater than \$7,500 in which two authorized signatures are required.

**D. Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

**E. Interpretation of Charter.** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

**ARTICLE XII  
AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws.

**CERTIFICATE OF SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of Great Oaks Charter School, an education Corporation duly organized and existing under the laws of the State of Delaware; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

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Secretary

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Date



**Great Oaks Charter School – Wilmington**

**CODE OF ETHICS**

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction. [The Code of Ethics is in compliance with and, if necessary, are in addition to the State of Delaware Code of Conduct.](#)
  
2. Not more than 40 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.; or (c) voting members who are affiliated with any entity other than school itself.
  
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.
  
4. The Board of Trustees and the school shall not engage in any “self-dealing transactions,” except as approved by the Board in accordance with federal or state law. "Self-dealing transaction" means a transaction to which the school or corporation is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program. The Board of Trustees and employees of the school shall not engage in any less-than-arm’s-length (LTAL) transactions.

Great Oaks Charter School – Wilmington, Attachment 9B: Board Bylaws

5. A Trustee, officer, or employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.
6. Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
  - a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
  - b) Individuals associated with an educational entity (including but not limited to schools of education), some of whose faculty may be providing paid services directly or indirectly to such charter school;
  - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
  - d) Members of the faculty of the charter school.
8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.
9. Trustees, officers, or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.
10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Great Oaks Charter School – Wilmington, Attachment 9B: Board Bylaws

12. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
13. Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

# New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.  
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate  
 Specify the county the school will be located

K-2	(Example K-8, 9-12)
New Castle	Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.  
 Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$1,116,091	\$711,667	\$1,827,757

**UNITS 11.66**

Enter Estimated # of 10th Graders Here

**0**

29 Appoguinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,414.40	\$0
Regular Students 4-12	0.00	\$1,145.66	\$0
Special Students 4-12 Basic	0.00	\$2,727.77	\$0
Special Students 4-12 Intense	0.00	\$3,818.88	\$0
Special Students 4-12 Complex	0.00	\$8,812.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,588.03	\$0
Regular Students 4-12	0.00	\$2,080.10	\$0
Special Students 4-12 Basic	0.00	\$4,952.63	\$0
Special Students 4-12 Intense	0.00	\$6,933.68	\$0
Special Students 4-12 Complex	0.00	\$16,000.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,705.23	\$0
Regular Students 4-12	26.40	\$2,191.24	\$57,949
Special Students 4-12 Basic	3.60	\$5,217.24	\$18,782
Special Students 4-12 Intense	0.00	\$7,304.13	\$0
Special Students 4-12 Complex	0.00	\$16,855.69	\$0
<b>Totals</b>	<b>30.00</b>		<b>\$76,631</b>

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.29	\$0
Regular Students 4-12	0.00	\$768.12	\$0
Special Students 4-12 Basic	0.00	\$1,828.85	\$0
Special Students 4-12 Intense	0.00	\$2,560.39	\$0
Special Students 4-12 Complex	0.00	\$5,908.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,859.97	\$0
Regular Students 4-12	52.80	\$3,126.57	\$165,083
Special Students 4-12 Basic	7.20	\$7,444.22	\$53,598
Special Students 4-12 Intense	0.00	\$10,421.91	\$0
Special Students 4-12 Complex	0.00	\$24,050.57	\$0
<b>Totals</b>	<b>60.00</b>		<b>\$218,681</b>

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,193.02	\$0
Regular Students 4-12	0.00	\$968.34	\$0
Special Students 4-12 Basic	0.00	\$2,300.82	\$0
Special Students 4-12 Intense	0.00	\$3,221.15	\$0
Special Students 4-12 Complex	0.00	\$7,433.42	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.41	\$0
Regular Students 4-12	17.60	\$3,428.25	\$60,337
Special Students 4-12 Basic	2.40	\$8,162.51	\$19,590
Special Students 4-12 Intense	0.00	\$11,427.51	\$0
Special Students 4-12 Complex	0.00	\$26,371.18	\$0
<b>Totals</b>	<b>20.00</b>		<b>\$79,927</b>

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,319.66	\$0
Regular Students 4-12	0.00	\$1,088.92	\$0
Special Students 4-12 Basic	0.00	\$2,545.05	\$0
Special Students 4-12 Intense	0.00	\$3,563.08	\$0
Special Students 4-12 Complex	0.00	\$8,222.48	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,137.30	\$0
Regular Students 4-12	0.00	\$921.22	\$0
Special Students 4-12 Basic	0.00	\$2,193.37	\$0
Special Students 4-12 Intense	0.00	\$3,070.72	\$0
Special Students 4-12 Complex	0.00	\$7,086.27	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$673.95	\$0
Special Students 4-12 Basic	0.00	\$1,604.64	\$0
Special Students 4-12 Intense	0.00	\$2,246.49	\$0
Special Students 4-12 Complex	0.00	\$5,184.21	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,354.76	\$0
Regular Students 4-12	0.00	\$1,097.35	\$0
Special Students 4-12 Basic	0.00	\$2,612.75	\$0
Special Students 4-12 Intense	0.00	\$3,657.85	\$0
Special Students 4-12 Complex	0.00	\$8,441.19	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$967.87	\$0
Regular Students 4-12	0.00	\$783.98	\$0
Special Students 4-12 Basic	0.00	\$1,866.61	\$0
Special Students 4-12 Intense	0.00	\$2,613.25	\$0
Special Students 4-12 Complex	0.00	\$6,030.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,358.88	\$0
Regular Students 4-12	79.20	\$3,206.69	\$253,970
Special Students 4-12 Basic	10.80	\$7,634.99	\$82,458
Special Students 4-12 Intense	0.00	\$10,688.97	\$0
Special Students 4-12 Complex	0.00	\$24,666.86	\$0
<b>Totals</b>	<b>90.00</b>		<b>\$336,428</b>

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,626.32	\$0
Regular Students 4-12	0.00	\$2,127.32	\$0
Special Students 4-12 Basic	0.00	\$5,065.05	\$0
Special Students 4-12 Intense	0.00	\$7,091.08	\$0
Special Students 4-12 Complex	0.00	\$16,364.02	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,375.43	\$0
Regular Students 4-12	0.00	\$1,114.10	\$0
Special Students 4-12 Basic	0.00	\$2,652.61	\$0
Special Students 4-12 Intense	0.00	\$3,713.66	\$0
Special Students 4-12 Complex	0.00	\$8,569.97	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,057.87	\$0
Regular Students 4-12	0.00	\$856.88	\$0
Special Students 4-12 Basic	0.00	\$2,040.18	\$0
Special Students 4-12 Intense	0.00	\$2,856.26	\$0
Special Students 4-12 Complex	0.00	\$6,591.37	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total: 200  
 Regular: 176  
 Special: 24

**Location**

Districts:

Appoquinimink	0	Christina	90	Laurel	0
Brandywine	20	Colonial	30	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	60
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	150			
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =		16.2
Regular Students 4-12	176.00	Unit size Regular Students 4-12 =		20
Special Students 4-12 Basic	24.00	Unit size Special Students 4-12 Basic =		8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =		6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =		2.6

# of Div I Units Generated =	11.66		\$33,443	\$389,850
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.08		\$60,530	\$4,842
Percentage Transportation Supervisor =	0.02		\$60,530	\$1,211
Principal =	0.00		\$63,922	\$0
Assistant Principal =	0.00		\$57,817	\$0
Percentage Visiting Teacher =	0.05		\$43,545	\$2,177
Percentage Driver Education Teacher =	0.00		\$39,641	\$0
Nurse =	0.09		\$42,031	\$3,675
Academic Excellence Units =	0.80		\$39,448	\$31,558
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.20		\$45,577	\$9,321
Related Services Specialist Intensive	0.00		\$45,577	\$0
Related Services Specialist Complex	0.00		\$45,577	\$0
Clerical Units =	1.00		\$29,532	\$29,532
Custodial Units =	1.00		\$24,496	\$24,496
Cafeteria Manager =	0.00		\$26,992	\$0
Cafeteria Worker =	0.00		\$12,161	\$0

Total Staffing = 15.90  
 Total Staffing For Health Insurance = 15.90

Total Salary Costs				\$546,952
OEC Rate			30.44%	\$166,492
Health Insurance Per FTE			\$8,166	\$129,832

<b>Subtotal Personnel Revenue</b>	<b>\$843,276</b>
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =			\$	-
Division II Units (No Vocational Courses) =	11.66			
Division II - All Other Costs - Current Unit Value =	\$ 2,955		\$	34,447
Division II - Energy - Current Unit Value =	\$ 2,435		\$	28,385
Division III - Equalization - Unit Value =	\$ 6,465		\$	75,363
Academic Excellence Division III =			\$	5,172
MCI/Annual Maintenance =			\$	-
LEP =			\$	-
Student Transportation Amount =			\$	129,447

<b>Subtotal Other Sources</b>	<b>\$272,814</b>
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<b>Grand Total State Sources</b>	<b>\$1,116,091</b>
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# New Charter School Estimated State and Local Fund Calculations

**Disclaimer:** The following estimates will vary from actuals and do not account for any extenuating circumstances. --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate  
Specify the county the school will be located

K-2	(Example K-8, 9-12)
New Castle	Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.  
Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$1,328,961	\$854,000	\$2,182,962

**UNITS 13.99**

Enter Estimated # of 10th Graders Here

**0**

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,414.40	\$0
Regular Students 4-12	0.00	\$1,145.66	\$0
Special Students 4-12 Basic	0.00	\$2,727.77	\$0
Special Students 4-12 Intense	0.00	\$3,818.88	\$0
Special Students 4-12 Complex	0.00	\$8,812.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,588.03	\$0
Regular Students 4-12	0.00	\$2,080.10	\$0
Special Students 4-12 Basic	0.00	\$4,952.63	\$0
Special Students 4-12 Intense	0.00	\$6,933.68	\$0
Special Students 4-12 Complex	0.00	\$16,000.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,705.23	\$0
Regular Students 4-12	31.88	\$2,191.24	\$69,418
Special Students 4-12 Basic	4.32	\$5,217.24	\$22,538
Special Students 4-12 Intense	0.00	\$7,304.13	\$0
Special Students 4-12 Complex	0.00	\$16,855.69	\$0
<b>Totals</b>	<b>36.00</b>		<b>\$91,957</b>

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.29	\$0
Regular Students 4-12	0.00	\$768.12	\$0
Special Students 4-12 Basic	0.00	\$1,828.85	\$0
Special Students 4-12 Intense	0.00	\$2,560.39	\$0
Special Students 4-12 Complex	0.00	\$5,908.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,859.97	\$0
Regular Students 4-12	63.36	\$3,126.57	\$198,099
Special Students 4-12 Basic	8.64	\$7,444.22	\$64,318
Special Students 4-12 Intense	0.00	\$10,421.91	\$0
Special Students 4-12 Complex	0.00	\$24,050.57	\$0
<b>Totals</b>	<b>72.00</b>		<b>\$262,418</b>

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,193.02	\$0
Regular Students 4-12	0.00	\$968.34	\$0
Special Students 4-12 Basic	0.00	\$2,300.82	\$0
Special Students 4-12 Intense	0.00	\$3,221.15	\$0
Special Students 4-12 Complex	0.00	\$7,433.42	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.41	\$0
Regular Students 4-12	21.12	\$3,428.25	\$72,405
Special Students 4-12 Basic	2.88	\$8,162.51	\$23,508
Special Students 4-12 Intense	0.00	\$11,427.51	\$0
Special Students 4-12 Complex	0.00	\$26,371.18	\$0
<b>Totals</b>	<b>24.00</b>		<b>\$95,913</b>

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,319.66	\$0
Regular Students 4-12	0.00	\$1,088.92	\$0
Special Students 4-12 Basic	0.00	\$2,545.05	\$0
Special Students 4-12 Intense	0.00	\$3,563.08	\$0
Special Students 4-12 Complex	0.00	\$8,222.48	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,137.30	\$0
Regular Students 4-12	0.00	\$921.22	\$0
Special Students 4-12 Basic	0.00	\$2,193.37	\$0
Special Students 4-12 Intense	0.00	\$3,070.72	\$0
Special Students 4-12 Complex	0.00	\$7,086.27	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$673.95	\$0
Special Students 4-12 Basic	0.00	\$1,604.64	\$0
Special Students 4-12 Intense	0.00	\$2,246.49	\$0
Special Students 4-12 Complex	0.00	\$5,184.21	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,354.76	\$0
Regular Students 4-12	0.00	\$1,097.35	\$0
Special Students 4-12 Basic	0.00	\$2,612.75	\$0
Special Students 4-12 Intense	0.00	\$3,657.85	\$0
Special Students 4-12 Complex	0.00	\$8,441.19	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$967.87	\$0
Regular Students 4-12	0.00	\$783.98	\$0
Special Students 4-12 Basic	0.00	\$1,866.61	\$0
Special Students 4-12 Intense	0.00	\$2,613.25	\$0
Special Students 4-12 Complex	0.00	\$6,030.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,358.88	\$0
Regular Students 4-12	95.04	\$3,206.69	\$304,764
Special Students 4-12 Basic	12.96	\$7,634.98	\$98,949
Special Students 4-12 Intense	0.00	\$10,688.97	\$0
Special Students 4-12 Complex	0.00	\$24,666.86	\$0
<b>Totals</b>	<b>108.00</b>		<b>\$403,713</b>

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,626.32	\$0
Regular Students 4-12	0.00	\$2,127.32	\$0
Special Students 4-12 Basic	0.00	\$5,065.05	\$0
Special Students 4-12 Intense	0.00	\$7,091.08	\$0
Special Students 4-12 Complex	0.00	\$16,364.02	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$1,114.10	\$0
Special Students 4-12 Basic	0.00	\$2,652.61	\$0
Special Students 4-12 Intense	0.00	\$3,713.66	\$0
Special Students 4-12 Complex	0.00	\$8,569.97	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,057.87	\$0
Regular Students 4-12	0.00	\$856.88	\$0
Special Students 4-12 Basic	0.00	\$2,040.18	\$0
Special Students 4-12 Intense	0.00	\$2,856.26	\$0
Special Students 4-12 Complex	0.00	\$6,591.37	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total:	240				
Regular:	211				
Special:	29				
<b>Location</b>					
Districts:					
Appoquinimink	0	Christina	108	Laurel	0
Brandywine	24	Colonial	36	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	72
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0
Transportation Eligible Students:	180				
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =		16.2	
Regular Students 4-12	211.20	Unit size Regular Students 4-12 =		20	
Special Students 4-12 Basic	28.80	Unit size Special Students 4-12 Basic =		8.4	
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =		6	
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =		2.6	
# of Div I Units Generated =	13.99		\$33,443	\$467,820	
Administrative Assistant =	1.00		\$50,290	\$50,290	
Percentage 11 Month Supervisor =	0.09		\$60,530	\$5,448	
Percentage Transportation Supervisor =	0.03		\$60,530	\$1,816	
Principal =	0.00		\$63,922	\$0	
Assistant Principal =	0.00		\$57,817	\$0	
Percentage Visiting Teacher =	0.06		\$43,545	\$2,613	
Percentage Driver Education Teacher =	0.00		\$39,641	\$0	
Nurse =	0.10		\$42,031	\$4,410	
Academic Excellence Units =	0.96		\$39,448	\$37,870	
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.25		\$45,577	\$11,185	
Related Services Specialist Intensive	0.00		\$45,577	\$0	
Related Services Specialist Complex	0.00		\$45,577	\$0	
Clerical Units =	1.00		\$29,532	\$29,532	
Custodial Units =	1.00		\$24,496	\$24,496	
Cafeteria Manager =	0.00		\$26,992	\$0	
Cafeteria Worker =	0.00		\$12,161	\$0	
Total Staffing =	18.48				
Total Staffing For Health Insurance =	18.48				
Total Salary Costs				\$635,479	
OEC Rate			30.44%	\$193,440	
Health Insurance Per FTE			\$8,611	\$159,122	

