

Following Great Oaks Charter School - Wilmington (GO-WIL)'s Final Meeting with the Charter School Accountability Committee, GO-WIL has made the following updates to the application:

- Application Narrative: On Page 3-20 – Page 3-21, GO-WIL included the following text:

“For **Health**, we will use SPARK’s Coordinated Health curriculum for Grades 6-8 as it aligns directly to the Physical Education curriculum chosen for the school. SPARK is a research-based, public health organization dedicated to creating, implementing and evaluating programs that promote lifelong wellness. SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through 12<sup>th</sup> grade students.

For Grades 9-12, GO-WIL will use the curriculum and scope and sequence plans outlined by the Sussex Preparatory Academy. GO-WIL recognizes that in Grades 9-12, 1/2 credit of comprehensive health education is required for graduation of which 15 hours of this 1/2 credit course must address drug and alcohol education. In addition, no less than two hours of this 1/2 credit course will cover cardiopulmonary resuscitation (CPR) awareness based on current evidence-based emergency cardiovascular guidelines, use of an Automated External Defibrillator (AED) as well as a component on the life saving and life enhancing effects of organ and tissue donation. This 1/2 credit course may be provided in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade. In each of the remaining three grades, 15 hours of drug and alcohol education must be provided for all students.

GO-WIL will work with the American Red Cross to provide comprehensive CPR/AED training to all 12<sup>th</sup> grade students of GO-WIL. This service and training will be free for the school and will add value to the character development aspect of our school as our scholars will be trained and certified with the tools needed to save lives. (See attached description of unit and program offerings from the American Red Cross.)”

- Attachment 7: Enrollment and Withdrawal Policies: GO-WIL updated its enrollment policies so that children with siblings concurrently enrolled at GO-WIL will no longer have preferential enrollment placement for open positions.
- Attachment 9: Board By-Laws: GO-WIL fixed a spelling error in Article 6, Section C.
- Fingerprint Clearance: GO-WIL is working with the Delaware State Bureau of Investigation to determine the status of background checks for Christina Grant and Kia Childs, both founding board members of GO-WIL. In the meantime, GO-WIL has attached New York State fingerprint clearances for Ms. Grant and Ms. Childs.

## 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>	<b>6</b>	<b>6 (7<sup>th</sup>) 3 (6<sup>th</sup>)</b>	<b>6 (8<sup>th</sup>) 3 (6<sup>th</sup> and 7<sup>th</sup>)</b>	<b>6 (9<sup>th</sup>) 3 (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</b>	<b>6 (10<sup>th</sup>) 3 (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>)</b>
<b>Average number of students per class</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>

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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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## 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>	<p>-Planned and coordinated recruitment events, including Networking Events and School Visits. -Managed operations for the recruitment process as well as relationships with school sites. -Conducted in-person interviews and evaluated prospective teachers strengths in the Mastery competencies and values. -Tracked and monitored progress toward hiring and diversity goals.</p>	<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>	<p>-Coached teachers on the best strategies to implement literacy instruction across content areas. -Visited other KIPP High schools to learn about literacy strategies, and conducted PD for her team on effective implementation. -Handled discipline and culture for the ninth grade team.</p>	<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>	<p>-Establish high expectations in regards to discipline and behavior management throughout the school community. -Lead efforts in maintaining school-wide culture that balance high expectations and accountability with joy and academic rigor. -Create systems for ongoing monitoring of student discipline data. -Create systems for reinforcing positive behavior such as assemblies and school rituals. -Create systems for supporting students of concern and communicating with stakeholders about student behavior. -Meet regularly with students and parents to communicate discipline information. -Lead school-wide professional development and work collaboratively to coach teachers and tutors on classroom management and student discipline.</p>	<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 use SPARK's Coordinated Health curriculum for Grades 6-8 as it aligns directly to the Physical Education curriculum chosen for the school. SPARK is a research-based, public health organization dedicated to creating, implementing and evaluating programs that promote lifelong wellness. SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through 12<sup>th</sup> grade students.

