

GREAT OAKS CHARTER SCHOOL

ANNUAL REPORT

2016-2017



**1200 North French Street,
Wilmington, DE 19801
Phone:(302) 660-4790**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

BASIC INFORMATION	
Name of School	Great Oaks Charter School
Year School Opened	2015
Enrollment 2016-2017 ¹	343
Approved Enrollment	325
School Address	1200 North French Street, Wilmington, DE 19801
District(s) of Residence	Christina School District
Website Address	https://wilmington.greatoakscharter.org/
Name of School Leader	Kia Childs
School Leader Email and Phone Number	kchilds@greatoakscharter.org (302) 660-4790
Name of Board President	Michael Maxwell
Mission Statement: The mission of the Great Oaks Foundation is to launch and support a network of charter schools that prepare students for college success through high-dosage tutoring. By design, our schools contribute to the vitality of the urban neighborhoods where they are located by attracting and creating social, human and investment capital.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2016-2017. (Note: The remaining sections of the table will be completed by the Charter School Office. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2016-2017 ¹
Total Enrollment	343
# of Students on Waiting List	
Gender	
% Male	41.69%
% Female	58.31%
Ethnicity/Race	
% African American	72.89%
% American Indian	0.29%
% Asian	1.17%
% Hispanic/Latino	17.49%
% White	7.87%
% Multiracial	
Special Populations	
% Special Education ²	18.66%
% English Language Learners	2.92%
% Low-Income	58.89%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school’s current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
February 19, 2016	Minor Modification: Increase enrollment	Approved

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school’s enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2016-2017	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6	125	145
Grade 7	200	198
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	325	343

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Great Oaks Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6	7	
Grade 7	160	75.47%
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	167	78.77%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

Great Oaks Charter School Wilmington plans to monitor and minimize attrition rates by engaging students and families on an ongoing basis throughout the year in order to assess overall satisfaction

with the GOWIL experience. The methods that we implement in order to do this effectively are as follows:

- **Consistent Parent Communication:** Weekly tutor progress updates, online daily teacher communication through the Remind mobile App, Weekly Parent Newsletter, Quarterly Report Card Conferences and Student Support Meetings as needed.
- **Collection of Parent Feedback:** Mid-Year and End of Year Parent Surveys, Monthly PTO Meetings.
- **Student Experience & Feedback:** Monthly Joy Factor Events, Robust Extracurricular Activities and Sports Programs, Student Surveys, Student Ambassador Programs
- **Family Engagement:** Annual Holiday Adopt-a-Family Fundraiser, Community Potluck Dinner, Parent Appreciation Week, Parent Shadow Days

Over the school period shown above, 71% of the students that did not re-enroll cited transportation as the main reason for withdrawal; 12% cited moving out of state or custodial/guardianship changes; 10% cited that the school was not a good fit for their student, and 8% did not provide a reason.

All students choosing to withdraw are presented with an exit survey, and interview in order for Great Oaks to identify trends. In response to the overwhelming trend of transportation struggles, the school obtained a new bus contract with a different company with built-in incentives and penalties for failing to meet time requirements. We also created and delivered a sensitivity training for all of our drivers in response to the feedback that bus drivers were not redirecting students in an acceptable manner.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	2 Stars (38/150pts) Needs Improvement
Growth	3 Stars (83/200pts) Approaching
On Track to Graduation	5 Stars (46/50pts) Exceeds
College and Career Preparation	2 Stars (20/100pts) Needs Improvement

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#)

- a) Based on the table above discuss the school's:
- overall academic achievement results,
 - major challenges,
 - and accomplishments over the course of the school year.

School Comments:

As we assess student achievement, we acknowledge that there is a significant amount of work to be done to move our students toward proficiency. That said, Great Oaks serves a population of students where on average, 80% of students enter below grade-level, with 40% coming in significantly below at 2-6 grade levels behind. When you compare the growth of Great Oaks to other charter schools (by longitudinally assessing the change in overall proficiency rates) and the district, particularly those serving a similar population of students (highlighted), Great Oaks outperforms many.