<b>Subtotal Personnel Revenue</b>	<b>\$988,041</b>
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	13.99		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	41,336
Division II - Energy - Current Unit Value =	\$ 2,435	\$	34,062
Division III - Equalization - Unit Value =	\$ 6,465	\$	90,436
Academic Excellence Division III =		\$	6,206
MCI/Annual Maintenance =		\$	13,543
LEP =		\$	-
Student Transportation Amount =		\$	155,336

<b>Subtotal Other Sources</b>	<b>\$340,921</b>
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<b>Grand Total State Sources</b>	<b>\$1,328,961</b>
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# New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.  
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate  
 Specify the county the school will be located

K-2	(Example K-8, 9-12)
New Castle	Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.  
 Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$1,808,441	\$1,138,667	\$2,947,108

**UNITS 18.65**

Enter Estimated # of 10th Graders Here

**0**

29 Appoguinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,414.40	\$0
Regular Students 4-12	0.00	\$1,145.66	\$0
Special Students 4-12 Basic	0.00	\$2,727.77	\$0
Special Students 4-12 Intense	0.00	\$3,818.88	\$0
Special Students 4-12 Complex	0.00	\$8,812.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,588.03	\$0
Regular Students 4-12	0.00	\$2,080.10	\$0
Special Students 4-12 Basic	0.00	\$4,952.63	\$0
Special Students 4-12 Intense	0.00	\$6,933.68	\$0
Special Students 4-12 Complex	0.00	\$16,000.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,705.23	\$0
Regular Students 4-12	42.24	\$2,191.24	\$92,558
Special Students 4-12 Basic	5.76	\$5,217.24	\$30,051
Special Students 4-12 Intense	0.00	\$7,304.13	\$0
Special Students 4-12 Complex	0.00	\$16,855.69	\$0
<b>Totals</b>	<b>48.00</b>		<b>\$122,609</b>

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.29	\$0
Regular Students 4-12	0.00	\$768.12	\$0
Special Students 4-12 Basic	0.00	\$1,828.85	\$0
Special Students 4-12 Intense	0.00	\$2,560.39	\$0
Special Students 4-12 Complex	0.00	\$5,908.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,859.97	\$0
Regular Students 4-12	84.48	\$3,126.57	\$264,133
Special Students 4-12 Basic	11.52	\$7,444.22	\$85,757
Special Students 4-12 Intense	0.00	\$10,421.91	\$0
Special Students 4-12 Complex	0.00	\$24,050.57	\$0
<b>Totals</b>	<b>96.00</b>		<b>\$349,890</b>

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,193.02	\$0
Regular Students 4-12	0.00	\$968.34	\$0
Special Students 4-12 Basic	0.00	\$2,300.82	\$0
Special Students 4-12 Intense	0.00	\$3,221.15	\$0
Special Students 4-12 Complex	0.00	\$7,433.42	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.41	\$0
Regular Students 4-12	28.16	\$3,428.25	\$96,540
Special Students 4-12 Basic	3.84	\$8,162.51	\$31,344
Special Students 4-12 Intense	0.00	\$11,427.51	\$0
Special Students 4-12 Complex	0.00	\$26,371.18	\$0
<b>Totals</b>	<b>32.00</b>		<b>\$127,884</b>

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,319.66	\$0
Regular Students 4-12	0.00	\$1,088.92	\$0
Special Students 4-12 Basic	0.00	\$2,545.05	\$0
Special Students 4-12 Intense	0.00	\$3,563.08	\$0
Special Students 4-12 Complex	0.00	\$8,222.48	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,137.30	\$0
Regular Students 4-12	0.00	\$921.22	\$0
Special Students 4-12 Basic	0.00	\$2,193.37	\$0
Special Students 4-12 Intense	0.00	\$3,070.72	\$0
Special Students 4-12 Complex	0.00	\$7,086.27	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$673.95	\$0
Special Students 4-12 Basic	0.00	\$1,604.64	\$0
Special Students 4-12 Intense	0.00	\$2,246.49	\$0
Special Students 4-12 Complex	0.00	\$5,184.21	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,354.76	\$0
Regular Students 4-12	0.00	\$1,097.35	\$0
Special Students 4-12 Basic	0.00	\$2,612.75	\$0
Special Students 4-12 Intense	0.00	\$3,657.85	\$0
Special Students 4-12 Complex	0.00	\$8,441.19	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$967.87	\$0
Regular Students 4-12	0.00	\$783.98	\$0
Special Students 4-12 Basic	0.00	\$1,866.61	\$0
Special Students 4-12 Intense	0.00	\$2,613.25	\$0
Special Students 4-12 Complex	0.00	\$6,030.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,358.88	\$0
Regular Students 4-12	126.72	\$3,206.69	\$406,352
Special Students 4-12 Basic	17.28	\$7,634.98	\$131,932
Special Students 4-12 Intense	0.00	\$10,688.97	\$0
Special Students 4-12 Complex	0.00	\$24,666.86	\$0
<b>Totals</b>	<b>144.00</b>		<b>\$538,284</b>

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,626.32	\$0
Regular Students 4-12	0.00	\$2,127.32	\$0
Special Students 4-12 Basic	0.00	\$5,065.05	\$0
Special Students 4-12 Intense	0.00	\$7,091.08	\$0
Special Students 4-12 Complex	0.00	\$16,364.02	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,375.43	\$0
Regular Students 4-12	0.00	\$1,114.10	\$0
Special Students 4-12 Basic	0.00	\$2,652.61	\$0
Special Students 4-12 Intense	0.00	\$3,713.66	\$0
Special Students 4-12 Complex	0.00	\$8,569.97	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,057.87	\$0
Regular Students 4-12	0.00	\$856.88	\$0
Special Students 4-12 Basic	0.00	\$2,040.18	\$0
Special Students 4-12 Intense	0.00	\$2,856.26	\$0
Special Students 4-12 Complex	0.00	\$6,591.37	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>



**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total: 320  
 Regular: 282  
 Special: 38

**Location**

Districts:  
 Appoquinimink 0 Christina 144 Laurel 0  
 Brandywine 32 Colonial 48 Milford 0  
 Caesar Rodney 0 Delmar 0 Red Clay 96  
 Cape Henlopen 0 Indian River 0 Seaford 0  
 Capital 0 Lake Forest 0 Smyrna 0  
 Woodbridge 0

Transportation Eligible Students: 240  
 Regular/Special K-3 0.00 Unit size Regular/Special K-3 students = 16.2  
 Regular Students 4-12 281.60 Unit size Regular Students 4-12 = 20  
 Special Students 4-12 Basic 38.40 Unit size Special Students 4-12 Basic = 8.4  
 Special Students 4-12 Intense 0.00 Unit size Special Students 4-12 Intense = 6  
 Special Students 4-12 Complex 0.00 Unit Size Special Students 4-12 Complex = 2.6

# of Div I Units Generated = 18.65 \$33,443 \$623,760  
 Administrative Assistant = 1.00 \$50,290 \$50,290  
 Percentage 11 Month Supervisor = 0.12 \$60,530 \$7,264  
 Percentage Transportation Supervisor = 0.03 \$60,530 \$1,816  
 Principal = 1.00 \$63,922 \$63,922  
 Assistant Principal = 0.00 \$57,817 \$0  
 Percentage Visiting Teacher = 0.07 \$43,545 \$3,048  
 Percentage Driver Education Teacher = 0.00 \$39,641 \$0  
 Nurse = 0.14 \$42,031 \$5,880  
 Academic Excellence Units = 1.28 \$39,448 \$50,493  
 Related Services Specialist K-3, 4-12 Reg, Basic 4-12 0.33 \$45,577 \$14,914  
 Related Services Specialist Intensive 0.00 \$45,577 \$0  
 Related Services Specialist Complex 0.00 \$45,577 \$0  
 Clerical Units = 1.00 \$29,532 \$29,532  
 Custodial Units = 1.00 \$24,496 \$24,496  
 Cafeteria Manager = 0.00 \$26,992 \$0  
 Cafeteria Worker = 0.00 \$12,161 \$0

Total Staffing = 24.62  
 Total Staffing For Health Insurance = 24.62

Total Salary Costs \$875,414  
 OEC Rate 30.44% \$266,476  
 Health Insurance Per FTE \$8,611 \$211,990

**Subtotal Personnel Revenue \$1,353,880**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development = \$ -  
 Division II Units (No Vocational Courses) = 18.65  
 Division II - All Other Costs - Current Unit Value = \$ 2,955 \$ 55,115  
 Division II - Energy - Current Unit Value = \$ 2,435 \$ 45,416  
 Division III - Equalization - Unit Value = \$ 6,465 \$ 120,581  
 Academic Excellence Division III = \$ 8,275  
 MCI/Annual Maintenance = \$ 18,058  
 LEP = \$ -  
 Student Transportation Amount = \$ 207,115

**Subtotal Other Sources \$454,561**

**Grand Total State Sources \$1,808,441**

# New Charter School Estimated State and Local Fund Calculations

**Disclaimer:** The following estimates will vary from actuals and do not account for any extenuating circumstances. --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate  
Specify the county the school will be located

K-2	(Example K-8, 9-12)
New Castle	Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.  
Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$2,245,468	\$1,423,334	\$3,668,802

<b>UNITS</b>	<b>23.31</b>
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Enter Estimated # of 10th Graders Here

<b>0</b>
----------

29 Appoguinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,414.40	\$0
Regular Students 4-12	0.00	\$1,145.66	\$0
Special Students 4-12 Basic	0.00	\$2,727.77	\$0
Special Students 4-12 Intense	0.00	\$3,818.88	\$0
Special Students 4-12 Complex	0.00	\$8,812.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,588.03	\$0
Regular Students 4-12	0.00	\$2,080.10	\$0
Special Students 4-12 Basic	0.00	\$4,952.63	\$0
Special Students 4-12 Intense	0.00	\$6,933.68	\$0
Special Students 4-12 Complex	0.00	\$16,000.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,705.23	\$0
Regular Students 4-12	52.80	\$2,191.24	\$115,697
Special Students 4-12 Basic	7.20	\$5,217.24	\$37,564
Special Students 4-12 Intense	0.00	\$7,304.13	\$0
Special Students 4-12 Complex	0.00	\$16,855.69	\$0
<b>Totals</b>	<b>60.00</b>		<b>\$153,262</b>

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.29	\$0
Regular Students 4-12	0.00	\$768.12	\$0
Special Students 4-12 Basic	0.00	\$1,828.85	\$0
Special Students 4-12 Intense	0.00	\$2,560.39	\$0
Special Students 4-12 Complex	0.00	\$5,908.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,859.97	\$0
Regular Students 4-12	105.60	\$3,126.57	\$330,166
Special Students 4-12 Basic	14.40	\$7,444.22	\$107,197
Special Students 4-12 Intense	0.00	\$10,421.91	\$0
Special Students 4-12 Complex	0.00	\$24,050.57	\$0
<b>Totals</b>	<b>120.00</b>		<b>\$437,363</b>

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,193.02	\$0
Regular Students 4-12	0.00	\$968.34	\$0
Special Students 4-12 Basic	0.00	\$2,300.82	\$0
Special Students 4-12 Intense	0.00	\$3,221.15	\$0
Special Students 4-12 Complex	0.00	\$7,433.42	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.41	\$0
Regular Students 4-12	35.20	\$3,428.25	\$120,674
Special Students 4-12 Basic	4.80	\$8,162.51	\$39,180
Special Students 4-12 Intense	0.00	\$11,427.51	\$0
Special Students 4-12 Complex	0.00	\$26,371.18	\$0
<b>Totals</b>	<b>40.00</b>		<b>\$159,854</b>

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,319.66	\$0
Regular Students 4-12	0.00	\$1,088.92	\$0
Special Students 4-12 Basic	0.00	\$2,545.05	\$0
Special Students 4-12 Intense	0.00	\$3,563.08	\$0
Special Students 4-12 Complex	0.00	\$8,222.48	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,137.30	\$0
Regular Students 4-12	0.00	\$921.22	\$0
Special Students 4-12 Basic	0.00	\$2,193.37	\$0
Special Students 4-12 Intense	0.00	\$3,070.72	\$0
Special Students 4-12 Complex	0.00	\$7,086.27	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$673.95	\$0
Special Students 4-12 Basic	0.00	\$1,604.64	\$0
Special Students 4-12 Intense	0.00	\$2,246.49	\$0
Special Students 4-12 Complex	0.00	\$5,184.21	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,354.76	\$0
Regular Students 4-12	0.00	\$1,097.35	\$0
Special Students 4-12 Basic	0.00	\$2,612.75	\$0
Special Students 4-12 Intense	0.00	\$3,657.85	\$0
Special Students 4-12 Complex	0.00	\$8,441.19	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$967.87	\$0
Regular Students 4-12	0.00	\$783.98	\$0
Special Students 4-12 Basic	0.00	\$1,866.61	\$0
Special Students 4-12 Intense	0.00	\$2,613.25	\$0
Special Students 4-12 Complex	0.00	\$6,030.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,358.88	\$0
Regular Students 4-12	158.40	\$3,206.69	\$507,940
Special Students 4-12 Basic	21.60	\$7,634.98	\$164,916
Special Students 4-12 Intense	0.00	\$10,688.97	\$0
Special Students 4-12 Complex	0.00	\$24,666.86	\$0
<b>Totals</b>	<b>180.00</b>		<b>\$672,855</b>

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,626.32	\$0
Regular Students 4-12	0.00	\$2,127.32	\$0
Special Students 4-12 Basic	0.00	\$5,065.05	\$0
Special Students 4-12 Intense	0.00	\$7,091.08	\$0
Special Students 4-12 Complex	0.00	\$16,364.02	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$1,114.10	\$0
Special Students 4-12 Basic	0.00	\$2,652.61	\$0
Special Students 4-12 Intense	0.00	\$3,713.66	\$0
Special Students 4-12 Complex	0.00	\$8,569.97	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,057.87	\$0
Regular Students 4-12	0.00	\$856.88	\$0
Special Students 4-12 Basic	0.00	\$2,040.18	\$0
Special Students 4-12 Intense	0.00	\$2,856.26	\$0
Special Students 4-12 Complex	0.00	\$6,591.37	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total: 400  
 Regular: 352  
 Special: 48

**Location**

Districts:  
 Appoquinimink 0 Christina 180 Laurel 0  
 Brandywine 40 Colonial 60 Milford 0  
 Caesar Rodney 0 Delmar 0 Red Clay 120  
 Cape Henlopen 0 Indian River 0 Seaford 0  
 Capital 0 Lake Forest 0 Smyrna 0  
 Woodbridge 0

Transportation Eligible Students: 300  
 Regular/Special K-3 0.00 Unit size Regular/Special K-3 students = 16.2  
 Regular Students 4-12 352.00 Unit size Regular Students 4-12 = 20  
 Special Students 4-12 Basic 48.00 Unit size Special Students 4-12 Basic = 8.4  
 Special Students 4-12 Intense 0.00 Unit size Special Students 4-12 Intense = 6  
 Special Students 4-12 Complex 0.00 Unit Size Special Students 4-12 Complex = 2.6