For Grades 9-12, GO-WIL will use the curriculum and scope and sequence plans outlined by the Sussex Preparatory Academy. GO-WIL recognizes that in Grades 9-12, 1/2 credit of comprehensive health education is required for graduation of which 15 hours of this 1/2 credit course must address drug and alcohol education. In addition, no less than two hours of this 1/2 credit course will cover cardiopulmonary resuscitation (CPR) awareness based on current evidence-based emergency cardiovascular guidelines, use of an Automated External Defibrillator (AED) as well as a component on the life saving and life enhancing effects of organ and tissue donation. This 1/2 credit course may be provided in the 9th, 10th, 11th or 12th grade. In each of the remaining three grades, 15 hours of drug and alcohol education must be provided for all students.

GO-WIL will work with the American Red Cross to provide comprehensive CPR/AED training to all 12<sup>th</sup> grade students of GO-WIL. This service and training will be free for the school and will add value to the character development aspect of our school as our scholars will be trained and certified with the tools needed to save lives. (See attached description of unit and program offerings from the American Red Cross.)

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. 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.

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

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.) 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).

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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."

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 understatement</li> <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>	<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 solve a variety of problems</li> <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>	<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 structured</li> <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>

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

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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.

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 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	What books are appropriate for each student to increase literary achievement?



		throughout the year?	
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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:

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)]

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>	

ACADEMIC COURSES	Sem 1	Sem 2	Summer	ENRICHMENT COURSES	Sem 1	Sem 2	Summer

Total Credits Earned \_\_\_\_\_

Cumulative Unweighted GPA: \_\_\_\_\_

Rank: \_\_\_\_\_

Community Service Hours:

Graduation Date: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

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

- 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)]**

- 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.

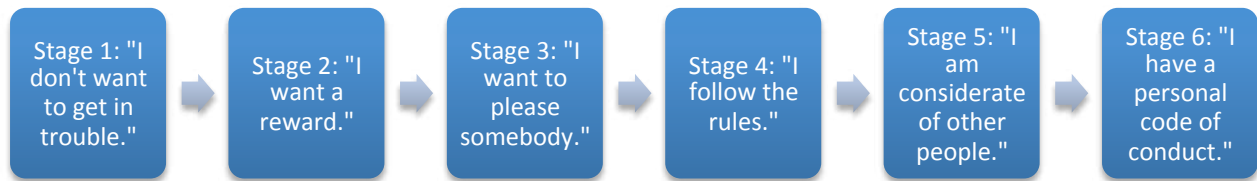
Please see **Attachment 6**.

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

- 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

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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.

- 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 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.

<u>TIER 1 DEMERITS</u>	<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>
<u>TIER 2 DEMERITS</u>	<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> <li>• Dishonesty</li> </ul>
<u>TIER 3 DEMERITS</u>	<u>Description</u>
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.

<u>Violation(s)</u>	<u>Consequences</u>
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.

## **Student Recruitment and Admissions Policies**

Great Oaks Charter School – Wilmington (GO-WIL) will advertise the open application period from November through January (specific dates will be published annually) of the year preceding enrollment. All applications received after the deadline but postmarked by the deadline, will be considered received by the deadline. If oversubscribed at the end of the open application period, GO-WIL will publicize and hold a lottery in public, applying preferences as stated in school's charter and in accordance with state law. Applications received after the open application period will be placed at the end of the waiting list after the lottery has been concluded. If not oversubscribed, GO-WIL will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order in which they are received.

All applications received during the open application period shall be accepted for the lottery. Following the closing date for applications, a lottery will be conducted only if there are more applications received than 'seats available' for the affected grade levels. As previously noted, 'seats available' or 'open positions' for enrollment will be determined by grade level openings and the approved maximum enrollment established in the school's charter.

Children with siblings concurrently enrolled at GO-WIL shall **not** have preferential enrollment placement for 'open positions'. GO-WIL shall recognize **the following** relationships as valid under the sibling preference.

1. Any individual having the same parent or parents, either natural or adoptive.
2. Any individual who is a stepsibling and shares a common custody or legal residency arrangement, and who has a natural or adoptive parent at the same residence.

