



## TITLE I SCHOOLWIDE PLAN

### 1. Comprehensive Needs Assessment

Great Oaks Charter School - Wilmington (GO-WIL) participates in a school-wide Title I program and shall use the funds provided by Title I to supplement the amount of funds that would, in the absence of funds under Title I, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency.

Great Oaks' needs assessment was completed by school administrators with the help of board members and the Delaware Charter School Network. The needs assessment included a review of academic achievement data, attendance and discipline data. The following data sources were used: Rtl results, MAP results, PSAT results, Smarter Balance Assessment scores and other curriculum resources. With only three years of discipline data available and with the data not being similar or going in any one direction, there are not any trends to note for suspensions. However, the school related arrests have risen each year for the past three years. This trend is concerning because more severe offenses appear to be growing over the three year period. GO-WIL wants to see the percent of offenses remain constant or trend downward. GO-WIL knows of several students who are gang-affiliated or live in neighborhoods with high crime rates.

Absenteeism is a significant issue facing GO-WIL. During the 18-19SY, the average daily attendance was 65% leaving 35% of students to be labeled as chronically absent. Absenteeism also significantly impacts student readiness for high school and beyond.

When looking at the data for equitable educators, 71% of GO-WIL's educators were inexperienced (or in their first 3 years) during the 2019-20 school year. Additionally, 50% of teachers were considered out-of-field. Due to these issues and other factors discussed throughout the report, 30% of GO-WIL students are considered to be on track during 9th grade.

A comprehensive needs assessment was conducted and analyzed on student achievement data. We found that MAP and PSAT data are not reflective of one another. Students perform better on the MAP assessment in ELA than they do on the PSAT and visa versa.



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Students at GO-WIL have low performance in both ELA and math. PSAT data shows that students need intervention in order to be college and career ready by graduation. This is also supported by MAP data. One of the key reasons why the data may not mirror one another is because fewer students took the PSAT9. It's possible that the students who took the PSAT tend to score higher than their peers.

When analyzing math and ELA data, it is important to note that students' 5th grade data shows that students are coming to GO-WIL with deficits and low proficiency. Targeted intervention and reteaching and strong core instruction is imperative. GO-WIL performs much lower in math than ELA although the proficiency in both content areas is low and well below the state average. Unfortunately, ELL data was not recorded for the 16-19SYs. During the 2019-20SY, ACCESS testing was interrupted due to COVID related school closures.

### **2. Schoolwide Reform Strategies**

(I) We strengthened the core academic program by purchasing high-quality curriculum in each core content area. Each teacher participated in professional development to ensure that the curriculum is utilized to its maximum capacity. For ELA 6-11, CommonLit; for math 6-11, Reveal; for science 6-11, STEMscopes; for history 6-8, DiscoveryEd and 9-11, Choices; Foreign Language, VOCES; and CTE, the DDOE recommended lab component and full curriculum. Additionally, GO-WIL hired a Technology Manager who oversees Google Drive, Schoology, and NWEA Map. The technology manager is on the Operations team and ensures all students have access to a chromebook and WiFi as GO-WIL has transitioned to distance learning. Additionally, GO-WIL has hired a Director of Literacy (DoL) and a Math Coach through the DOE. The DoL creates opportunities for immediate feedback to ELA teachers and has developed intervention programming.

(II) The amount and quality of learning time is expanded by our Remote Learning Plan using Schoology as our Learning Management System to deliver instruction. Students will be able to access all of their classrooms via Schoology. High school students have all classes virtually with a live teacher for all classes. Middle school students work with their teachers virtually 3 days per week.