# of Div I Units Generated = 23.31 \$33,443 \$779,700  
 Administrative Assistant = 1.00 \$50,290 \$50,290  
 Percentage 11 Month Supervisor = 0.16 \$60,530 \$9,685  
 Percentage Transportation Supervisor = 0.04 \$60,530 \$2,421  
 Principal = 1.00 \$63,922 \$63,922  
 Assistant Principal = 0.00 \$57,817 \$0  
 Percentage Visiting Teacher = 0.09 \$43,545 \$3,919  
 Percentage Driver Education Teacher = 0.00 \$39,641 \$0  
 Nurse = 0.17 \$42,031 \$7,349  
 Academic Excellence Units = 1.60 \$39,448 \$63,117  
 Related Services Specialist K-3, 4-12 Reg, Basic 4-12 0.41 \$45,577 \$18,642  
 Related Services Specialist Intensive 0.00 \$45,577 \$0  
 Related Services Specialist Complex 0.00 \$45,577 \$0  
 Clerical Units = 2.00 \$29,532 \$59,064  
 Custodial Units = 1.00 \$24,496 \$24,496  
 Cafeteria Manager = 0.00 \$26,992 \$0  
 Cafeteria Worker = 0.00 \$12,161 \$0

Total Staffing = 30.79  
 Total Staffing For Health Insurance = 30.79

Total Salary Costs \$1,082,605  
 OEC Rate 30.44% \$329,545  
 Health Insurance Per FTE \$8,611 \$265,117

**Subtotal Personnel Revenue \$1,677,267**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development = \$ -  
 Division II Units (No Vocational Courses) = 23.31  
 Division II - All Other Costs - Current Unit Value = \$ 2,955 \$ 68,894  
 Division II - Energy - Current Unit Value = \$ 2,435 \$ 56,770  
 Division III - Equalization - Unit Value = \$ 6,465 \$ 150,727  
 Academic Excellence Division III = \$ 10,344  
 MCI/Annual Maintenance = \$ 22,572  
 LEP = \$ -  
 Student Transportation Amount = \$ 258,894

**Subtotal Other Sources \$568,201**

**Grand Total State Sources \$2,245,468**

# New Charter School Estimated State and Local Fund Calculations

**Disclaimer:** The following estimates will vary from actuals and do not account for any extenuating circumstances. —State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate  
Specify the county the school will be located

K-2	(Example K-8, 9-12)
New Castle	Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.  
Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$878,299	\$569,334	\$1,447,633

UNITS	9.33
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Enter Estimated # of 10th Graders Here

0
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29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,414.40	\$0
Regular Students 4-12	0.00	\$1,145.66	\$0
Special Students 4-12 Basic	0.00	\$2,727.77	\$0
Special Students 4-12 Intense	0.00	\$3,818.88	\$0
Special Students 4-12 Complex	0.00	\$8,812.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,588.03	\$0
Regular Students 4-12	0.00	\$2,080.10	\$0
Special Students 4-12 Basic	0.00	\$4,952.63	\$0
Special Students 4-12 Intense	0.00	\$6,933.68	\$0
Special Students 4-12 Complex	0.00	\$16,000.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,705.23	\$0
Regular Students 4-12	21.12	\$2,191.24	\$46,279
Special Students 4-12 Basic	2.88	\$5,217.24	\$15,026
Special Students 4-12 Intense	0.00	\$7,304.13	\$0
Special Students 4-12 Complex	0.00	\$16,855.69	\$0
<b>Totals</b>	<b>24.00</b>		<b>\$61,305</b>

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.29	\$0
Regular Students 4-12	0.00	\$768.12	\$0
Special Students 4-12 Basic	0.00	\$1,828.85	\$0
Special Students 4-12 Intense	0.00	\$2,560.39	\$0
Special Students 4-12 Complex	0.00	\$5,908.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,859.97	\$0
Regular Students 4-12	42.24	\$3,126.57	\$132,066
Special Students 4-12 Basic	5.76	\$7,444.22	\$42,879
Special Students 4-12 Intense	0.00	\$10,421.91	\$0
Special Students 4-12 Complex	0.00	\$24,050.57	\$0
<b>Totals</b>	<b>48.00</b>		<b>\$174,945</b>

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,193.02	\$0
Regular Students 4-12	0.00	\$968.34	\$0
Special Students 4-12 Basic	0.00	\$2,300.82	\$0
Special Students 4-12 Intense	0.00	\$3,221.15	\$0
Special Students 4-12 Complex	0.00	\$7,433.42	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.41	\$0
Regular Students 4-12	14.08	\$3,428.25	\$48,270
Special Students 4-12 Basic	1.92	\$8,162.51	\$15,672
Special Students 4-12 Intense	0.00	\$11,427.51	\$0
Special Students 4-12 Complex	0.00	\$26,371.18	\$0
<b>Totals</b>	<b>16.00</b>		<b>\$63,942</b>

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,319.66	\$0
Regular Students 4-12	0.00	\$1,088.92	\$0
Special Students 4-12 Basic	0.00	\$2,545.05	\$0
Special Students 4-12 Intense	0.00	\$3,563.08	\$0
Special Students 4-12 Complex	0.00	\$8,222.48	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,137.30	\$0
Regular Students 4-12	0.00	\$921.22	\$0
Special Students 4-12 Basic	0.00	\$2,193.37	\$0
Special Students 4-12 Intense	0.00	\$3,070.72	\$0
Special Students 4-12 Complex	0.00	\$7,086.27	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$673.95	\$0
Special Students 4-12 Basic	0.00	\$1,604.64	\$0
Special Students 4-12 Intense	0.00	\$2,246.49	\$0
Special Students 4-12 Complex	0.00	\$5,184.21	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,354.76	\$0
Regular Students 4-12	0.00	\$1,097.35	\$0
Special Students 4-12 Basic	0.00	\$2,612.75	\$0
Special Students 4-12 Intense	0.00	\$3,657.85	\$0
Special Students 4-12 Complex	0.00	\$8,441.19	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$967.87	\$0
Regular Students 4-12	0.00	\$783.98	\$0
Special Students 4-12 Basic	0.00	\$1,866.61	\$0
Special Students 4-12 Intense	0.00	\$2,613.25	\$0
Special Students 4-12 Complex	0.00	\$6,030.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,358.88	\$0
Regular Students 4-12	63.36	\$3,206.69	\$203,176
Special Students 4-12 Basic	8.64	\$7,634.98	\$65,966
Special Students 4-12 Intense	0.00	\$10,688.97	\$0
Special Students 4-12 Complex	0.00	\$24,666.86	\$0
<b>Totals</b>	<b>72.00</b>		<b>\$269,142</b>

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,626.32	\$0
Regular Students 4-12	0.00	\$2,127.32	\$0
Special Students 4-12 Basic	0.00	\$5,065.05	\$0
Special Students 4-12 Intense	0.00	\$7,091.08	\$0
Special Students 4-12 Complex	0.00	\$16,364.02	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,375.43	\$0
Regular Students 4-12	0.00	\$1,114.10	\$0
Special Students 4-12 Basic	0.00	\$2,652.61	\$0
Special Students 4-12 Intense	0.00	\$3,713.66	\$0
Special Students 4-12 Complex	0.00	\$8,569.97	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,057.87	\$0
Regular Students 4-12	0.00	\$856.88	\$0
Special Students 4-12 Basic	0.00	\$2,040.18	\$0
Special Students 4-12 Intense	0.00	\$2,856.26	\$0
Special Students 4-12 Complex	0.00	\$6,591.37	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total:	160				
Regular:	141				
Special:	19				
<b>Location</b>					
Districts:					
Appoquinimink	0	Christina	72	Laurel	0
Brandywine	16	Colonial	24	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	48
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0
Transportation Eligible Students:	120				
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =		16.2	
Regular Students 4-12	140.80	Unit size Regular Students 4-12 =		20	
Special Students 4-12 Basic	19.20	Unit size Special Students 4-12 Basic =		8.4	
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =		6	
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =		2.6	
# of Div I Units Generated =	9.33		\$33,443	\$311,880	
Administrative Assistant =	1.00		\$50,290	\$50,290	
Percentage 11 Month Supervisor =	0.06		\$60,530	\$3,632	
Percentage Transportation Supervisor =	0.02		\$60,530	\$1,211	
Principal =	0.00		\$63,922	\$0	
Assistant Principal =	0.00		\$57,817	\$0	
Percentage Visiting Teacher =	0.04		\$43,545	\$1,742	
Percentage Driver Education Teacher =	0.00		\$39,641	\$0	
Nurse =	0.07		\$42,031	\$2,940	
Academic Excellence Units =	0.64		\$39,448	\$25,247	
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.16		\$45,577	\$7,457	
Related Services Specialist Intensive	0.00		\$45,577	\$0	
Related Services Specialist Complex	0.00		\$45,577	\$0	
Clerical Units =	0.00		\$29,532	\$0	
Custodial Units =	1.00		\$24,496	\$24,496	
Cafeteria Manager =	0.00		\$26,992	\$0	
Cafeteria Worker =	0.00		\$12,161	\$0	
Total Staffing =	12.32				
Total Staffing For Health Insurance =	12.32				
Total Salary Costs				\$428,893	
OEC Rate			30.44%	\$130,555	
Health Insurance Per FTE			\$8,166	\$100,599	

<b>Subtotal Personnel Revenue</b>	<b>\$660,047</b>
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	9.33		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	27,557
Division II - Energy - Current Unit Value =	\$ 2,435	\$	22,708
Division III - Equalization - Unit Value =	\$ 6,465	\$	60,291
Academic Excellence Division III =		\$	4,138
MCI/Annual Maintenance =		\$	-
LEP =		\$	-
Student Transportation Amount =		\$	103,558

<b>Subtotal Other Sources</b>	<b>\$218,252</b>
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<b>Grand Total State Sources</b>	<b>\$878,299</b>
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# New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.  
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate  
 Specify the county the school will be located

K-2	(Example K-8, 9-12)
New Castle	Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.  
 Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$1,328,961	\$854,000	\$2,182,962

**UNITS 13.99**

Enter Estimated # of 10th Graders Here

**0**

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,414.40	\$0
Regular Students 4-12	0.00	\$1,145.66	\$0
Special Students 4-12 Basic	0.00	\$2,727.77	\$0
Special Students 4-12 Intense	0.00	\$3,818.88	\$0
Special Students 4-12 Complex	0.00	\$8,812.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,588.03	\$0
Regular Students 4-12	0.00	\$2,080.10	\$0
Special Students 4-12 Basic	0.00	\$4,952.63	\$0
Special Students 4-12 Intense	0.00	\$6,933.68	\$0
Special Students 4-12 Complex	0.00	\$16,000.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,705.23	\$0
Regular Students 4-12	31.88	\$2,191.24	\$69,418
Special Students 4-12 Basic	4.32	\$5,217.24	\$22,538
Special Students 4-12 Intense	0.00	\$7,304.13	\$0
Special Students 4-12 Complex	0.00	\$16,855.69	\$0
<b>Totals</b>	<b>36.00</b>		<b>\$91,957</b>

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.29	\$0
Regular Students 4-12	0.00	\$768.12	\$0
Special Students 4-12 Basic	0.00	\$1,828.85	\$0
Special Students 4-12 Intense	0.00	\$2,560.39	\$0
Special Students 4-12 Complex	0.00	\$5,908.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,859.97	\$0
Regular Students 4-12	63.36	\$3,126.57	\$198,099
Special Students 4-12 Basic	8.64	\$7,444.22	\$64,318
Special Students 4-12 Intense	0.00	\$10,421.91	\$0
Special Students 4-12 Complex	0.00	\$24,050.57	\$0
<b>Totals</b>	<b>72.00</b>		<b>\$262,418</b>

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,193.02	\$0
Regular Students 4-12	0.00	\$968.34	\$0
Special Students 4-12 Basic	0.00	\$2,300.82	\$0
Special Students 4-12 Intense	0.00	\$3,221.15	\$0
Special Students 4-12 Complex	0.00	\$7,433.42	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.41	\$0
Regular Students 4-12	21.12	\$3,428.25	\$72,405
Special Students 4-12 Basic	2.88	\$8,162.51	\$23,508
Special Students 4-12 Intense	0.00	\$11,427.51	\$0
Special Students 4-12 Complex	0.00	\$26,371.18	\$0
<b>Totals</b>	<b>24.00</b>		<b>\$95,913</b>

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,319.66	\$0
Regular Students 4-12	0.00	\$1,088.92	\$0
Special Students 4-12 Basic	0.00	\$2,545.05	\$0
Special Students 4-12 Intense	0.00	\$3,563.08	\$0
Special Students 4-12 Complex	0.00	\$8,222.48	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,137.30	\$0
Regular Students 4-12	0.00	\$921.22	\$0
Special Students 4-12 Basic	0.00	\$2,193.37	\$0
Special Students 4-12 Intense	0.00	\$3,070.72	\$0
Special Students 4-12 Complex	0.00	\$7,086.27	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$673.95	\$0
Special Students 4-12 Basic	0.00	\$1,604.64	\$0
Special Students 4-12 Intense	0.00	\$2,246.49	\$0
Special Students 4-12 Complex	0.00	\$5,184.21	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,354.76	\$0
Regular Students 4-12	0.00	\$1,097.35	\$0
Special Students 4-12 Basic	0.00	\$2,612.75	\$0
Special Students 4-12 Intense	0.00	\$3,657.85	\$0
Special Students 4-12 Complex	0.00	\$8,441.19	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$967.87	\$0
Regular Students 4-12	0.00	\$783.98	\$0
Special Students 4-12 Basic	0.00	\$1,866.61	\$0
Special Students 4-12 Intense	0.00	\$2,613.25	\$0
Special Students 4-12 Complex	0.00	\$6,030.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,358.88	\$0
Regular Students 4-12	95.04	\$3,206.69	\$304,764
Special Students 4-12 Basic	12.96	\$7,634.98	\$98,949
Special Students 4-12 Intense	0.00	\$10,688.97	\$0
Special Students 4-12 Complex	0.00	\$24,666.86	\$0
<b>Totals</b>	<b>108.00</b>		<b>\$403,713</b>

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,626.32	\$0
Regular Students 4-12	0.00	\$2,127.32	\$0
Special Students 4-12 Basic	0.00	\$5,065.05	\$0
Special Students 4-12 Intense	0.00	\$7,091.08	\$0
Special Students 4-12 Complex	0.00	\$16,364.02	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$1,114.10	\$0
Special Students 4-12 Basic	0.00	\$2,652.61	\$0
Special Students 4-12 Intense	0.00	\$3,713.66	\$0
Special Students 4-12 Complex	0.00	\$8,569.97	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,057.87	\$0
Regular Students 4-12	0.00	\$856.88	\$0
Special Students 4-12 Basic	0.00	\$2,040.18	\$0
Special Students 4-12 Intense	0.00	\$2,856.26	\$0
Special Students 4-12 Complex	0.00	\$6,591.37	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total: 240  
 Regular: 211  
 Special: 29

**Location**

Districts:

Appoquinimink	0	Christina	108	Laurel	0
Brandywine	24	Colonial	36	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	72
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	180		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	211.20	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	28.80	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	13.99		\$33,443	\$467,820
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.09		\$60,530	\$5,448
Percentage Transportation Supervisor =	0.03		\$60,530	\$1,816
Principal =	0.00		\$63,922	\$0
Assistant Principal =	0.00		\$57,817	\$0
Percentage Visiting Teacher =	0.06		\$43,545	\$2,613
Percentage Driver Education Teacher =	0.00		\$39,641	\$0
Nurse =	0.10		\$42,031	\$4,410
Academic Excellence Units =	0.96		\$39,448	\$37,870
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.25		\$45,577	\$11,185
Related Services Specialist Intensive	0.00		\$45,577	\$0
Related Services Specialist Complex	0.00		\$45,577	\$0
Clerical Units =	1.00		\$29,532	\$29,532
Custodial Units =	1.00		\$24,496	\$24,496
Cafeteria Manager =	0.00		\$26,992	\$0
Cafeteria Worker =	0.00		\$12,161	\$0

Total Staffing = 18.48  
 Total Staffing For Health Insurance = 18.48

Total Salary Costs			\$635,479
OEC Rate		30.44%	\$193,440
Health Insurance Per FTE		\$8,611	\$159,122

<b>Subtotal Personnel Revenue</b>	<b>\$988,041</b>
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	13.99		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	41,336
Division II - Energy - Current Unit Value =	\$ 2,435	\$	34,062
Division III - Equalization - Unit Value =	\$ 6,465	\$	90,436
Academic Excellence Division III =		\$	6,206
MCI/Annual Maintenance =		\$	13,543
LEP =		\$	-
Student Transportation Amount =		\$	155,336

<b>Subtotal Other Sources</b>	<b>\$340,921</b>
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<b>Grand Total State Sources</b>	<b>\$1,328,961</b>
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# New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances. State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate  
Specify the county the school will be located

K-2	(Example K-8, 9-12)
New Castle	Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.  
Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$1,808,441	\$1,138,667	\$2,947,108

**UNITS 18.65**

Enter Estimated # of 10th Graders Here

**0**

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,414.40	\$0
Regular Students 4-12	0.00	\$1,145.66	\$0
Special Students 4-12 Basic	0.00	\$2,727.77	\$0
Special Students 4-12 Intense	0.00	\$3,818.88	\$0
Special Students 4-12 Complex	0.00	\$8,812.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,588.03	\$0
Regular Students 4-12	0.00	\$2,080.10	\$0
Special Students 4-12 Basic	0.00	\$4,952.63	\$0
Special Students 4-12 Intense	0.00	\$6,933.68	\$0
Special Students 4-12 Complex	0.00	\$16,000.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,705.23	\$0
Regular Students 4-12	42.24	\$2,191.24	\$92,558
Special Students 4-12 Basic	5.76	\$5,217.24	\$30,051
Special Students 4-12 Intense	0.00	\$7,304.13	\$0
Special Students 4-12 Complex	0.00	\$16,855.69	\$0
<b>Totals</b>	<b>48.00</b>		<b>\$122,609</b>

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.29	\$0
Regular Students 4-12	0.00	\$768.12	\$0
Special Students 4-12 Basic	0.00	\$1,828.85	\$0
Special Students 4-12 Intense	0.00	\$2,560.39	\$0
Special Students 4-12 Complex	0.00	\$5,908.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,859.97	\$0
Regular Students 4-12	84.48	\$3,126.57	\$264,133
Special Students 4-12 Basic	11.52	\$7,444.22	\$85,757
Special Students 4-12 Intense	0.00	\$10,421.91	\$0
Special Students 4-12 Complex	0.00	\$24,050.57	\$0
<b>Totals</b>	<b>96.00</b>		<b>\$349,890</b>

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,193.02	\$0
Regular Students 4-12	0.00	\$968.34	\$0
Special Students 4-12 Basic	0.00	\$2,300.82	\$0
Special Students 4-12 Intense	0.00	\$3,221.15	\$0
Special Students 4-12 Complex	0.00	\$7,433.42	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.41	\$0
Regular Students 4-12	28.16	\$3,428.25	\$96,540
Special Students 4-12 Basic	3.84	\$8,162.51	\$31,344
Special Students 4-12 Intense	0.00	\$11,427.51	\$0
Special Students 4-12 Complex	0.00	\$26,371.18	\$0
<b>Totals</b>	<b>32.00</b>		<b>\$127,884</b>

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,319.66	\$0
Regular Students 4-12	0.00	\$1,088.92	\$0
Special Students 4-12 Basic	0.00	\$2,545.05	\$0
Special Students 4-12 Intense	0.00	\$3,563.08	\$0
Special Students 4-12 Complex	0.00	\$8,222.48	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,137.30	\$0
Regular Students 4-12	0.00	\$921.22	\$0
Special Students 4-12 Basic	0.00	\$2,193.37	\$0
Special Students 4-12 Intense	0.00	\$3,070.72	\$0
Special Students 4-12 Complex	0.00	\$7,086.27	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$673.95	\$0
Special Students 4-12 Basic	0.00	\$1,604.64	\$0
Special Students 4-12 Intense	0.00	\$2,246.49	\$0
Special Students 4-12 Complex	0.00	\$5,184.21	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,354.76	\$0
Regular Students 4-12	0.00	\$1,097.35	\$0
Special Students 4-12 Basic	0.00	\$2,612.75	\$0
Special Students 4-12 Intense	0.00	\$3,657.85	\$0
Special Students 4-12 Complex	0.00	\$8,441.19	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$967.87	\$0
Regular Students 4-12	0.00	\$783.98	\$0
Special Students 4-12 Basic	0.00	\$1,866.61	\$0
Special Students 4-12 Intense	0.00	\$2,613.25	\$0
Special Students 4-12 Complex	0.00	\$6,030.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,358.88	\$0
Regular Students 4-12	126.72	\$3,206.69	\$406,352
Special Students 4-12 Basic	17.28	\$7,634.98	\$131,932
Special Students 4-12 Intense	0.00	\$10,688.97	\$0
Special Students 4-12 Complex	0.00	\$24,666.86	\$0
<b>Totals</b>	<b>144.00</b>		<b>\$538,284</b>

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,626.32	\$0
Regular Students 4-12	0.00	\$2,127.32	\$0
Special Students 4-12 Basic	0.00	\$5,065.05	\$0
Special Students 4-12 Intense	0.00	\$7,091.08	\$0
Special Students 4-12 Complex	0.00	\$16,364.02	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,375.43	\$0
Regular Students 4-12	0.00	\$1,114.10	\$0
Special Students 4-12 Basic	0.00	\$2,652.61	\$0
Special Students 4-12 Intense	0.00	\$3,713.66	\$0
Special Students 4-12 Complex	0.00	\$8,569.97	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,057.87	\$0
Regular Students 4-12	0.00	\$856.88	\$0
Special Students 4-12 Basic	0.00	\$2,040.18	\$0
Special Students 4-12 Intense	0.00	\$2,856.26	\$0
Special Students 4-12 Complex	0.00	\$6,591.37	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>



**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total: 320  
 Regular: 282  
 Special: 38

**Location**

Districts:  
 Appoquinimink 0 Christina 144 Laurel 0  
 Brandywine 32 Colonial 48 Milford 0  
 Caesar Rodney 0 Delmar 0 Red Clay 96  
 Cape Henlopen 0 Indian River 0 Seaford 0  
 Capital 0 Lake Forest 0 Smyrna 0  
 Woodbridge 0

Transportation Eligible Students: 240  
 Regular/Special K-3 0.00 Unit size Regular/Special K-3 students = 16.2  
 Regular Students 4-12 281.60 Unit size Regular Students 4-12 = 20  
 Special Students 4-12 Basic 38.40 Unit size Special Students 4-12 Basic = 8.4  
 Special Students 4-12 Intense 0.00 Unit size Special Students 4-12 Intense = 6  
 Special Students 4-12 Complex 0.00 Unit Size Special Students 4-12 Complex = 2.6

# of Div I Units Generated =	18.65		\$33,443	\$623,760
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.12		\$60,530	\$7,264
Percentage Transportation Supervisor =	0.03		\$60,530	\$1,816
Principal =	1.00		\$63,922	\$63,922
Assistant Principal =	0.00		\$57,817	\$0
Percentage Visiting Teacher =	0.07		\$43,545	\$3,048
Percentage Driver Education Teacher =	0.00		\$39,641	\$0
Nurse =	0.14		\$42,031	\$5,880
Academic Excellence Units =	1.28		\$39,448	\$50,493
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.33		\$45,577	\$14,914
Related Services Specialist Intensive	0.00		\$45,577	\$0
Related Services Specialist Complex	0.00		\$45,577	\$0
Clerical Units =	1.00		\$29,532	\$29,532
Custodial Units =	1.00		\$24,496	\$24,496
Cafeteria Manager =	0.00		\$26,992	\$0
Cafeteria Worker =	0.00		\$12,161	\$0

Total Staffing = 24.62  
 Total Staffing For Health Insurance = 24.62

Total Salary Costs \$875,414  
 OEC Rate 30.44% \$266,476  
 Health Insurance Per FTE \$8,611 \$211,990

**Subtotal Personnel Revenue \$1,353,880**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	18.65		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	55,115
Division II - Energy - Current Unit Value =	\$ 2,435	\$	45,416
Division III - Equalization - Unit Value =	\$ 6,465	\$	120,581
Academic Excellence Division III =		\$	8,275
MCI/Annual Maintenance =		\$	18,058
LEP =		\$	-
Student Transportation Amount =		\$	207,115

**Subtotal Other Sources \$454,561**

**Grand Total State Sources \$1,808,441**

# New Charter School Estimated State and Local Fund Calculations

**Disclaimer:** The following estimates will vary from actuals and do not account for any extenuating circumstances. --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate  
Specify the county the school will be located

K-2	(Example K-8, 9-12)
New Castle	Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.  
Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$2,245,468	\$1,423,334	\$3,668,802

<b>UNITS</b>	<b>23.31</b>
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Enter Estimated # of 10th Graders Here

<b>0</b>
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29 Appoguinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,414.40	\$0
Regular Students 4-12	0.00	\$1,145.66	\$0
Special Students 4-12 Basic	0.00	\$2,727.77	\$0
Special Students 4-12 Intense	0.00	\$3,818.88	\$0
Special Students 4-12 Complex	0.00	\$8,812.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,588.03	\$0
Regular Students 4-12	0.00	\$2,080.10	\$0
Special Students 4-12 Basic	0.00	\$4,952.63	\$0
Special Students 4-12 Intense	0.00	\$6,933.68	\$0
Special Students 4-12 Complex	0.00	\$16,000.80	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,705.23	\$0
Regular Students 4-12	52.80	\$2,191.24	\$115,697
Special Students 4-12 Basic	7.20	\$5,217.24	\$37,564
Special Students 4-12 Intense	0.00	\$7,304.13	\$0
Special Students 4-12 Complex	0.00	\$16,855.69	\$0
<b>Totals</b>	<b>60.00</b>		<b>\$153,262</b>

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.29	\$0
Regular Students 4-12	0.00	\$768.12	\$0
Special Students 4-12 Basic	0.00	\$1,828.85	\$0
Special Students 4-12 Intense	0.00	\$2,560.39	\$0
Special Students 4-12 Complex	0.00	\$5,908.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,859.97	\$0
Regular Students 4-12	105.60	\$3,126.57	\$330,166
Special Students 4-12 Basic	14.40	\$7,444.22	\$107,197
Special Students 4-12 Intense	0.00	\$10,421.91	\$0
Special Students 4-12 Complex	0.00	\$24,050.57	\$0
<b>Totals</b>	<b>120.00</b>		<b>\$437,363</b>

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,193.02	\$0
Regular Students 4-12	0.00	\$968.34	\$0
Special Students 4-12 Basic	0.00	\$2,300.82	\$0
Special Students 4-12 Intense	0.00	\$3,221.15	\$0
Special Students 4-12 Complex	0.00	\$7,433.42	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.41	\$0
Regular Students 4-12	35.20	\$3,428.25	\$120,674
Special Students 4-12 Basic	4.80	\$8,162.51	\$39,180
Special Students 4-12 Intense	0.00	\$11,427.51	\$0
Special Students 4-12 Complex	0.00	\$26,371.18	\$0
<b>Totals</b>	<b>40.00</b>		<b>\$159,854</b>

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,319.66	\$0
Regular Students 4-12	0.00	\$1,088.92	\$0
Special Students 4-12 Basic	0.00	\$2,545.05	\$0
Special Students 4-12 Intense	0.00	\$3,563.08	\$0
Special Students 4-12 Complex	0.00	\$8,222.48	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,137.30	\$0
Regular Students 4-12	0.00	\$921.22	\$0
Special Students 4-12 Basic	0.00	\$2,193.37	\$0
Special Students 4-12 Intense	0.00	\$3,070.72	\$0
Special Students 4-12 Complex	0.00	\$7,086.27	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$673.95	\$0
Special Students 4-12 Basic	0.00	\$1,604.64	\$0
Special Students 4-12 Intense	0.00	\$2,246.49	\$0
Special Students 4-12 Complex	0.00	\$5,184.21	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,354.76	\$0
Regular Students 4-12	0.00	\$1,097.35	\$0
Special Students 4-12 Basic	0.00	\$2,612.75	\$0
Special Students 4-12 Intense	0.00	\$3,657.85	\$0
Special Students 4-12 Complex	0.00	\$8,441.19	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$967.87	\$0
Regular Students 4-12	0.00	\$783.98	\$0
Special Students 4-12 Basic	0.00	\$1,866.61	\$0
Special Students 4-12 Intense	0.00	\$2,613.25	\$0
Special Students 4-12 Complex	0.00	\$6,030.58	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,358.88	\$0
Regular Students 4-12	158.40	\$3,206.69	\$507,940
Special Students 4-12 Basic	21.60	\$7,634.98	\$164,916
Special Students 4-12 Intense	0.00	\$10,688.97	\$0
Special Students 4-12 Complex	0.00	\$24,666.86	\$0
<b>Totals</b>	<b>180.00</b>		<b>\$672,855</b>

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,626.32	\$0
Regular Students 4-12	0.00	\$2,127.32	\$0
Special Students 4-12 Basic	0.00	\$5,065.05	\$0
Special Students 4-12 Intense	0.00	\$7,091.08	\$0
Special Students 4-12 Complex	0.00	\$16,364.02	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$832.03	\$0
Regular Students 4-12	0.00	\$1,114.10	\$0
Special Students 4-12 Basic	0.00	\$2,652.61	\$0
Special Students 4-12 Intense	0.00	\$3,713.66	\$0
Special Students 4-12 Complex	0.00	\$8,569.97	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,057.87	\$0
Regular Students 4-12	0.00	\$856.88	\$0
Special Students 4-12 Basic	0.00	\$2,040.18	\$0
Special Students 4-12 Intense	0.00	\$2,856.26	\$0
Special Students 4-12 Complex	0.00	\$6,591.37	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total: 400  
 Regular: 352  
 Special: 48

**Location**

Districts:

Appoquinimink	0	Christina	180	Laurel	0
Brandywine	40	Colonial	60	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	120
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	300			
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =		16.2
Regular Students 4-12	352.00	Unit size Regular Students 4-12 =		20
Special Students 4-12 Basic	48.00	Unit size Special Students 4-12 Basic =		8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =		6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =		2.6

