



ESSER III (ARP) Application Funding

Great Oaks Charter School (GO-WIL) received \$1,793,401 in ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS (ARP ESSER). These federal funds were provided to states and school districts to help safely reopen and sustain the safe operation of school and address the impact of the coronavirus pandemic on our students. Go-WIL's plan for ARP ESSER funds supports activities through school year 2023-2024.

General Uses of ESSER III Funds

Please describe the extent to which the LEA has adopted policies on each of the following health and safety strategies:

Universal and correct wearing of masks: All employees, tenants, contractors, and visitors must wear a mask or face covering throughout the school building unless working alone in one's own office or workspace. Staff are not required to wear masks when children are not on-site. Masks must be worn at all times when indoors, with the exception of lunch and snack times- social distancing is enforced during these periods.

Wear Your Face Covering Correctly (shared guidelines)

- Wash your hands before putting on your face covering
- Put the mask over your nose/mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Don't put the face covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, wash your hands or use hand sanitizer to disinfect

Physical distancing: Scholars and staff will follow physical distancing recommendations and remain at least six feet apart from others even while wearing a mask. Only four persons are allowed on an elevator at a time. Great Oaks works with its transportation provider to ensure that

current CDC guidelines are followed on all bus routes. Arrows are on the floor to promote unidirectional flow on the right-hand side of each hallway.

Handwashing and respiratory etiquette: Sanitizer and wipes are available in all school classrooms/offices. All persons are encouraged to wash their hands and use hand sanitizer whenever possible and especially when moving within common spaces. All members of the community shall cover their coughs and be role models with regards to hygiene. Signage regarding proper hand hygiene, social distancing guidelines, and other etiquette have been posted throughout the school grounds.

Cleaning and maintaining healthy facilities: The Community Education Building has collaborated with Great Oaks to provide an exceptionally safe learning environment. Ionizers were added to the ventilation system. The cleaning team works continuously throughout the day and provides deeper cleaning one day per week (and as needed). Teachers and scholars have been offered protective desk screens. Children wipe down their desks at the beginning of every class period. Student movement throughout the day will be minimized and cohorts will be maintained as much as possible.

Contact tracing in combination with isolation and quarantine: In the event that a student or staff member tests presumptively positive for COVID-19, an effort will be made to identify and notify any students or staff who were in close contact with that person for 15 minutes or longer so that they can be quarantined at home. Personal and identifiable information will not be shared.

All parents/guardians will be notified of positive cases in the school or in the classroom via email, followed by a note home for families without email. Personal and identifiable information will not be shared.

In the event of a presumptive positive case within the school community, Great Oaks will work with DPH and follow recommended guidelines. In the event of a presumptively positive case at the school, parents/caregivers will be encouraged to monitor their child(ren) closely for symptoms.

Anyone who has tested positive for COVID-19 or who has been exposed to COVID-19 will not be cleared to return to campus without approval from the school nurse and DPH.

Diagnostic and screening testing: Great Oaks will be offering on-site, asymptomatic, rapid antigen testing for both students and staff for the 2021-2022 school year. We intend to utilize the State vendor to provide this on-site testing.

Great Oaks will continue to randomly test all students and staff members, regardless of vaccination status, on a weekly basis and will continue to do so until otherwise advised by the State of Delaware. Testing is currently being run by Great Oaks team members.

In the event a student or staff member tests positive with the rapid antigen testing, the COVID Coordinator will initiate the presumptive positive process and involve the DPH. Close contacts will be identified and appropriate actions will be taken; vaccination and symptom status are relevant. Isolation and quarantining may occur, based upon circumstances. Return to school protocols will be followed.

Efforts to provide vaccinations to educators, other staff, and students, if eligible: This policy is part of GOWILM's comprehensive efforts to safeguard the health and safety of all employees, contractors, students, visitors, and the community at large from infectious diseases, such as COVID-19, that may be reduced by vaccination. This policy will comply with all applicable laws and is based on guidance from the Centers for Disease Control and Prevention and local health authorities, as applicable.

All employees are strongly encouraged to receive COVID-19 vaccinations as determined Delaware's Department of Public Health and as administered in accordance with Delaware's vaccination plan.

GOWILM employees and resident contractors will be notified by GOWILM regarding the timeframe and process for COVID-19 availability and administration, which is being determined by the State of Delaware. The State of Delaware will pay for the COVID-19 vaccination covered by this policy.

Employees shall work with their team leaders to schedule an appropriate time to comply with this policy and shall provide proof of vaccination to Nurse Rasheeda Ames-Davis.

School leaders and the School Nurse routinely encourage staff to obtain the vaccine. Training sessions are offered (e.g., Dr. Coker provided an online session). The CEB has offered several vaccination days on-site to those 12 and older.