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- Extended School Year (ESY): ESY services are provided to students with an IEP who evidenced substantial regression and/or recoupment issues during the previous IEP year and/or there is evidence of emerging skills which are referred to as “breakthrough” skills. Additionally, there is a focus on continuing education for students whose rate of progress is insufficient to enable effective progress during the regular school year. Students may also qualify for ESY based on a need in the area of phonological awareness. The determination for eligibility of services are made annually by the IEP team. ESY runs for 5 weeks and is held approximately 3 hours 3 days per week and takes place during the summer break. Services are provided by certified special education teachers. Services are individualized based on student need to support their IEP goals.
- Summer programming:
  - Summer Collaborative/ WAVE: Summer Collab. provides a paid opportunity for high school students to learn how to support their younger peers in reading. This organization also provided Camp Gladiator.
  - Leading Youth Through Empowerment (LYTE) and TeenSHARP: Both college access organizations work with students from GO-WIL throughout the school year and summer to provide additional access to grade-level material. The organizations focus on college-readiness and expose GO-WIL students to colleges, careers, and new learning opportunities.
  - Delaware College Scholars (DCS): DCS provides qualifying sophomores with the opportunity to learn about post-secondary opportunities and participate in college knowledge.
- After-school programming: Our partnership with 21st Community Learning Centers awards us with the opportunity to provide a completely funded after school program for students. Students are able to participate in a wide variety of academic and extracurricular activities, while our families have the opportunity to be active on an after school advisory committee. GO-WIL has a very successful and well-attended afterschool program. Students are able to engage in the arts, athletics, music, language, and athletics after school. Additionally, after school tutoring is available daily for additional support. Students who choose to participate in afterschool programming are also eligible for free dinner daily.

(III) GO-WIL meets the educational needs of historically underserved populations by being a 1:1 school, meaning all students have access to their own Chromebooks to complete necessary online learning both in school and at home. Access to Wifi is not guaranteed



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in our community, but GO-WIL works with the Community Education Building and other community partners to ensure all families have access to a hotspot if necessary. Additionally, GO-WIL has partnered with multiple community organizations such as the Community Intervention Team, Network Connect, Teen Warehouse to support families in crisis. Each organization was founded in the city of Wilmington and is managed by Wilmington natives who are familiar with the community and our students. All programs work to ensure all students have access to the learning environment they need to reach their full potential. Each organization also provides opportunities for additional academic support and SEL well into the evening hours and weekends.

(l) In order to meet the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting grade level standards, the following interventions/ curriculum supplements are used:

- Fountas & Pinnell Leveled Literacy Intervention (LLI): An intensive, small group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.
- Rti Math Program

Additionally, GO-WIL is providing in-person learning opportunities for students who are the most at-risk of falling behind due to remote instruction. GO-WIL is partnering with the Community Education Building, WAVE, Teen Warehouse, Network Connect and the Community Intervention Team. Each organization provides in-person support at Great Oaks or at off-site locations. The off-site locations work closely with GO-WIL teachers and administrators to ensure that students are engaged in a structured learning opportunity and that they are not falling behind.

### **3. Instruction by Highly Qualified Teachers**

For the 2020-2021 school year, we are working closely with the DEEDS office to update the DEEDS profiles of our educators and ensure licensure and certification requirements are met, in particular as it pertains to those educators involved in ARTC programs (we host approximately 12 ARTC educators). We are meeting with out-of-area educators to make concrete, individualized plans for these



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educators to meet the certification requirements for their area (primarily, this will require many of our teachers passing a *secondary level Praxis*, since they are currently operating with a middle school certification in their content area). If these certification requirements are not met by the prescribed deadline, we will reassign these individuals to their appropriate content area for the 2021-2022 school year -- they will be made aware that their employment may be affected by their ability to meet this deadline. Additionally, GO-WIL ensures all employees have completed their criminal background checks and TB test prior to employment. We also check their references to make sure they qualify for the position they are applying to.

### **4. High-Quality, Ongoing Professional Development**

GO-WIL provides school-wide professional development on designated days as well as individualized, ongoing professional development throughout the school year. Ongoing professional development is provided for educators using a bi-weekly coaching model focusing on the teachers' area of professional growth and the students' academic achievement standards. Coaching sessions are provided by the Principal, Assistant Principal, Director of Literacy, Director of Academics, Director of Student Supports and the Math Coach. Goals of each bi-weekly coaching session are created in a weekly Instructional Leadership Team meeting when common trends and observations are discussed.

To meet the needs of the unique circumstances of this school year, our summer/ Fall professional development was focused on remote learning practices. The professional learning focused on utilizing technology such as Zoom and Schoology. Additionally, educators received professional development for supplemental platforms to enhance and increase student engagement during remote instruction (Jamboard, Nearpod, Kahoot, etc.).