### **Plan for Selecting Students**

Each year, the principal shall establish an estimated number of openings for the following school year. These estimates shall be determined based upon 'seats available' by grade level, according to capacity and staffing resources.

Following the enrollment capacity determination, the following shall occur:

1. The open enrollment period will be announced to take place in the months of November through January. Exact dates and times of the application period will be defined and published annually.
2. Interested applicants shall submit completed applications via U.S. mail, fax, scanned and emailed, or hand-delivery.
3. If a grade level is not oversubscribed, all applicants will be accepted for admission and will be sent a letter of acceptance inviting them to register.
4. If a grade level is oversubscribed, all applicants with complete applications will be placed in a lottery, described below.

5. After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a waiting list. If seats become available after the lottery is completed, the waiting list will be used to govern who is admitted to the school.
6. Applications received after the open enrollment period will be added to the bottom of the waiting list. In the event that the grade level is not oversubscribed, applications will be handled on a first- come, first-served basis.

### **Lottery**

GO-WIL will advertise the open application period for all grades in November of the year preceding enrollment. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. (Applications received after the deadline, but postmarked by the deadline, will also be considered to have been received on time.) All applications for grade levels oversubscribed at the end of the open application period will be subject to a lottery. GO-WIL will publicize and hold such lotteries in public, applying preferences as stated in the school's charter, and allowed within state law. Applications received after the open application period will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, GO-WIL will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received. ~~The following categories of students may be exempt from the lottery in accordance with the above referenced preference criteria: Children with siblings concurrently enrolled at GO-WIL.~~

When a lottery is needed, it shall be public; the date and location will be advertised in advance. Either an objective community member having no ties to GO-WIL or a representative from the Delaware Department of Education, along with members of the school's Board, shall be in attendance.

The lottery will be conducted for oversubscribed grade levels. Each application will be placed in a separate sealed envelope, by grade level, to be drawn from a box one at a time.

As each envelope is drawn, each one shall be assigned a number, in rank order, which shall become the applicant's sequence ranking for enrollment. Further, these numbers shall be used to constitute the waiting list for oversubscribed grades. All activity of the lottery shall be recorded and witnessed.

After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a wait list. If seats become available, after the lottery is completed, the wait list will be used to govern who is admitted to the school.

Parents of participating applicants will be sent letters of acceptance or non-acceptance following the conclusion of the lottery. Successful applicants will receive directions and



deadlines relative to registration and attendance at other required events, all of which shall be completed by the last business day in February for the opening school year, and in each year thereafter.

### **Enrollment and Registration**

Following acceptance to GO-WIL for admission, enrollment and registration will be necessary. For registration, it will be necessary to provide the following information:

#### **REQUIRED DOCUMENTS**

1. **Birth Certificate** (Official State Document; not Hospital Birth Record)
  - Original preferred; good copy accepted
  - State Certificate of Live Birth
  - Missing Birth Certificate (Vital Statistics 302-739-4721)
  
2. **Medical Records**
  - Immunizations and dates in a Letter, form, or other documentation from physician. (Immunization Hotline 1-800-282-8672)
  - Mantoux TB Test Test results provided by doctor, nurse, or medical facility
  - Hepatitis B Proof of completed 3 dose series prior to school entry
  - Physical Examination Form – signed by healthcare provider
  
3. **Custody or Guardianship** (if applicable)
  - Original preferred; certified copy of court records accepted.
  - Social Service Placement Letter (original preferred; certified copy accepted)
  - Relative Caregiver Authorization (contact Student Assignment Office)
  
4. **Proof of Residence**

Recent Electric Bill (**within 60 days and must have parent/guardian name and address on the bill**) OR:

  - Signed Lease or Sales Agreement
  - State of Delaware “Verification of Residence” Form