# of Div I Units Generated =	23.31		\$33,443	\$779,700
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.16		\$60,530	\$9,685
Percentage Transportation Supervisor =	0.04		\$60,530	\$2,421
Principal =	1.00		\$63,922	\$63,922
Assistant Principal =	0.00		\$57,817	\$0
Percentage Visiting Teacher =	0.09		\$43,545	\$3,919
Percentage Driver Education Teacher =	0.00		\$39,641	\$0
Nurse =	0.17		\$42,031	\$7,349
Academic Excellence Units =	1.60		\$39,448	\$63,117
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.41		\$45,577	\$18,642
Related Services Specialist Intensive	0.00		\$45,577	\$0
Related Services Specialist Complex	0.00		\$45,577	\$0
Clerical Units =	2.00		\$29,532	\$59,064
Custodial Units =	1.00		\$24,496	\$24,496
Cafeteria Manager =	0.00		\$26,992	\$0
Cafeteria Worker =	0.00		\$12,161	\$0

Total Staffing = 30.79  
 Total Staffing For Health Insurance = 30.79

Total Salary Costs				\$1,082,605
OEC Rate			30.44%	\$329,545
Health Insurance Per FTE			\$8,611	\$265,117

<b>Subtotal Personnel Revenue</b>				<b>\$1,677,267</b>
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =			\$	-
Division II Units (No Vocational Courses) =	23.31			
Division II - All Other Costs - Current Unit Value =	\$ 2,955		\$	68,894
Division II - Energy - Current Unit Value =	\$ 2,435		\$	56,770
Division III - Equalization - Unit Value =	\$ 6,465		\$	150,727
Academic Excellence Division III =			\$	10,344
MCI/Annual Maintenance =			\$	22,572
LEP =			\$	-
Student Transportation Amount =			\$	258,894

<b>Subtotal Other Sources</b>				<b>\$568,201</b>
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<b>Grand Total State Sources</b>				<b>\$2,245,468</b>
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Great Oaks Application Budget Worksheet										
State Local & Loan Revenue										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
State Appropriations	\$0		\$1,116,091		\$1,717,292		\$2,245,468		\$2,785,811	
School District Local Fund Transfers	\$0		\$711,667		\$1,072,163		\$1,423,334		\$1,779,167	
Federal AmeriCorps Funds	\$0		\$231,000		\$350,000		\$469,000		\$581,000	
Foundation Funds	\$175,000		\$350,000		\$100,000		\$125,000		\$0	
Donations	\$0		\$0		\$0		\$0		\$0	
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0	
Cafeteria Funds	\$0		\$125,153		\$187,729		\$250,305		\$312,881	
Federal Entitlement Funding	\$0		\$100,000		\$100,000		\$150,000		\$200,000	
Prior Year Carryover Funds	\$0		\$69,500		\$88,578		\$294,162		\$285,890	
<b>STATE LOCAL &amp; LOANS REVENUE</b>	<b>\$175,000</b>		<b>\$2,703,411</b>		<b>\$3,615,763</b>		<b>\$4,957,269</b>		<b>\$5,944,749</b>	
State Local & Loans Expenses										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
Classroom Teachers	\$0	0.00	\$330,000	6.00	\$504,900	9.00	\$686,400	12.00	\$874,500	15.00
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Principal/Administrative	\$0	0.00	\$85,000	1.00	\$90,000	1.00	\$97,500	1.00	\$110,000	1.00
Director of Operations	\$70,000	1.00	\$73,000	1.00	\$76,000	1.00	\$79,000	1.00	\$82,000	1.00
Director of Curriculum and Instruction	\$0	0.00	\$0	0.00	\$60,000	1.00	\$63,000	1.00	\$66,000	1.00
Tutor Corps Director	\$0	0.00	\$55,000	1.00	\$58,000	1.00	\$61,000	1.00	\$64,000	1.00
Dean of Students	\$0	0.00	\$0	0.00	\$0	0.00	\$55,000	1.00	\$58,000	1.00
Nurse	\$0		\$45,000	1.00	\$45,000	1.00	\$45,000	1.00	\$45,000	1.00
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Athletic Director / Coaches	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Cafeteria	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Tutor Stipends	\$0	0.00	\$231,000	33.00	\$350,000	50.00	\$469,000	67.00	\$581,000	83.00
Other Employer Costs (30.44 % of Salaries)	\$0		\$200,747		\$286,809		\$375,032		\$450,298	
Health Insurance	\$0		\$86,110		\$120,554		\$154,998		\$180,831	
Other Benefits	\$0		\$0		\$0		\$0		\$0	
<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$70,000</b>	<b>1.00</b>	<b>\$1,105,857</b>	<b>43.00</b>	<b>\$1,591,263</b>	<b>64.00</b>	<b>\$2,085,930</b>	<b>85.00</b>	<b>\$2,511,629</b>	<b>104.00</b>
Student Support										
Transportation	\$0		\$142,392		\$194,171		\$284,783		\$323,618	
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
Cafeteria	\$0		\$125,153		\$187,729		\$250,305		\$312,881	
Extra Curricular	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$8,000		\$12,000		\$16,000		\$20,000	
Textbooks	\$0		\$35,290		\$28,128		\$35,750		\$20,965	
Curriculum	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
Professional Development	\$0		\$20,000		\$20,000		\$20,000		\$20,000	
Assessments	\$0		\$30,000		\$30,000		\$30,000		\$30,000	
Other Educational Program	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
Therapists (Occupational, Speech)	\$0		\$56,000		\$54,000		\$72,000		\$90,000	
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00

GO-WIL  
COMBINED BUDGET SHEETS

Classroom Technology	\$0	\$47,250	\$25,500	\$25,500	\$24,750
School Climate	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>	<b>\$484,084</b>	<b>\$571,527</b>	<b>\$754,338</b>	<b>\$862,214</b>
<b>Operations and Maintenance of Facilities</b>					
Insurance (Property/Liability)	\$3,000	\$26,000	\$26,000	\$26,000	\$26,000
Rent	\$0	\$508,065	\$508,065	\$1,016,130	\$1,016,130
Mortgage	\$0	\$0	\$0	\$0	\$0
Tutor Housing	\$0	\$107,250	\$195,000	\$261,300	\$323,700
Debt Service	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$5,500	\$7,500	\$9,500	\$11,500
Construction	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$120,000	\$60,000	\$60,000	\$60,000
Maintenance Contracts	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$3,000</b>	<b>\$766,815</b>	<b>\$796,565</b>	<b>\$1,372,930</b>	<b>\$1,437,330</b>
<b>Administrative/Operations Support</b>					
Equipment Lease/Maintenance	\$0	\$5,000	\$7,500	\$10,000	\$12,500
Equipment Purchase	\$2,000	\$0	\$0	\$0	\$0
Contracted Services	\$15,000	\$35,000	\$36,000	\$37,000	\$38,000
Supplies and Materials	\$2,000	\$2,000	\$3,000	\$4,000	\$5,000
Printing and Copying	\$3,000	\$6,000	\$9,000	\$12,000	\$15,000
Postage and Shipping	\$1,000	\$1,000	\$1,500	\$2,000	\$2,500
Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Enrollment / Recruitment	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
Staffing recruitment	\$0	\$0	\$0	\$0	\$0
Technology Contract	\$0	\$16,800	\$16,800	\$16,800	\$16,800
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$32,500</b>	<b>\$75,300</b>	<b>\$83,300</b>	<b>\$91,300</b>	<b>\$99,300</b>
<b>Management Company</b>					
Fees	\$0	\$0	\$0	\$0	\$0
Great Oaks Foundation Fee	\$0	\$182,776	\$278,946	\$366,880	\$456,498
Curriculum	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>	<b>\$182,776</b>	<b>\$278,946</b>	<b>\$366,880</b>	<b>\$456,498</b>
<b>STATE LOCAL &amp; LOANS EXPENDITURES</b>	<b>\$105,500</b>	<b>\$2,614,832</b>	<b>\$3,321,601</b>	<b>\$4,671,379</b>	<b>\$5,366,971</b>
<b># Students</b>	<b>0</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>
<b>REVENUE LESS EXPENDITURES</b>	<b>\$69,500</b>	<b>\$88,578</b>	<b>\$294,162</b>	<b>\$285,890</b>	<b>\$577,779</b>
2 % CONTINGENCY CHECK	\$0	\$36,555	\$55,789	\$73,376	\$91,300

Great Oaks Application Budget Worksheet										
State Local & Loan Revenue										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
State Appropriations	\$0		\$1,116,091		\$1,717,292		\$2,245,468		\$2,785,811	
School District Local Fund Transfers	\$0		\$711,667		\$1,072,163		\$1,423,334		\$1,779,167	
Federal AmeriCorps Funds	\$0		\$0		\$0		\$0		\$0	
Foundation Funds	\$0		\$0		\$0		\$0		\$0	
Donations	\$0		\$0		\$0		\$0		\$0	
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0	
Cafeteria Funds	\$0		\$125,153		\$187,729		\$250,305		\$312,881	
Federal Entitlement Funding	\$0		\$0		\$0		\$0		\$0	
Prior Year Carryover Funds	\$0		\$0		\$82,578		\$283,532		\$273,260	
<b>STATE LOCAL &amp; LOANS REVENUE</b>	<b>\$0</b>		<b>\$1,952,911</b>		<b>\$3,059,763</b>		<b>\$4,202,639</b>		<b>\$5,151,119</b>	
State Local & Loans Expenses										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
Classroom Teachers	\$0	0.00	\$237,000	4.20	\$409,530	7.30	\$538,400	9.40	\$678,280	11.60
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Principal/Administrative	\$0	0.00	\$85,000	1.00	\$90,000	1.00	\$97,500	1.00	\$110,000	1.00
Director of Operations	\$0	0.00	\$73,000	1.00	\$76,000	1.00	\$79,000	1.00	\$82,000	1.00
Director of Curriculum and Instruction	\$0	0.00	\$0	0.00	\$60,000	1.00	\$63,000	1.00	\$66,000	1.00
Tutor Corps Director	\$0	0.00	\$55,000	1.00	\$58,000	1.00	\$61,000	1.00	\$64,000	1.00
Dean of Students	\$0	0.00	\$0	0.00	\$0	0.00	\$55,000	1.00	\$58,000	1.00
Nurse	\$0	0.00	\$45,000	1.00	\$45,000	1.00	\$45,000	1.00	\$45,000	1.00
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Athletic Director / Coaches	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Cafeteria	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Tutor Stipends	\$0	0.00		33.00		50.00		67.00		83.00
Other Employer Costs (30.44 % of Salaries)	\$0		\$200,747		\$286,809		\$375,032		\$450,298	
Health Insurance	\$0		\$86,110		\$120,554		\$154,998		\$180,831	
Other Benefits	\$0		\$0		\$0		\$0		\$0	
<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$0</b>	<b>0.00</b>	<b>\$781,857</b>	<b>41.20</b>	<b>\$1,145,893</b>	<b>62.30</b>	<b>\$1,468,930</b>	<b>82.40</b>	<b>\$1,734,409</b>	<b>100.60</b>
Student Support										
Transportation	\$0		\$142,392		\$194,171		\$284,783		\$323,618	
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
Cafeteria	\$0		\$125,153		\$187,729		\$250,305		\$312,881	
Extra Curricular	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$7,000		\$12,000		\$16,000		\$20,000	
Textbooks	\$0		\$35,290		\$28,128		\$35,750		\$20,965	
Curriculum	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
Professional Development	\$0		\$20,000		\$20,000		\$20,000		\$20,000	
Assessments	\$0		\$30,000		\$30,000		\$30,000		\$30,000	
Other Educational Program	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
Therapists (Occupational, Speech)	\$0		\$56,000		\$54,000		\$72,000		\$90,000	
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00

GO-WIL  
STATE AND LOCAL REVENUE

Classroom Technology	\$0	\$47,250	\$25,500	\$25,500	\$24,750
School Climate	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>	<b>\$483,084</b>	<b>\$571,527</b>	<b>\$754,338</b>	<b>\$862,214</b>
<b>Operations and Maintenance of Facilities</b>					
Insurance (Property/Liability)	\$0	\$26,000	\$26,000	\$26,000	\$26,000
Rent	\$0	\$88,565	\$408,065	\$891,130	\$1,016,130
Mortgage	\$0	\$0	\$0	\$0	\$0
Tutor Housing	\$0	\$107,250	\$195,000	\$261,300	\$323,700
Debt Service	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$5,500	\$7,500	\$9,500	\$11,500
Construction	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$120,000	\$60,000	\$60,000	\$60,000
Maintenance Contracts	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$0</b>	<b>\$347,315</b>	<b>\$696,565</b>	<b>\$1,247,930</b>	<b>\$1,437,330</b>
<b>Administrative/Operations Support</b>					
Equipment Lease/Maintenance	\$0	\$5,000	\$7,500	\$10,000	\$12,500
Equipment Purchase	\$0	\$0	\$0	\$0	\$0
Contracted Services	\$0	\$35,000	\$36,000	\$37,000	\$38,000
Supplies and Materials	\$0	\$2,000	\$3,000	\$4,000	\$5,000
Printing and Copying	\$0	\$6,000	\$9,000	\$12,000	\$15,000
Postage and Shipping	\$0	\$1,000	\$1,500	\$2,000	\$2,500
Travel	\$0	\$2,000	\$2,000	\$2,000	\$2,000
Enrollment / Recruitment	\$0	\$7,500	\$7,500	\$7,500	\$7,500
Staffing recruitment	\$0	\$0	\$0	\$0	\$0
Technology Contract	\$0	\$16,800	\$16,800	\$16,800	\$16,800
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$0</b>	<b>\$75,300</b>	<b>\$83,300</b>	<b>\$91,300</b>	<b>\$99,300</b>
<b>Management Company</b>					
Fees	\$0	\$0	\$0	\$0	\$0
Great Oaks Foundation Fee	\$0	\$182,776	\$278,946	\$366,880	\$456,498
Curriculum	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>	<b>\$182,776</b>	<b>\$278,946</b>	<b>\$366,880</b>	<b>\$456,498</b>
<b>STATE LOCAL &amp; LOANS EXPENDITURES</b>	<b>\$0</b>	<b>\$1,870,332</b>	<b>\$2,776,231</b>	<b>\$3,929,379</b>	<b>\$4,589,751</b>
<b># Students</b>	<b>0</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>
<b>REVENUE LESS EXPENDITURES</b>	<b>\$0</b>	<b>\$82,578</b>	<b>\$283,532</b>	<b>\$273,260</b>	<b>\$561,369</b>
2 % CONTINGENCY CHECK	\$0.00	\$39,058.21	\$61,195.26	\$84,052.78	\$103,022.38