GO-WIL has partnered with the Delaware Science Coalition, Delaware Social Studies Coalition and the Delaware Mathematics Coalition for ongoing professional development opportunities. We also continue to search for professional development opportunities to address SEL and trauma as we know that this year, in particular, will be significantly impacted by high levels of stress and anxiety.



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### **5. Recruitment and Retention of Highly Qualified Teachers**

Historically, the Great Oaks Foundation oversaw all hiring responsibilities including job postings, salary structure, job descriptions, etc. As GO-WIL is now independent, many of these systems must be put into place. We hope to create a clear salary scale that includes years of experience, degree, and licensure to ensure all educators are fairly compensated. Additionally, we are planning to advertise open positions on various platforms (Indeed, LinkedIn, etc.). However, there are plenty of opportunities made available to current staff to earn extra pay for extra responsibilities (EPER) to add to their salaries. Many teachers oversee after school programs and athletics for additional pay. Teachers are also encouraged to attend professional development opportunities outside of the 10-month school year for additional pay.

### **6. Parent Involvement**

GO-WIL routinely involves stakeholders through the use of surveys and intentionally planned events. GO-WIL has ensured that there is at least one parent representative on the GO-WIL Board of Directors at all times; however, we would like for more parents to participate on our Board. Activities for families include: Back to School Night, Parent/Teacher Conferences, Parent University. Given that many of our students do not speak English in their home, we provide interpretive services to ensure linguistic equity. GO-WIL is hoping to adopt new ways to engage families in the classroom.

### **7. Coordination with Early Childhood Programs**

Not applicable.

### **8. Teacher involvement in assessments decisions**

Teachers are involved in decisions about the academic assessments used to inform and improve instruction. Teachers have participated in professional learning opportunities and development in which they learned that the assessments best suited to guide



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improvements in student learning are quizzes, tests, writing assignments, and other assessments (formative and summative) that teachers administer on a regular basis in their classrooms. Teachers design these assessments based on what is being taught in the classroom. The new curriculum which was purchased for teachers in the 20-21SY also provided additional assessments that can be used. Teachers had a large say in which curriculum was chosen for their subject areas.

The data provided from these internal based measures are used to assist teachers, coaches and administrators in identifying which students are struggling and in need of intervention. Students who are not on track to meet end of year grade level expectations are provided additional interventions through the Rtl process. Once students are identified, they receive targeted instruction in tier 2 or tier 3. Depending on the tier, student performance is tracked using a progress monitoring measure aligned with specific skill. Placement is also revisited 3x/ year on the BOY, MOY, and EOY MAP instructional assessments. At each of these intervals, the Director of Student Support Services, Director of Literacy, and Math Coach will analyze NWEA MAP data to determine which students fall into each of the three tiers.

### **9. Additional Timely Assistance**

Following the beginning of year (BOY) NWEA/MAP assessments, the Director of Student Supports, Math Coach, and Director of Literacy meet to review results. They determined cut scores for Tiers 2 and 3 for all grades 6-11. Students were then grouped according to their NWEA/MAP performance for Cycle 1. For Cycle 2, they reviewed marking period grades for students in danger of failing, together with teacher input and Cycle 1 performance. For Cycle 3, they will repeat the same process as Cycle 1 with MOY NWEA/MAP results.

### **10. Coordination with Federal, State and Local Services**



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Title programs funds are used to supplement, not supplant the programs and services delivered to GO-WIL students. All Title 1 fund allocations are used to support the identified needs for improving teaching and learning using the strategies and methods being implemented at GO-WIL for the maximum benefit for each child.

Many GO-WIL parents benefit from the Family Resource Center (FRC) available within our school at the Community Education Building. Information is sought from parents via surveys and in-person events.

GO-WIL will establish a School Improvement Advisory Council that will meet throughout the year to help craft the School Improvement Plan and assist in the revision in the Parent Involvement Plan. Once this council is established, we will meet on at least a monthly basis. The following people will be a part of this Council: Special Ed., Director of Academics, Principal, Families, Students, and Community Members.

The School Improvement Advisory Council will meet on a monthly basis to evaluate data and monitor the activities on the school improvement plan. The plan will be revised as needed and data will be used to conduct a needs assessment for planning of activities to support student achievement.