Appropriate accommodations for children with disabilities with respect to health and safety policies: Great Oaks will make every effort to accommodate requests while maintaining safety during this challenging time. Additional PPE will be made available. Some flexibility to the safety protocols may be considered by school leadership in order to best support each child.

How will the LEA ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services? Great Oaks will continue to provide world-class levels of support and services to our students and families. Examples of services include:

- Tutors
- School Counselor
- Behavioral Health Specialist
- Dean of Curriculum and Assessment
- Dean of Student Advocacy
- Dean of Literacy

- Math Coach
- Team of Social Workers
- Access to internet, free hotspots, and free Chromebooks
- Access to meals and other necessities
- Partnerships with Wilmington-based organizations who expertly connect with our scholars (e.g., Network Connect, Community Intervention Team).

The extent to which and how ARP ESSER funds will be used by GO-WIL to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent guidance:

- Staffing:
 - pay for COVID nurse- stays current on CDC/DPH recommendations; implements/trains protocols; handles any presumptive positive cases in perfect order
 - cover admin costs (admin ensures protocols are followed, PPE is available, and manage third-party COVID testing firm)
 - cover wages for culture team and contractors who positively reinforce mask-wearing and social distancing
- Tools/Apps
 - Pay for KickBoard and REMIND (communication and tracking tools to drive alignment with and adherence to COVID procedures)

How will GO-WIL use the mandatory 20% set aside to address the academic impact of lost instruction time through the implementation of evidence-based interventions?

- Working with HS experts to identify/implement optimal credit recovery models
- Contracting one College & Career Counselor to co-develop Student Success Plans for all HS scholars that incorporate post-graduation plans and on-track for graduation schedules
- Hiring a Reading Interventionist
- Hiring CollegeSpring to improve SAT outcomes (proven to improve outcomes of low-income scholars)
- Hiring LYTE (Leading Youth Through Empowerment) to increase on-track for graduation and on-track for college rates
- Adopt HQIM curricula in Math (Illustrative Math) and ELA (Engage NY); offer appropriate PD
- Creating two new staff positions to solidify instructional foundation and focus of the school: Instructional Coach and Dean of Curriculum & Assessment

How will GO-WIL use the remaining ARP ESSER funds consistent with the statutory requirements?

- Board, school leadership, and local, skilled support organizations (e.g., Delaware Charter School Network). GO-WIL will follow the directions given by DDOE and stay up-to-date on developing requirements.

How will GO-WIL ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic including students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students?

- Contracting (2) social workers and (1) behavioral health specialist
- Hiring (2) Assistant Deans of Students to help with adjustment back to campus
- Contracting an exceptional, local, Black-owned organization who has proven their ability to increase attendance, improve student engagement, and improve student performance
- Contracting a local design thinking firm who specializes in high school work to help scholars identify passions, build confidence, and complete senior capstones
- Adopting (2) world-class SEL curricula: WayFinder (Tier 2) and Move This World (Tier 1) and providing appropriate PD

Describe the promising practices GO-WIL has implemented to accelerate learning:

- Purchasing iTracker to better personalize and track student-level performance
- We have (12) full-time, on-site, trained/certified tutors for ELA/Mathematics
- Partnering with like-minded, external organizations to provide holistic supports and positive reinforcement

Identifying the needs of underserved students

Great Oaks Charter School’s highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

Student group	Highest priority needs
Students from low-income families	Students from higher-income households are not facing the same level of challenges and barriers through the pandemic (at home or in the classroom). Before the pandemic, approximately 30% of our scholars needed student-level/family-level supports associated with social/emotional/mental health issues; that percentage is now closer to 100%. Great Oaks scholars have lost self-confidence and academic performance levels over the past year. Additionally, Great Oaks scholars did not earn every possible credit in 2020-21; this has created a need to ensure that every student is on-track for graduation. Student success plans are a high priority. To ensure the safest possible environment for scholars, Great Oaks is prioritizing weekly COVID tests for all students and staff. At one point in 2020-21, approximately 20% of our student population was missing class on a routine basis. Significant staffing and procedural changes have been made as part of our prioritized effort to address truancy/attendance.
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	Hire and retain teachers/leaders of color to better address cultural values and better engage our community. To combat learning loss over the pandemic, Great Oaks is prioritizing the introduction of HQIMs in core content areas. We are also establishing a strong pedagogical foundation that will improve classroom instruction and student outcomes in the future- this includes coaching, mentoring, and alignment between curricula and assessments.
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Great Oaks is partnering with proven, local partners to provide gender-based enrichment opportunities for certain scholars. The goal is to build decision-making abilities, increase life skills, provide space to define one's identity, and promote growth related to the social determinants of health. This is to address missed social learning programming over the past year, particularly for high school scholars (e.g., Girls' Club, Boys' Club, art classes, performing arts programming).