### **Withdrawal Procedure**

GO-WIL is committed to retaining as many of our students as possible and will work diligently to ensure that all students receive the supports they need to remain in the school. Recognizing that some attrition is inevitable, GO-WIL has a Withdrawal Procedure in place. The first step is for parents to contact GO-WIL’s Principal (or Dean of Students, starting in Year 3) to discuss withdrawal. If GO-WIL suspects that a parent is considering removing a child from the school (or a student is absent), the Principal/Dean of Students will preemptively contact that parent. GO-WIL leadership will discuss the reasons for the decision with the parent and determine what the school can do to retain the student. If the parent elects to withdrawal their child following this conversation, the Principal/Dean of Students will provide information about various school options

(district public schools, other charter schools and independent schools) available to the child. The parent is also asked to participate in an exit interview either in person or via survey. This data is used to inform strategic decision making regarding student retention. The parent may then complete and sign the withdrawal form. GO-WIL will work collaboratively with the child's new school to transfer all records.

**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 Information 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:

Great Oaks Charter School – Wilmington, Attachment 9B: Board Bylaws

- 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,

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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

---

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.

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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.

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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.



# ***SCOPE & SEQUENCE***

The following highlights the core concepts covered by the unit and alignments with the revised National Health Education Standards (NHES).

## **CORE CONCEPTS**

## **NHES**

### **Unit One – Introduction to Health and Wellness**

**1, 2, 6, 7, 8**

Assessing Health Knowledge

Healthy Choices

Social Norms

Personal Health and Behavior

Goal Setting

### **Unit Two – Emotions and Behaviors**

**1, 2, 4, 7**

Self-Image and Self-Esteem

Emotions

Values

Assertive, Aggressive, Passive Behaviors

### **Unit Three – Communication**

**1, 4, 7**

Effective Communication

Active Listening

Refusal Skills

### **Unit Four – Decision Making and Problem Solving**

**4, 5, 7**

Decision-Making Model

Living with Decisions

Problem Solving

### **Unit Five – Alcohol, Tobacco and Other Drugs**

**1, 2, 3, 4, 5, 7, 8**

Drug Use and Abuse

Signs of Drug Dependence

Underage Drinking

Accessing Valid Information

External Influences

Media Literacy

<b>Unit Six – Stress Management</b> Stress Management Depression Teen Suicide	<b>1, 4, 5, 7</b>
<b>Unit Seven – Social and Anti-Social Behaviors</b> Healthy and Hurtful Relationships Conflict Resolution Dating Violence Anti-Social Behaviors	<b>2, 4, 7</b>
<b>Unit Eight – Injury Prevention / Violence</b> Unintentional Injuries Immediate and Long-Term Effects Online Safety Bullying	<b>1, 2, 3, 4, 6, 7</b>
<b>Unit Nine – Physical Activity and Nutrition</b> Physical Activity and Fitness Dietary Guidelines My Pyramid Nutrition Facts Labels Nutrients	<b>1, 2, 3, 4, 7, 8</b>
<b>Unit Ten – Environment</b> Caring for Our Planet Advocacy	<b>1, 2, 3, 4, 8</b>
<b>Unit Eleven – Growth and Development</b> Puberty Reproductive Health Benefits of Abstinence Gender Roles and Stereotypes Responsibility in Relationships Lifetime Goals	<b>1, 2, 4, 5, 6, 7</b>
<b>Unit Twelve – Diseases and Disorders</b> STDs HIV/AIDS	<b>1, 2, 3, 4, 5, 7</b>



For more information:  
[www.hlconline.org](http://www.hlconline.org)  
 Donna Betzer at 504/299-1966  
[dbetzer@hlconline.org](mailto:dbetzer@hlconline.org)





**State of Delaware K to 12 Comprehensive Health Education Program  
Program Requirement 1.1.3.4**

The American Red Cross of the Delmarva Peninsula is pleased to support our health education partners in complying with the State of Delaware K to 12 Comprehensive Health Education Program requirement 1.1.3.4. To support the program requirement to “cover cardiopulmonary resuscitation (CPR) awareness based on current evidence-based emergency cardiovascular guidelines, use of an Automated External Defibrillator (AED)...” the Red Cross will train secondary health educators to become Citizen CPR Course Leaders.