Great Oaks Application Budget Worksheet										
State Local & Loan Revenue										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
State Appropriations	\$0		\$0		\$0		\$0		\$0	
School District Local Fund Transfers	\$0		\$0		\$0		\$0		\$0	
Federal AmeriCorps Funds	\$0		\$231,000		\$350,000		\$469,000		\$581,000	
Foundation Funds	\$0		\$0		\$0		\$0		\$0	
Donations	\$0		\$0		\$0		\$0		\$0	
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0	
Cafeteria Funds	\$0		\$0		\$0		\$0		\$0	
Federal Entitlement Funding	\$0		\$100,000		\$100,000		\$150,000		\$200,000	
Prior Year Carryover Funds	\$0		\$0		\$6,000		\$10,630		\$12,630	
<b>STATE LOCAL &amp; LOANS REVENUE</b>	<b>\$0</b>		<b>\$331,000</b>		<b>\$456,000</b>		<b>\$629,630</b>		<b>\$793,630</b>	
State Local & Loans Expenses										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
Classroom Teachers	\$0	0.00	\$93,000	1.80	\$95,370	1.70	\$148,000	2.60	\$196,220	3.40
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Director of Operations	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Director of Curriculum and Instruction	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Tutor Corps Director	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Dean of Students	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Athletic Director / Coaches	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Cafeteria	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Tutor Stipends	\$0	0.00	\$231,000		\$350,000		\$469,000		\$581,000	0.00
Other Employer Costs (30.44 % of Salaries)	\$0									
Health Insurance	\$0									
Other Benefits	\$0		\$0		\$0		\$0		\$0	
<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$0</b>	<b>0.00</b>	<b>\$324,000</b>	<b>1.80</b>	<b>\$445,370</b>	<b>1.70</b>	<b>\$617,000</b>	<b>2.60</b>	<b>\$777,220</b>	<b>3.40</b>
Student Support										
Transportation	\$0		\$0		\$0		\$0		\$0	
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
Cafeteria	\$0		\$0		\$0		\$0		\$0	
Extra Curricular	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$1,000		\$0		\$0		\$0	
Textbooks	\$0		\$0		\$0		\$0		\$0	
Curriculum	\$0		\$0		\$0		\$0		\$0	
Professional Development	\$0		\$0		\$0		\$0		\$0	
Assessments	\$0		\$0		\$0		\$0		\$0	
Other Educational Program	\$0		\$0		\$0		\$0		\$0	
Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00



GO-WIL  
FEDERAL REVENUE

Classroom Technology	\$0	\$0	\$0	\$0	\$0	\$0
School Climate	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>	<b>\$1,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Operations and Maintenance of Facilities</b>						
Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0	\$0
Rent	\$0	\$0	\$0	\$0	\$0	\$0
Mortgage	\$0	\$0	\$0	\$0	\$0	\$0
Tutor Housing	\$0	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Administrative/Operations Support</b>						
Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Purchase	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Services	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Printing and Copying	\$0	\$0	\$0	\$0	\$0	\$0
Postage and Shipping	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0	\$0
Staffing recruitment	\$0	\$0	\$0	\$0	\$0	\$0
Technology Contract	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Management Company</b>						
Fees	\$0	\$0	\$0	\$0	\$0	\$0
Great Oaks Foundation Fee	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum	\$0	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>STATE LOCAL &amp; LOANS EXPENDITURES</b>	<b>\$0</b>	<b>\$325,000</b>	<b>\$445,370</b>	<b>\$617,000</b>	<b>\$777,220</b>	
<b># Students</b>	<b>0</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>	
<b>REVENUE LESS EXPENDITURES</b>	<b>\$0</b>	<b>\$6,000</b>	<b>\$10,630</b>	<b>\$12,630</b>	<b>\$16,410</b>	
2 % CONTINGENCY CHECK	\$0.00	\$6,620.00	\$9,120.00	\$12,592.60	\$15,872.60	

Great Oaks Application Budget Worksheet										
State Local & Loan Revenue										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
State Appropriations	\$0		\$0		\$0		\$0		\$0	
School District Local Fund Transfers	\$0		\$0		\$0		\$0		\$0	
Federal AmeriCorps Funds	\$0		\$0		\$0		\$0		\$0	
Foundation Funds	\$175,000		\$350,000		\$100,000		\$125,000		\$0	
Donations	\$0		\$0		\$0		\$0		\$0	
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0	
Cafeteria Funds	\$0		\$0		\$0		\$0		\$0	
Federal Entitlement Funding	\$0		\$0		\$0		\$0		\$0	
Prior Year Carryover Funds	\$0		\$69,500		\$0		\$0		\$0	
<b>STATE LOCAL &amp; LOANS REVENUE</b>	<b>\$175,000</b>		<b>\$419,500</b>		<b>\$100,000</b>		<b>\$125,000</b>		<b>\$0</b>	
State Local & Loans Expenses										
	YEAR 0	FTE	YEAR 1	FTE	YEAR 2	FTE	YEAR 3	FTE	YEAR 4	FTE
<b>Personnel Salaries / Other Employer Costs</b>										
Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Director of Operations	\$70,000	1.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Director of Curriculum and Instruction	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Tutor Corps Director	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Dean of Students	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Athletic Director / Coaches	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Cafeteria	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Tutor Stipends	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Other Employer Costs (30.44 % of Salaries)	\$0		\$0		\$0		\$0		\$0	
Health Insurance	\$0		\$0		\$0		\$0		\$0	
Other Benefits	\$0		\$0		\$0		\$0		\$0	
<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$70,000</b>	<b>1.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>
Student Support										
Transportation	\$0		\$0		\$0		\$0		\$0	
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
Cafeteria	\$0		\$0		\$0		\$0		\$0	
Extra Curricular	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
Textbooks	\$0		\$0		\$0		\$0		\$0	
Curriculum	\$0		\$0		\$0		\$0		\$0	
Professional Development	\$0		\$0		\$0		\$0		\$0	
Assessments	\$0		\$0		\$0		\$0		\$0	
Other Educational Program	\$0		\$0		\$0		\$0		\$0	
Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00

GO-WIL  
OTHER REVENUE

Classroom Technology	\$0	\$0	\$0	\$0	\$0	\$0
School Climate	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Operations and Maintenance of Facilities</b>						
Insurance (Property/Liability)	\$3,000	\$0	\$0	\$0	\$0	\$0
Rent	\$0	\$419,500	\$100,000	\$125,000	\$0	\$0
Mortgage	\$0	\$0	\$0	\$0	\$0	\$0
Tutor Housing	\$0	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$3,000</b>	<b>\$419,500</b>	<b>\$100,000</b>	<b>\$125,000</b>	<b>\$0</b>	<b>\$0</b>
<b>Administrative/Operations Support</b>						
Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Purchase	\$2,000	\$0	\$0	\$0	\$0	\$0
Contracted Services	\$15,000	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$2,000	\$0	\$0	\$0	\$0	\$0
Printing and Copying	\$3,000	\$0	\$0	\$0	\$0	\$0
Postage and Shipping	\$1,000	\$0	\$0	\$0	\$0	\$0
Travel	\$2,000	\$0	\$0	\$0	\$0	\$0
Enrollment / Recruitment	\$7,500	\$0	\$0	\$0	\$0	\$0
Staffing recruitment	\$0	\$0	\$0	\$0	\$0	\$0
Technology Contract	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$32,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Management Company</b>						
Fees	\$0	\$0	\$0	\$0	\$0	\$0
Great Oaks Foundation Fee	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum	\$0	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>STATE LOCAL &amp; LOANS EXPENDITURES</b>	<b>\$105,500</b>	<b>\$419,500</b>	<b>\$100,000</b>	<b>\$125,000</b>	<b>\$0</b>	<b>\$0</b>
<b># Students</b>	<b>0</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>	
<b>REVENUE LESS EXPENDITURES</b>	<b>\$69,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
2 % CONTINGENCY CHECK						

Great Oaks Application Budget Worksheet											
State Local & Loan Revenue											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
State Appropriations	\$0		\$0		\$0		\$0		\$0		
School District Local Fund Transfers	\$0		\$0		\$0		\$0		\$0		
Federal AmeriCorps Funds	\$0		\$0		\$0		\$0		\$0		
Foundation Funds	\$0		\$0		\$0		\$0		\$0		
Donations	\$0		\$0		\$0		\$0		\$0		
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0		
Cafeteria Funds	\$0		\$0		\$0		\$0		\$0		
Federal Entitlement Funding	\$0		\$0		\$0		\$0		\$0		
Prior Year Carryover Funds	\$0		\$0		\$0		\$0		\$0		
<b>STATE LOCAL &amp; LOANS REVENUE</b>	<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		
State Local & Loans Expenses											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Director of Operations	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Director of Curriculum and Instruction	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Tutor Corps Director	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Dean of Students	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Athletic Director / Coaches	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Cafeteria	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Tutor Stipends	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Other Employer Costs (30.44 % of Salaries)	\$0		\$0		\$0		\$0		\$0		
Health Insurance	\$0		\$0		\$0		\$0		\$0		
Other Benefits	\$0		\$0		\$0		\$0		\$0		
<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>(0.00)</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>(0.00)</b>	<b>\$0</b>	<b>0.00</b>	
Student Support											
Transportation	\$0		\$0		\$0		\$0		\$0		
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0		
Cafeteria	\$0		\$0		\$0		\$0		\$0		
Extra Curricular	\$0		\$0		\$0		\$0		\$0		
Supplies and Materials	\$0		\$0		\$0		\$0		\$0		
Textbooks	\$0		\$0		\$0		\$0		\$0		
Curriculum	\$0		\$0		\$0		\$0		\$0		
Professional Development	\$0		\$0		\$0		\$0		\$0		
Assessments	\$0		\$0		\$0		\$0		\$0		
Other Educational Program	\$0		\$0		\$0		\$0		\$0		
Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0		
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	

Classroom Technology	\$0	\$0	\$0	\$0	\$0	\$0
School Climate	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Operations and Maintenance of Facilities</b>						
Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0	\$0
Rent	\$0	\$0	\$0	\$0	\$0	\$0
Mortgage	\$0	\$0	\$0	\$0	\$0	\$0
Tutor Housing	\$0	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Administrative/Operations Support</b>						
Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Purchase	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Services	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Printing and Copying	\$0	\$0	\$0	\$0	\$0	\$0
Postage and Shipping	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0	\$0
Staffing recruitment	\$0	\$0	\$0	\$0	\$0	\$0
Technology Contract	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Management Company</b>						
Fees	\$0	\$0	\$0	\$0	\$0	\$0
Great Oaks Foundation Fee	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum	\$0	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>STATE LOCAL &amp; LOANS EXPENDITURES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b># Students</b>	<b>0</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>	
<b>REVENUE LESS EXPENDITURES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
2 % CONTINGENCY CHECK	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

<b>Great Oaks Application Budget Worksheet</b>										
<b>State Local &amp; Loan Revenue</b>										
	<b>YEAR 0</b>		<b>YEAR 1</b>		<b>YEAR 2</b>		<b>YEAR 3</b>		<b>YEAR 4</b>	
State Appropriations		\$0		\$879,299		\$1,328,962		\$1,808,441		\$2,245,468
School District Local Fund Transfers		\$0		\$569,334		\$854,000		\$1,138,667		\$1,423,334
Federal AmeriCorps Funds		\$0		\$210,000		\$280,000		\$371,000		\$462,000
Foundation Funds		\$175,000		\$350,000		\$125,000		\$325,000		\$0
Donations		\$0		\$0		\$0		\$0		\$0
Construction / Bank Loans		\$0		\$0		\$0		\$0		\$0
Cafeteria Funds		\$0		\$112,637		\$150,183		\$200,244		\$250,305
Federal Entitlement Funding		\$0		\$90,000		\$90,000		\$120,000		\$160,000
Prior Year Carryover Funds		\$0		\$70,400		\$67,110		\$137,204		\$207,199
<b>STATE LOCAL &amp; LOANS REVENUE</b>		<b>\$175,000</b>		<b>\$2,281,670</b>		<b>\$2,895,255</b>		<b>\$4,100,556</b>		<b>\$4,748,306</b>
<b>State Local &amp; Loans Expenses</b>										
	<b>YEAR 0</b>		<b>YEAR 1</b>		<b>YEAR 2</b>		<b>YEAR 3</b>		<b>YEAR 4</b>	
<b>Personnel Salaries / Other Employer Costs</b>		<b>FTE</b>		<b>FTE</b>		<b>FTE</b>		<b>FTE</b>		<b>FTE</b>
Classroom Teachers	\$0	0.00	\$275,000	5.00	\$392,700	7.00	\$514,800	9.00	\$641,300	11.00
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Principal/Administrative	\$0	0.00	\$85,000	1.00	\$90,000	1.00	\$97,500	1.00	\$110,000	1.00
Director of Operations	\$70,000	1.00	\$73,000	1.00	\$76,000	1.00	\$79,000	1.00	\$82,000	1.00
Director of Curriculum and Instruction	\$0	0.00	\$0	0.00	\$60,000	1.00	\$63,000	1.00	\$66,000	0.00
Tutor Corps Director	\$0	0.00	\$0	0.00	\$55,000	1.00	\$58,000	1.00	\$61,000	1.00
Dean of Students	\$0	0.00	\$0	0.00	\$0	0.00	\$55,000	1.00	\$58,000	0.00
Nurse	\$0	0.00	\$45,000	1.00	\$45,000	1.00	\$45,000	1.00	\$45,000	1.00
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Athletic Director / Coaches	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Cafeteria	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Tutor Stipends	\$0	0.00	\$210,000	30.00	\$280,000	40.00	\$371,000	53.00	\$462,000	66.00
Other Employer Costs (30.44 % of Salaries)	\$0		\$165,285		\$245,148		\$312,652		\$367,189	
Health Insurance	\$0		\$68,888		\$103,332		\$129,165		\$129,165	
Other Benefits	\$0		\$0		\$0		\$0		\$0	
<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$70,000</b>	<b>1.00</b>	<b>\$922,173</b>	<b>38.00</b>	<b>\$1,347,180</b>	<b>52.00</b>	<b>\$1,725,117</b>	<b>68.00</b>	<b>\$2,021,654</b>	<b>81.00</b>
<b>Student Support</b>										
Transportation	\$0		\$101,404		\$152,807		\$206,298		\$256,816	
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
Cafeteria	\$0		\$112,637		\$150,183		\$200,244		\$250,305	
Extra Curricular	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$7,200		\$9,600		\$12,800		\$16,000	
Textbooks	\$0		\$35,290		\$28,128		\$35,750		\$20,965	
Curriculum	\$0									
Professional Development	\$0									
Assessments	\$0									
Other Educational Program	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
Therapists (Occupational, Speech)	\$0		\$52,400		\$43,200		\$57,600		\$72,000	
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00

GO-WIL  
COMBINED BUDGET SHEETS

Classroom Technology	\$0	\$46,500	\$24,750	\$24,750	\$24,750
School Climate	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>	<b>\$365,432</b>	<b>\$418,668</b>	<b>\$547,442</b>	<b>\$650,836</b>
<b>Operations and Maintenance of Facilities</b>					
Insurance (Property/Liability)	\$3,000	\$26,000	\$26,000	\$26,000	\$26,000
Rent	\$0	\$508,065	\$508,065	\$1,016,130	\$1,016,130
Mortgage	\$0	\$0	\$0	\$0	\$0
Tutor Housing	\$0	\$97,500	\$156,000	\$206,700	\$257,400
Debt Service	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$5,100	\$6,300	\$7,900	\$9,500
Construction	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$100,000	\$40,000	\$40,000	\$40,000
Maintenance Contracts	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$3,000</b>	<b>\$736,665</b>	<b>\$736,365</b>	<b>\$1,296,730</b>	<b>\$1,349,030</b>
<b>Administrative/Operations Support</b>					
Equipment Lease/Maintenance	\$0	\$5,000	\$7,500	\$10,000	\$12,500
Equipment Purchase	\$2,000	\$0	\$0	\$0	\$0
Contracted Services	\$15,000	\$35,000	\$36,000	\$37,000	\$38,000
Supplies and Materials	\$1,800	\$1,800	\$2,400	\$3,200	\$4,000
Printing and Copying	\$2,400	\$5,400	\$7,800	\$10,200	\$12,600
Postage and Shipping	\$900	\$900	\$1,200	\$1,600	\$2,000
Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Enrollment / Recruitment	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
Staffing recruitment	\$0	\$0	\$0	\$0	\$0
Technology Contract	\$0	\$16,800	\$16,800	\$16,800	\$16,800
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$31,600</b>	<b>\$74,400</b>	<b>\$81,200</b>	<b>\$88,300</b>	<b>\$95,400</b>
<b>Management Company</b>					
Fees	\$0	\$0	\$0	\$0	\$0
Great Oaks Foundation Fee	\$0	\$115,891	\$174,637	\$235,769	\$293,504
Curriculum	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>	<b>\$115,891</b>	<b>\$174,637</b>	<b>\$235,769</b>	<b>\$293,504</b>
<b>STATE LOCAL &amp; LOANS EXPENDITURES</b>	<b>\$104,600</b>	<b>\$2,214,560</b>	<b>\$2,758,051</b>	<b>\$3,893,358</b>	<b>\$4,410,424</b>
<b># Students</b>	<b>0</b>	<b>180</b>	<b>240</b>	<b>320</b>	<b>400</b>
<b>REVENUE LESS EXPENDITURES</b>	<b>\$70,400</b>	<b>\$67,110</b>	<b>\$137,204</b>	<b>\$207,199</b>	<b>\$337,882</b>
2 % CONTINGENCY CHECK	\$0	#REF!	\$57,905	\$82,011	\$94,966