Student group	Highest priority needs
English learners	Great Oaks will make extra efforts to identify English learners in 2021-22. It was challenging to use all existing identification/assessment processes in 2020-21, and there are many new scholars. All identified scholars will be entered into Great Oaks' EL program, as appropriate.
Children with disabilities	Great Oaks will staff in an optimal manner to fully address all IEPs of all scholars. Reading and mathematics intervention curricula will be introduced to better serve our student population and make best use of all Tier I/II/III programming. We will implement a state-of-the-art software tool (iTracker) to significantly improve staff's ability to track IEP status and action items.
Students experiencing homelessness	Great Oaks will prioritize weekly communications with students experiencing some level of homelessness to ensure that all needs are met and all new challenges are addressed.

Because of the highest priority needs the following areas have been identified as focus areas for ARP ESSER funds:

\$710,856 in funds will be used to support:

1. Instruction coach to support teachers through modeling of lessons, planning lessons using HQIM and research based strategies, and delivering professional development to increase teacher effectiveness and student achievement
2. Reading interventionist who will provide instruction to students not meeting benchmark/reading on grade level, support programming for tiered reading intervention, deliver professional development to increase teacher effectiveness using research based reading strategies in content area instruction to support students in accessing text
3. Dean of Curriculum and Instruction will establish programming for tiered support, revise scope and sequence for content areas to support learning loss, facilitate the implementation of core curricula, meet in PLCs to support teachers in planning lessons aligned to standards and addressing student needs, work with other school leaders to plan professional development based on student achievement and teacher effectiveness data
4. Prove pod monitors who will support students in their academics and SEL. Pod monitors will support students in completing assignments to reduce learning loss due to remote learning
5. Provide SAT Prep for students. College Spring will work with students to bridge gaps in learning, provide test prep strategies, and practice opportunities so that students will be better prepared for the SAT
6. Purchase HQIM that will facilitate the move to remote or hybrid learning, address the gaps identified in student learning, provide differentiated supports and intervention tools and strategies for those students not meeting benchmarks/standards. High Quality Instructional Materials to include: Discovery Ed, manipulatives to support the implementation of Illustrative Mathematics, VOCES for WL, and manipulatives for Open Ed Science.

\$647,144 in funds will be used to address the needs of children from low-income families, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth:

1. Social worker, mental health supports and behavioral health specialist will be contracted. The focus will be on supporting students' and families' personal, social and emotional wellness. The contracted personnel will assist with mental health concerns, behavioral concerns, positive behavioral support, and academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy.
2. Implement WayFinder as a tier II emotional support curriculum. WayFinder is a culturally responsive, comprehensive mental health and SEL curriculum for middle and high school students.
3. Implement Move This World as a tier I SEL curriculum. Move this world will be integrated into daily instruction. It is aligned to CASEL.
4. Use the platform KickBoard to measure the effectiveness of school wide culture initiatives implemented for SEL and MTSS.
5. ITracker will be implemented as a means to track interventions students are receiving for MTSS and monitor student progress.

6. The college and career counselor will work with students to determine their interests, set goals and make an educational plan, and assist students and their families in the college application process.

7. Salary for a high school content area teacher to deliver instruction using research based strategies using HQIM aligned to standards

8. Salary for an Asst. Dean of Students (MS and HS) who will assist in the daily operations of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention and intervention services with an emphasis on Restorative Justice and Positive Behavioral Interventions.

\$35,000 in funds will be used to purchase educational technology:

1. IT support to troubleshoot issues with technology, support software applications, perform basic networking and software installation, and other activities as needed

\$361,478 in funds will be used to support other activities necessary to maintain operation and continuity of services:

1. Contract with Dual School to support the development, communication, and implementation of a senior capstone project for all graduating students using the Design Thinking Process.

2. Contract with an organization to support GO-WIL in developing and implementing a school improvement model that is research based and addresses the needs of the urban high school.

3. Salary for an Executive Assistant to support the Executive Director in leading the school. Key functions include: managing the schedule and communications of the ED.

4. Salary for an Asst. Head of School who will support the daily operations in alignment with the school's mission and vision, establish programs, academic and behavioral expectations and guidelines, and will work with social workers, mental health and behavioral specialists to support a positive school climate and culture

5. Contract with LYTE to support a cohort of students in college preparation/programming. LYTE focuses its services on low-income populations most affected by the achievement gap.

6. Implement Remind as a communication tool for families. Communication strategies create a much stronger bond between parents, pupils and teachers to form a strong community that works together to produce the best in education.