To utilize the American Red Cross Citizen CPR course, each health educator will:

- Register as a volunteer with the American Red Cross Delmarva Region, using the following link:

[https://volunteerconnection.redcross.org/?nd=intake&entry\\_point\\_id=2403&unit\\_id=183&logout=1](https://volunteerconnection.redcross.org/?nd=intake&entry_point_id=2403&unit_id=183&logout=1)

- Complete the Citizen CPR Leader Training by participating in a one hour classroom orientation.
- Comply with all American Red Cross volunteer instructor requirements including, but not limited to, signing the *Instructor Agreement and Code of Conduct* and providing student counts to the designated Red Cross staff partner after the completion of each course.

**This opportunity will be provided to our State of Delaware Health Educators free of charge to support compliance with program requirement.**

If you have questions, please contact:

Patrick Delaney  
Chief Executive Officer  
American Red Cross Delmarva Region  
[Patrick.delaney@redcross.org](mailto:Patrick.delaney@redcross.org)

Deanna Vanderslice  
Executive Assistant  
American Red Cross Delmarva Region  
[Deanna.vanderslice@redcross.org](mailto:Deanna.vanderslice@redcross.org)



# Course: Citizen CPR Leader Training

## **Course**

Citizen CPR Leader Training

## **Purpose**

The purpose of this course is to prepare individuals who are not CPR instructors to lead the American Red Cross Citizen CPR course in their community.

## **Prerequisites**

Individuals must be at least 16 years old to participate in this course.

## **Learning Objectives**

- Describe when and how to perform hands-only CPR.
- Demonstrate how to perform hands-only CPR.
- List the elements of quality chest compressions.
- Explain how to give participants constructive feedback on their skill performance.
- Describe how course materials are used in the course.

## **Length**

1 hour

## **Instructor**

American Red Cross instructors whose current certification includes CPR are eligible to teach this course after self-orienting to the materials.

## **Certification Requirements**

- Demonstrate correct performance of hands-only CPR.
- Participate in all course activities.

## **Certificate Issued and Validity Period**

Participants should be given a "has completed" certificate indicating Citizen CPR Leader Training.

## **Participant Materials**

- *Citizen CPR Course Leader's Guide*
- *Hands-Only CPR Ready Reference*
- *How to Perform Hands-Only CPR* video segment
- Citizen CPR Compression Trainer (optional take home)



*Together, we can save a life*

## Instructor Agreement and Code of Conduct

### **The American Red Cross agrees to-**

- Provide the quality training needed to help you carry out your responsibilities to prepare for, conduct, report on and evaluate American Red Cross courses.
- Provide, when applicable and in good condition, the appropriate materials, supplies and equipment needed to meet the requirements of each course you teach.
- Provide timely course and instructor updates and, when required, updates on skills.
- Establish and explain all national and local policies, regulations and procedures that relate to your responsibilities, including the American Red Cross Code of Conduct that is included in this document.
- Provide effective, timely support and guidance.
- Evaluate your teaching performance.

### **As an American Red Cross instructor, I agree to-**

- Follow all the current policies, regulations and procedures of the American Red Cross related to the conduct and administration of American Red Cross courses.
- Accept evaluation of my instructor responsibilities by the American Red Cross.
- Recognize that the completion of an appropriate instructor training course is only a prerequisite of authorization as an American Red Cross instructor and that the authorization to teach is granted only by receiving an instructor authorization issued by the appropriate American Red Cross unit.
- Teach only those courses I am authorized to teach, and only within those jurisdictions in which I am authorized, as scheduled in coordination with the appropriate American Red Cross unit.
- Follow through on all classes assigned to me, including teaching the complete curriculum for each American Red Cross course, module or component, completing required records in a timely and accurate manner and providing appropriate American Red Cross course certificates or other recognition to participants. When applicable, I also agree to promptly remit all fees as specified by the Authorized Provider Agreement.
- Recognize that American Red Cross materials are copy-righted and may be reproduced only with the permission of the American Red Cross at national headquarters.
- Identify myself as an American Red Cross authorized instructor and the course materials as those of the American Red Cross.
- Recognize that this Agreement remains in effect as long as my authorization is maintained with the American Red Cross.