<b>Great Oaks Application Budget Worksheet</b>											
<b>State Local &amp; Loan Revenue</b>											
	<b>YEAR 0</b>		<b>YEAR 1</b>		<b>YEAR 2</b>		<b>YEAR 3</b>		<b>YEAR 4</b>		
State Appropriations	\$0		\$879,299		\$1,328,962		\$1,808,441		\$2,245,468		
School District Local Fund Transfers	\$0		\$569,334		\$854,000		\$1,138,667		\$1,423,334		
Federal AmeriCorps Funds	\$0		\$0		\$0		\$0		\$0		
Foundation Funds	\$0		\$0		\$0		\$0		\$0		
Donations	\$0		\$0		\$0		\$0		\$0		
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0		
Cafeteria Funds	\$0		\$112,637		\$150,183		\$200,244		\$250,305		
Federal Entitlement Funding	\$0		\$0		\$0		\$0		\$0		
Prior Year Carryover Funds	\$0		\$0		\$61,109		\$129,574		\$221,288		
<b>STATE LOCAL &amp; LOANS REVENUE</b>	<b>\$0</b>		<b>\$1,561,270</b>		<b>\$2,394,254</b>		<b>\$3,276,926</b>		<b>\$4,140,395</b>		
<b>State Local &amp; Loans Expenses</b>											
	<b>YEAR 0</b>		<b>YEAR 1</b>		<b>YEAR 2</b>		<b>YEAR 3</b>		<b>YEAR 4</b>		
<b>Personnel Salaries / Other Employer Costs</b>		<b>FTE</b>		<b>FTE</b>		<b>FTE</b>		<b>FTE</b>		<b>FTE</b>	
Classroom Teachers	\$0	0.00	\$191,000	5.00	\$304,330	7.00	\$398,080	9.00	\$483,080	11.00	
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Principal/Administrative	\$0	0.00	\$85,000	1.00	\$90,000	1.00	\$97,500	1.00	\$110,000	1.00	
Director of Operations	\$0	1.00	\$73,000	1.00	\$76,000	1.00	\$79,000	1.00	\$82,000	1.00	
Director of Curriculum and Instruction	\$0	0.00	\$0	0.00	\$60,000	1.00	\$63,000	1.00	\$66,000	0.00	
Tutor Corps Director	\$0	0.00	\$0	0.00	\$55,000	1.00	\$58,000	1.00	\$61,000	1.00	
Dean of Students	\$0	0.00	\$0	0.00	\$0	0.00	\$55,000	1.00	\$58,000	0.00	
Nurse	\$0		\$45,000	1.00	\$45,000	1.00	\$45,000	1.00	\$45,000	1.00	
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Athletic Director / Coaches	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Cafeteria	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Tutor Stipends	\$0	0.00	\$0	30.00	\$0	40.00	\$0	53.00	\$0	66.00	
Other Employer Costs (30.44 % of Salaries)	\$0		\$165,285		\$245,148		\$312,652		\$367,189		
Health Insurance	\$0		\$68,888		\$103,332		\$129,165		\$129,165		
Other Benefits	\$0		\$0		\$0		\$0		\$0		
<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$0</b>	<b>1.00</b>	<b>\$628,173</b>	<b>38.00</b>	<b>\$978,810</b>	<b>52.00</b>	<b>\$1,237,397</b>	<b>68.00</b>	<b>\$1,401,434</b>	<b>81.00</b>	
<b>Student Support</b>											
Transportation	\$0		\$101,404		\$152,807		\$206,298		\$256,816		
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0		
Cafeteria	\$0		\$112,637		\$150,183		\$200,244		\$250,305		
Extra Curricular	\$0		\$0		\$0		\$0		\$0		
Supplies and Materials	\$0		\$7,200		\$9,600		\$12,800		\$16,000		
Textbooks	\$0		\$35,290		\$28,128		\$35,750		\$20,965		
Curriculum	\$0										
Professional Development	\$0										
Assessments	\$0										
Other Educational Program	\$0		\$10,000		\$10,000		\$10,000		\$10,000		
Therapists (Occupational, Speech)	\$0		\$52,400		\$43,200		\$57,600		\$72,000		
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	



GO-WIL  
STATE AND LOCAL REVENUE

Classroom Technology	\$0	\$46,500	\$24,750	\$24,750	\$24,750
School Climate	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>	<b>\$365,432</b>	<b>\$418,668</b>	<b>\$547,442</b>	<b>\$650,836</b>
<b>Operations and Maintenance of Facilities</b>					
Insurance (Property/Liability)	\$0	\$26,000	\$26,000	\$26,000	\$26,000
Rent	\$0	\$87,665	\$383,065	\$666,130	\$1,016,130
Mortgage	\$0	\$0	\$0	\$0	\$0
Tutor Housing		\$97,500	\$156,000	\$206,700	\$257,400
Debt Service		\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$5,100	\$6,300	\$7,900	\$9,500
Construction	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0
Furniture		\$100,000	\$40,000	\$40,000	\$40,000
Maintenance Contracts	\$0	\$0	\$0	\$0	\$0
Other					
<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$0</b>	<b>\$316,265</b>	<b>\$611,365</b>	<b>\$946,730</b>	<b>\$1,349,030</b>
<b>Administrative/Operations Support</b>					
Equipment Lease/Maintenance	\$0	\$5,000	\$7,500	\$10,000	\$12,500
Equipment Purchase	\$0	\$0	\$0	\$0	\$0
Contracted Services	\$0	\$35,000	\$36,000	\$37,000	\$38,000
Supplies and Materials	\$0	\$1,800	\$2,400	\$3,200	\$4,000
Printing and Copying	\$0	\$5,400	\$7,800	\$10,200	\$12,600
Postage and Shipping	\$0	\$900	\$1,200	\$1,600	\$2,000
Travel	\$0	\$2,000	\$2,000	\$2,000	\$2,000
Enrollment / Recruitment	\$0	\$7,500	\$7,500	\$7,500	\$7,500
Staffing recruitment	\$0	\$0	\$0	\$0	\$0
Technology Contract	\$0	\$16,800	\$16,800	\$16,800	\$16,800
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$0</b>	<b>\$74,400</b>	<b>\$81,200</b>	<b>\$88,300</b>	<b>\$95,400</b>
<b>Management Company</b>					
Fees	\$0	\$0	\$0	\$0	\$0
Great Oaks Foundation Fee	\$0	\$115,891	\$174,637	\$235,769	\$293,504
Curriculum	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>	<b>\$115,891</b>	<b>\$174,637</b>	<b>\$235,769</b>	<b>\$293,504</b>
<b>STATE LOCAL &amp; LOANS EXPENDITURES</b>	<b>\$0</b>	<b>\$1,500,161</b>	<b>\$2,264,681</b>	<b>\$3,055,638</b>	<b>\$3,790,204</b>
<b># Students</b>	<b>0</b>	<b>180</b>	<b>240</b>	<b>320</b>	<b>400</b>
<b>REVENUE LESS EXPENDITURES</b>	<b>\$0</b>	<b>\$61,109</b>	<b>\$129,574</b>	<b>\$221,288</b>	<b>\$350,191</b>
2 % CONTINGENCY CHECK	\$0.00	\$31,225.41	\$47,885.09	\$65,538.52	\$82,807.90

Great Oaks Application Budget Worksheet											
State Local & Loan Revenue											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
State Appropriations	\$0		\$0		\$0		\$0		\$0		
School District Local Fund Transfers	\$0		\$0		\$0		\$0		\$0		
Federal AmeriCorps Funds	\$0		\$210,000		\$280,000		\$371,000		\$462,000		
Foundation Funds	\$0		\$0		\$0		\$0		\$0		
Donations	\$0		\$0		\$0		\$0		\$0		
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0		
Cafeteria Funds	\$0		\$0		\$0		\$0		\$0		
Federal Entitlement Funding	\$0		\$90,000		\$90,000		\$120,000		\$160,000		
Prior Year Carryover Funds	\$0		\$0		\$6,000		\$7,630		\$10,910		
<b>STATE LOCAL &amp; LOANS REVENUE</b>	<b>\$0</b>		<b>\$300,000</b>		<b>\$376,000</b>		<b>\$498,630</b>		<b>\$632,910</b>		
State Local & Loans Expenses											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
<b>Personnel Salaries / Other Employer Costs</b>		FTE		FTE		FTE		FTE		FTE	
Classroom Teachers	\$0	0.00	\$84,000	1.80	\$88,370	1.70	\$116,720	2.60	\$158,220	3.40	
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Director of Operations	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Director of Curriculum and Instruction	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Tutor Corps Director	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Dean of Students	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Athletic Director / Coaches	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Cafeteria	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Tutor Stipends	\$0	0.00	\$210,000	0.00	\$280,000	0.00	\$371,000	0.00	\$462,000	0.00	
Other Employer Costs (30.44 % of Salaries)	\$0										
Health Insurance	\$0										
Other Benefits	\$0		\$0		\$0		\$0		\$0		
<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$0</b>	<b>0.00</b>	<b>\$294,000</b>	<b>1.80</b>	<b>\$368,370</b>	<b>1.70</b>	<b>\$487,720</b>	<b>2.60</b>	<b>\$620,220</b>	<b>3.40</b>	
Student Support											
Transportation	\$0		\$0		\$0		\$0		\$0		
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0		
Cafeteria	\$0		\$0		\$0		\$0		\$0		
Extra Curricular	\$0		\$0		\$0		\$0		\$0		
Supplies and Materials	\$0		\$0		\$0		\$0		\$0		
Textbooks	\$0		\$0		\$0		\$0		\$0		
Curriculum	\$0		\$0		\$0		\$0		\$0		
Professional Development	\$0		\$0		\$0		\$0		\$0		
Assessments	\$0		\$0		\$0		\$0		\$0		
Other Educational Program	\$0		\$0		\$0		\$0		\$0		
Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0		
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	

GO-WIL  
FEDERAL REVENUE

Classroom Technology	\$0	\$0	\$0	\$0	\$0	\$0
School Climate	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Operations and Maintenance of Facilities</b>						
Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0	\$0
Rent	\$0	\$0	\$0	\$0	\$0	\$0
Mortgage	\$0	\$0	\$0	\$0	\$0	\$0
Tutor Housing	\$0	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Administrative/Operations Support</b>						
Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Purchase	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Services	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Printing and Copying	\$0	\$0	\$0	\$0	\$0	\$0
Postage and Shipping	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0	\$0
Staffing recruitment	\$0	\$0	\$0	\$0	\$0	\$0
Technology Contract	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Management Company</b>						
Fees	\$0	\$0	\$0	\$0	\$0	\$0
Great Oaks Foundation Fee	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum	\$0	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>STATE LOCAL &amp; LOANS EXPENDITURES</b>	<b>\$0</b>	<b>\$294,000</b>	<b>\$368,370</b>	<b>\$487,720</b>	<b>\$620,220</b>	
<b># Students</b>	<b>0</b>	<b>180</b>	<b>240</b>	<b>320</b>	<b>400</b>	
<b>REVENUE LESS EXPENDITURES</b>	<b>\$0</b>	<b>\$6,000</b>	<b>\$7,630</b>	<b>\$10,910</b>	<b>\$12,690</b>	
2 % CONTINGENCY CHECK	\$0.00	\$6,000.00	\$7,520.00	\$9,972.60	\$12,658.20	

Great Oaks Application Budget Worksheet										
State Local & Loan Revenue										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
State Appropriations	\$0		\$0		\$0		\$0		\$0	
School District Local Fund Transfers	\$0		\$0		\$0		\$0		\$0	
Federal AmeriCorps Funds	\$0		\$0		\$0		\$0		\$0	
Foundation Funds	\$175,000		\$350,000		\$125,000		\$325,000		\$0	
Donations	\$0		\$0		\$0		\$0		\$0	
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0	
Cafeteria Funds	\$0		\$0		\$0		\$0		\$0	
Federal Entitlement Funding	\$0		\$0		\$0		\$0		\$0	
Prior Year Carryover Funds	\$0		\$70,400		\$0		\$0		\$0	
<b>STATE LOCAL &amp; LOANS REVENUE</b>	<b>\$175,000</b>		<b>\$420,400</b>		<b>\$125,000</b>		<b>\$325,000</b>		<b>\$0</b>	
State Local & Loans Expenses										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Director of Operations	\$70,000	1.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Director of Curriculum and Instruction	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Tutor Corps Director	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Dean of Students	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Athletic Director / Coaches	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Cafeteria	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Tutor Stipends	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Other Employer Costs (30.44 % of Salaries)	\$0									
Health Insurance	\$0		\$0		\$0		\$0		\$0	
Other Benefits	\$0		\$0		\$0		\$0		\$0	
<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$70,000</b>	<b>1.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>
Student Support										
Transportation	\$0		\$0		\$0		\$0		\$0	
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
Cafeteria	\$0		\$0		\$0		\$0		\$0	
Extra Curricular	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
Textbooks	\$0		\$0		\$0		\$0		\$0	
Curriculum	\$0		\$0		\$0		\$0		\$0	
Professional Development	\$0		\$0		\$0		\$0		\$0	
Assessments	\$0		\$0		\$0		\$0		\$0	
Other Educational Program	\$0		\$0		\$0		\$0		\$0	
Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00

GO-WIL  
OTHER REVENUE

Classroom Technology	\$0	\$0	\$0	\$0	\$0	\$0
School Climate	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Operations and Maintenance of Facilities</b>						
Insurance (Property/Liability)	\$3,000	\$0	\$0	\$0	\$0	\$0
Rent	\$0	\$420,400	\$125,000	\$325,000	\$0	\$0
Mortgage	\$0	\$0	\$0	\$0	\$0	\$0
Tutor Housing	\$0	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$3,000</b>	<b>\$420,400</b>	<b>\$125,000</b>	<b>\$325,000</b>	<b>\$0</b>	<b>\$0</b>
<b>Administrative/Operations Support</b>						
Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Purchase	\$2,000	\$0	\$0	\$0	\$0	\$0
Contracted Services	\$15,000	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$1,800	\$0	\$0	\$0	\$0	\$0
Printing and Copying	\$2,400	\$0	\$0	\$0	\$0	\$0
Postage and Shipping	\$900	\$0	\$0	\$0	\$0	\$0
Travel	\$2,000	\$0	\$0	\$0	\$0	\$0
Enrollment / Recruitment	\$7,500	\$0	\$0	\$0	\$0	\$0
Staffing recruitment	\$0	\$0	\$0	\$0	\$0	\$0
Technology Contract	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$31,600</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Management Company</b>						
Fees	\$0	\$0	\$0	\$0	\$0	\$0
Great Oaks Foundation Fee	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum	\$0	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>STATE LOCAL &amp; LOANS EXPENDITURES</b>	<b>\$104,600</b>	<b>\$420,400</b>	<b>\$125,000</b>	<b>\$325,000</b>	<b>\$0</b>	<b>\$0</b>
<b># Students</b>	<b>0</b>	<b>180</b>	<b>240</b>	<b>320</b>	<b>400</b>	<b>400</b>
<b>REVENUE LESS EXPENDITURES</b>	<b>\$70,400</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
2 % CONTINGENCY CHECK						