**I acknowledge that my failure to follow the policies, regulations and procedures related to the conduct and administration of the American Red Cross courses, including the Code of Conduct, may result in termination of this Agreement and suspension of my authorization to teach American Red Cross courses and issue American Red Cross course completion certificates.**

**American Red Cross Code of Conduct**

All American Red Cross Authorized Instructors agree to comply with the American Red Cross Code of Conduct. Instructors who perform under an Authorized Provider Agreement agree to comply with the spirit of this Code of Conduct.

***No volunteer or paid staff member shall:***

1. Authorize the use of or use for the benefit or advantage of any person, the name, emblem, endorsement, services, or property of the American Red Cross, except in conformance with American Red Cross policy;
2. Accept or seek on behalf of himself or any other person, any financial advantage or gain of other than nominal value offered as a result of the volunteer or paid staff member's American Red Cross affiliation;
3. Publicly utilize any American Red Cross affiliation in connection with the promotion of partisan politics, religious matters, or positions on any issue not in conformity with the position of the American Red Cross;
4. Disclose any confidential American Red Cross information that is available solely as a result of the volunteer or paid staff member's affiliation with the American Red Cross to any person not authorized to receive such information or use to the disadvantage of the American Red Cross any such confidential information, without the express authorization of the American Red Cross;
5. Knowingly take any action or make any statement intended to influence the conduct of the American Red Cross in such a way as to confer any financial benefit on such person or on any corporation or entity in which the individual has a significant interest or affiliation; or
6. Operate in any manner that is contrary to the best interest of the American Red Cross.

In the event that an Instructor's obligation to operate in the best interests of the American Red Cross conflicts with the interests of any organization in which he or she has a financial interest or with which he or she is affiliated, the Instructor shall disclose such conflict to the American Red Cross as soon as he or she becomes aware of it.

\_\_\_\_\_  
**American Red Cross Chapter or Unit**

\_\_\_\_\_  
**Printed Name of Instructor (and ID Number)**

\_\_\_\_\_  
**Signature of Chapter or Unit Representative**

\_\_\_\_\_  
**Signature of Instructor**

\_\_\_\_\_  
**Title of Chapter or Unit Representative**

\_\_\_\_\_  
**Date**

The University of the State of New York  
Education  Department

KRISTIN LEVINE  
GREAT OAKS CHARTER SCHOOL  
PO BOX 845  
NEW YORK, NY 10274

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FINGERPRINT CLEARANCE

FOR EMPLOYMENT

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This is a notice that on 08/06/2013, **CHRISTINA M GRANT** filed his/her fingerprints with the New York State Education Department and has been cleared for employment in your school. Please note that this clearance is valid only for your school and may not be used for any other purpose, including but not limited to, employment at another school or institution. If your school no longer employs **CHRISTINA M GRANT**, you are required pursuant to Education Law and Regulations to notify OSPRA. Such notice should be made by submitting an online employment termination request or by filing a paper OSPRA 105 form, which is available on the OSPRA website.

**DEBORAH A. MARRIOTT**  
OSPRA Fingerprinting Unit

The University of the State of New York  
Education  Department

KRISTIN LEVINE  
GREAT OAKS CHARTER SCHOOL  
PO BOX 845  
NEW YORK, NY 10274

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FINGERPRINT CLEARANCE

FOR EMPLOYMENT

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This is a notice that on 08/22/2013, **KIA C CHILDS** filed his/her fingerprints with the New York State Education Department and has been cleared for employment in your school. Please note that this clearance is valid only for your school and may not be used for any other purpose, including but not limited to, employment at another school or institution. If your school no longer employs **KIA C CHILDS**, you are required pursuant to Education Law and Regulations to notify OSPRA. Such notice should be made by submitting an online employment termination request or by filing a paper OSPRA 105 form, which is available on the OSPRA website.

**DEBORAH A. MARRIOTT**  
OSPRA Fingerprinting Unit

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