Great Oaks Application Budget Worksheet											
State Local & Loan Revenue											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
State Appropriations	\$0		\$0		\$0		\$0		\$0		
School District Local Fund Transfers	\$0		\$0		\$0		\$0		\$0		
Federal AmeriCorps Funds	\$0		\$0		\$0		\$0		\$0		
Foundation Funds	\$0		\$0		\$0		\$0		\$0		
Donations	\$0		\$0		\$0		\$0		\$0		
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0		
Cafeteria Funds	\$0		\$0		\$0		\$0		\$0		
Federal Entitlement Funding	\$0		\$0		\$0		\$0		\$0		
Prior Year Carryover Funds	\$0		\$0		\$0		\$0		(\$24,999)		
<b>STATE LOCAL &amp; LOANS REVENUE</b>	<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>(\$24,999)</b>		
State Local & Loans Expenses											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Director of Operations	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Director of Curriculum and Instruction	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Tutor Corps Director	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Dean of Students	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Athletic Director / Coaches	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Cafeteria	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Tutor Stipends	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Other Employer Costs (30.44 % of Salaries)	\$0		\$0		\$0		\$0		\$0		
Health Insurance	\$0		\$0		\$0		\$0		\$0		
Other Benefits	\$0		\$0		\$0		\$0		\$0		
<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	
Student Support											
Transportation	\$0		\$0		\$0		\$0		\$0		
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0		
Cafeteria	\$0		\$0		\$0		\$0		\$0		
Extra Curricular	\$0		\$0		\$0		\$0		\$0		
Supplies and Materials	\$0		\$0		\$0		\$0		\$0		
Textbooks	\$0		\$0		\$0		\$0		\$0		
Curriculum	\$0		\$0		\$0		\$0		\$0		
Professional Development	\$0		\$0		\$0		\$0		\$0		
Assessments	\$0		\$0		\$0		\$0		\$0		
Other Educational Program	\$0		\$0		\$0		\$0		\$0		
Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0		
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	

Classroom Technology	\$0	\$0	\$0	\$0	\$0	\$0
School Climate	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Operations and Maintenance of Facilities</b>						
Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0	\$0
Rent	\$0	\$0	\$0	\$0	\$25,000	\$0
Mortgage	\$0	\$0	\$0	\$0	\$0	\$0
Tutor Housing	\$0	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$25,000</b>	<b>\$0</b>
<b>Administrative/Operations Support</b>						
Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Purchase	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Services	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Printing and Copying	\$0	\$0	\$0	\$0	\$0	\$0
Postage and Shipping	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0	\$0
Staffing recruitment	\$0	\$0	\$0	\$0	\$0	\$0
Technology Contract	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Management Company</b>						
Fees	\$0	\$0	\$0	\$0	\$0	\$0
Great Oaks Foundation Fee	\$0	(\$0)	(\$0)	(\$0)	(\$0)	\$0
Curriculum	\$0	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>	<b>(\$0)</b>	<b>(\$0)</b>	<b>(\$0)</b>	<b>(\$0)</b>	<b>\$0</b>
<b>STATE LOCAL &amp; LOANS EXPENDITURES</b>	<b>\$0</b>	<b>(\$0)</b>	<b>(\$0)</b>	<b>(\$0)</b>	<b>\$25,000</b>	<b>\$0</b>
<b># Students</b>	<b>0</b>	<b>180</b>	<b>240</b>	<b>320</b>	<b>400</b>	
<b>REVENUE LESS EXPENDITURES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$24,999)</b>	<b>(\$24,999)</b>	
2 % CONTINGENCY CHECK	\$0.00	\$0.00	\$0.01	\$0.01	(\$499.98)	

**DRAFT**

**FOR DISCUSSION PURPOSES ONLY**

**GREAT OAKS FOUNDATION, INC.**

**FINANCIAL STATEMENTS  
AND AUDITOR'S REPORT**

**JUNE 30, 2013 AND 2012**



**GREAT OAKS FOUNDATION, INC.**

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**Exhibit**

**A - Balance Sheet**

**B - Statement of Activities**

**C - Statement of Functional Expenses**

**D - Statement of Cash Flows**

**Notes to Financial Statements**

## **Independent Auditor's Report**

**Board of Directors  
Great Oaks Foundation, Inc.**

### ***Report on the Financial Statements***

We have audited the accompanying financial statements of Great Oaks Foundation, Inc., which comprise the balance sheet as of June 30, 2013 and 2012, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Great Oaks Foundation, Inc. as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

**DRAFT**

**FOR DISCUSSION PURPOSES ONLY**

February 24, 2014

## GREAT OAKS FOUNDATION, INC.

## BALANCE SHEET

JUNE 30, 2013 AND 2012

	<u>2013</u>	<u>2012</u>
<b>ASSETS</b>		
Cash	\$ 259,651	\$ 273,303
Grants receivable - current	30,000	
Loan receivable (Note 3)	<u>50,000</u>	
Total assets	<u>\$ 339,651</u>	<u>\$ 273,303</u>
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities		
Accounts payable and accrued expenses	\$ <u>20,000</u>	\$ <u>10,000</u>
Net assets (deficit) (Exhibit B)		
Unrestricted	48,177	(11,146)
Temporarily restricted (Note 4)	<u>271,474</u>	<u>274,449</u>
Total net assets	<u>319,651</u>	<u>263,303</u>
Total liabilities and net assets	<u>\$ 339,651</u>	<u>\$ 273,303</u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

## GREAT OAKS FOUNDATION, INC.

## STATEMENT OF ACTIVITIES

YEARS ENDED JUNE 30, 2013 AND 2012

	<b>2013</b>		
	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Revenues			
Contributions	\$ 182,300	\$ 35,000	\$ 217,300
Government grant	30,000		30,000
Net assets released from restrictions (Note 4)	<u>37,975</u>	<u>(37,975)</u>	
Total revenues	<u>250,275</u>	<u>(2,975)</u>	<u>247,300</u>
Expenses (Exhibit C)			
Program services			
School programs	<u>157,057</u>		<u>157,057</u>
Supporting services			
Management and general	29,553		29,553
Fund raising	<u>4,342</u>		<u>4,342</u>
Total supporting services	<u>33,895</u>		<u>33,895</u>
Total expenses	<u>190,952</u>		<u>190,952</u>
Change in net assets (Exhibit D)	59,323	(2,975)	56,348
Net assets (deficit) - beginning of year	<u>(11,146)</u>	<u>274,449</u>	<u>263,303</u>
Net assets - end of year (Exhibit A)	<u>\$ 48,177</u>	<u>\$ 271,474</u>	<u>\$ 319,651</u>

-continued-

## GREAT OAKS FOUNDATION, INC.

## STATEMENT OF ACTIVITIES

YEARS ENDED JUNE 30, 2013 AND 2012

	<b>2012</b>		
	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Revenues			
Contributions	\$ 51,807	\$ 450,000	\$ 501,807
Net assets released from restrictions (Note 4)	<u>175,551</u>	<u>(175,551)</u>	<u>                    </u>
Total revenues	<u>227,358</u>	<u>274,449</u>	<u>501,807</u>
Expenses (Exhibit C)			
Program services			
School programs	<u>217,673</u>		<u>217,673</u>
Supporting services			
Management and general	19,208		19,208
Fund raising	<u>1,705</u>		<u>1,705</u>
Total supporting services	<u>20,913</u>		<u>20,913</u>
Total expenses	<u>238,586</u>		<u>238,586</u>
Change in net assets (Exhibit D)	(11,228)	274,449	263,221
Net assets - beginning of year	<u>82</u>		<u>82</u>
Net assets (deficit) - end of year (Exhibit A)	<u>\$ (11,146)</u>	<u>\$ 274,449</u>	<u>\$ 263,303</u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

GREAT OAKS FOUNDATION, INC.

EXHIBIT C

STATEMENT OF FUNCTIONAL EXPENSES

YEARS ENDED JUNE 30, 2013 AND 2012

	2013				
	Program Services	Supporting Services			Total
	School Programs	Management and General	Fund Raising	Total	
Salaries	\$ 58,500	\$ 15,600	\$ 3,900	\$ 19,500	\$ 78,000
Payroll taxes and employee benefits	5,016	1,338	334	1,672	6,688
Total salaries and related expenses	63,516	16,938	4,234	21,172	84,688
Professional fees	69,368	10,000		10,000	79,368
Tutors	200				200
Supplies	8,895				8,895
Travel	1,084				1,084
Advertising			108	108	108
Computers	350				350
Printing		58		58	58
Licensing, bank and other fees		2,557		2,557	2,557
School meals	8,511				8,511
Professional development and student awards	5,133				5,133
Total expenses (Exhibit B)	\$ 157,057	\$ 29,553	\$ 4,342	\$ 33,895	\$ 190,952

-continued-

GREAT OAKS FOUNDATION, INC.

EXHIBIT C

-2-

STATEMENT OF FUNCTIONAL EXPENSES

YEARS ENDED JUNE 30, 2013 AND 2012

	2012				
	Program Services	Supporting Services			Total
	School Programs	Management and General	Fund Raising	Total	
Salaries	\$ 23,288	\$ 6,210	\$ 1,553	\$ 7,763	\$ 31,051
Payroll taxes and employee benefits	2,278	607	152	759	3,037
Total salaries and related expenses	25,566	6,817	1,705	8,522	34,088
Grants	110,000				110,000
Professional fees	62,626	10,000		10,000	72,626
Supplies	3,657				3,657
Travel	581				581
Printing		578		578	578
Licensing, bank and other fees		1,813		1,813	1,813
School meals	3,627				3,627
Professional development and student awards	11,616				11,616
Total expenses (Exhibit B)	\$ 217,673	\$ 19,208	\$ 1,705	\$ 20,913	\$ 238,586

See independent auditor's report.

The accompanying notes are an integral part of these statements.



## GREAT OAKS FOUNDATION, INC.

## STATEMENT OF CASH FLOWS

YEARS ENDED JUNE 30, 2013 AND 2012

	<u>2013</u>	<u>2012</u>
Cash flows from operating activities		
Change in net assets (Exhibit B)	\$ 56,348	\$ 263,221
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Increase in assets		
Grants receivable	(30,000)	
Increase in liabilities		
Accounts payable and accrued expenses	<u>10,000</u>	<u>10,000</u>
Net cash provided by operating activities	36,348	273,221
Cash flows from financing activities		
Loan to Great Oaks Charter School - New York City	<u>(50,000)</u>	
Net change in cash	(13,652)	273,221
Cash - beginning of year	<u>273,303</u>	<u>82</u>
Cash - end of year	<u>\$ 259,651</u>	<u>\$ 273,303</u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

**GREAT OAKS FOUNDATION, INC.**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2013 AND 2012**

**NOTE 1 - NATURE OF OPERATIONS**

Great Oaks Foundation, Inc. is a nonprofit organization dedicated to the launch and support of high-performing charter schools. There are three components to its mission: to prepare students for college success, to train highly effective classroom teachers and to invest in the communities in which its schools operate. What sets Great Oaks schools apart from other college preparatory charters is a high-dosage tutoring model; the Great Oaks Tutor Corps is a selective cadre of recent college graduates who deliver at least two hours of individualized instruction to every student every day. This academic model was inspired by the Match School of Boston, which has a proven track record of success using the Tutor Corps model. The Great Oaks Foundation has successfully replicated this model in Newark, NJ and New York, NY. The primary source of revenue to Great Oaks Foundation, Inc. is contributions.

Great Oaks Foundation, Inc. was incorporated on February 8, 2011 in the State of New York. It is exempt from federal income tax as a public charity under Section 501(c)(3) of the Internal Revenue Code.

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

***Basis of accounting*** - The financial statements are prepared on the accrual basis of accounting.

***Use of estimates*** - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

***Grants receivable*** - Grants receivable are recorded when services are rendered and the organization has a signed contract for services.

***Unrestricted net assets*** - Unrestricted net assets include funds having no restriction as to use or purpose imposed by donors.

***Temporarily restricted net assets*** - Temporarily restricted net assets are those whose use by the Organization has been limited by donors to a specific time period or purpose.

**GREAT OAKS FOUNDATION, INC.****NOTES TO FINANCIAL STATEMENTS****JUNE 30, 2013 AND 2012****NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**Contributions and grants** - Unconditional contributions, including promises to give cash and other assets, are reported at fair value at the date the contribution is received. The gifts are reported as either temporarily or permanently restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified as unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

**Allowance for doubtful accounts** - Great Oaks Foundation, Inc. determines whether an allowance for uncollectibles should be provided for receivables. Such estimates are based on management's assessment of the aged basis of its receivables and other sources, current economic conditions, subsequent receipts and historical information. Receivables are written off against the allowance for doubtful accounts when all reasonable collection efforts have been exhausted. There was no allowance for doubtful accounts as of June 30, 2013 and 2012.

**Grants expense** - Grants are expensed in the year granted and are subject to an annual review and renewal process.

**Advertising** - Advertising costs are expensed in the year they are incurred.

**Functional allocation of expenses** - The costs of providing services have been summarized on a functional basis. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

**Uncertainty in income taxes** - The Organization has determined that there are no material uncertain tax positions that require recognition or disclosure in the financial statements. Periods ending June 30, 2011 and subsequent remain subject to examination by applicable taxing authorities.

**Subsequent events** - Subsequent events have been evaluated through February 24, 2014, which is the date the financial statements were available to be issued.

**NOTE 3 - LOAN RECEIVABLE**

The Organization provided an unsecured loan of \$50,000 to Great Oaks Charter School-New York City to assist them in paying for pre-operating activities. The loan is non-interest-bearing and is due in 2014.

-continued-

**GREAT OAKS FOUNDATION, INC.**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2013 AND 2012**

**NOTE 4 - TEMPORARILY RESTRICTED NET ASSETS**

Temporarily restricted net assets are available for the following purposes:

	<u>2013</u>	<u>2012</u>
Start-up Support - Charter School in New Jersey	\$ 35,000	
Foundation Support, Tutor Corps, Professional Development, Teacher Residency	236,474	\$ 267,015
Facilities Exploration	<u>                    </u>	<u>7,434</u>
	<u>\$ 271,474</u>	<u>\$ 274,449</u>

Net assets were released from restrictions by incurring expenses satisfying the following restricted purposes:

	<u>2013</u>	<u>2012</u>
Start-up Support - Charter School in New Jersey		\$ 100,000
Foundation Support, Tutor Corps, Professional Development, Teacher Residency	\$ 30,541	32,985
Facilities Exploration	<u>7,434</u>	<u>42,566</u>
	<u>\$ 37,975</u>	<u>\$ 175,551</u>

**NOTE 5 - CONCENTRATIONS**

Financial instruments which potentially subject the Organization to a concentration of credit risk are cash accounts with financial institutions in excess of FDIC insurance limits.