Charter School ELA Proficiency Growth and Demographics

GOWIL ELA PROFICIENCY: 6th- 25% 7th- 27%
CHRISTINA SCHOOL DISTRICT: 6th- 32% 7th- 32%

School	Overall Prof. Growth	6th District Proficiency Growth	7 th District Prof. Growth	Low Income %	SPED %
Great Oaks (440)	+6%	-10%	+4%	80%	22%
DE Charter School	+1%	-10%	+4%	46%	7%
DE Charter School	-9%	-10%	+4%	80%	13%
DE Charter School	+1%	-10%	+4%	79%	7%
DE Charter School	+5%	-10%	+4%	51%	9%
DE Charter School	+10%	-10%	+4%	8%	7%
DE Charter School	+1%	-10%	+4%	31%	61%
DE Charter School	-14%	-10%	+4%	61%	10%
DE Charter School	+2%	-10%	+4%	28%	9%
DE Charter School	-1%	-10%	+4%	6%	7%
DE Charter School	+3%	-10%	+4%	8%	6%
DE Charter School	-3%	-10%	+4%	17%	5%
DE Charter School	-7%	-10%	+4%	64%	25%
DE Charter School	-3%	-10%	+4%	19%	5%
DE Charter School	+17%	-10%	+4%	10%	5%

Math Overall Proficiency Comparisons

GOWIL MATH PROFICIENCY: 6TH- 20% 7th- 25%
CHRISTINA SCHOOL DISTRICT: 6TH- 23% 7TH- 23%

School	6 th Grade Prof. Growth	7 th Grade Prof. Growth	6 th District Proficiency Growth	7 th District Prof. Growth	Low Income %	SPED %
Great Oaks (440)	-2%	+2%	-17%	-4%	79%	22%
DE Charter School	+2%	+1%	-17%	-4%	46%	7%
DE Charter School	-14%	-6%	-17%	-4%	80%	13%
DE Charter School	-10%	+27%	-17%	-4%	79%	7%
DE Charter School	-7%	+12%	-17%	-4%	51%	9%
DE Charter School	+15%	N/A	-17%	-4%	8%	7%
DE Charter School	+7%	+6%	-17%	-4%	31%	61%
DE Charter School	-12%	+3%	-17%	-4%	61%	12%
DE Charter School	+14%	-8%	-17%	-4%	28%	9%
DE Charter School	+3%	-1%	-17%	-4%	6%	7%
DE Charter School	-3%	-6%	-17%	-4%	8%	6%
DE Charter School	-18%	+1%	-17%	-4%	17%	5%
DE Charter School	-3%	+2%	-17%	-4%	64%	25%
DE Charter School	-14%	-9%	-17%	-4%	19%	5%
DE Charter School	N/A	+0%	-17%	-4%	10%	5%

Major Challenges: Consistent with the educational model outlined in our charter,

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.

One Major challenge is that approximately 40% of GO-WIL students entered below grade level in 2016-17. Our goal is to get every student on grade level by 8th 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. The Tutor Corps has proven to be an effective mechanism to differentiate instruction, but we have noticed that our most intensive students often need additional supports, and have revised our RTI model to include more Special Education Professionals and resource room time for those students.

GO-WIL currently serves 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 work excruciatingly hard to ensure that the needs of all children are met, and have identified that the limited resources for trauma-informed response for the above populations in addition to the other varied needs has presented as a challenge. In response to this, we have added a Guidance Counselor, and have contracted with experts in the areas ELL instruction, Individual and Family Therapy, and Paraprofessionals to more effectively meet the diverse needs of students in our population.

GO-WIL uses 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 Smarter Balanced, GO-WIL also administered **Masteryconnect** 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. That said, our students still struggled with the barrier to access isolated computer literacy skills that are required to perform well on the Smarter Balanced Assessment. To combat this challenge, we have begun to use the SBAC interim assessments, and have added a Computer Literacy course, in order to provide students with multiple exposures to the formatting of the test, and opportunities to develop their skills.

Performance Agreement

Academic Performance Expectations

By September 2018, our expectation is to achieve the overall rating of “Meets” or “Exceeds” standard as measured by the Academic Performance Framework (DSSF). Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goal: Great Oaks Charter School Wilmington Students will master major Common Core Standards implemented through a college exploration curriculum designed specifically for tutorial.

a) Discuss the school’s academic performance based on its approved Performance Agreement (see above).

School Comments

Great Oaks Charter School Wilmington is currently progressing toward meeting the goal, by rigorously identifying and making adjustments to our academic program. We anticipate that the ongoing internal assessment of our effectiveness and the growth demonstrated from students will lead us toward meeting the goal by September 2018.

In regard to the mission specific goal, our rating is **Meets Standard**.

During the 2016-17 School Year Students engaged with a college exploration curriculum on a weekly basis in tutorial that included the following:

- Specific Common Core standards across content areas that reflect the major work of the grade.
 - Actionable and Measurable Objectives
 - Assessments geared toward tracking student’s mastery of both the CCS and college-access content.
-

2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	2 Stars (38/150pts) Needs Improvement	
	School	State
ELA	27.04 %	56.63%
Math	24.17%	45.13%
Science		47.45%
Social Studies	n/a	n/a

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

The table above lists the school’s available DSSF Academic Achievement ratings.

Respond to the following questions.

- a) Based on the school’s Academic Achievement ratings over the course of the charter term, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

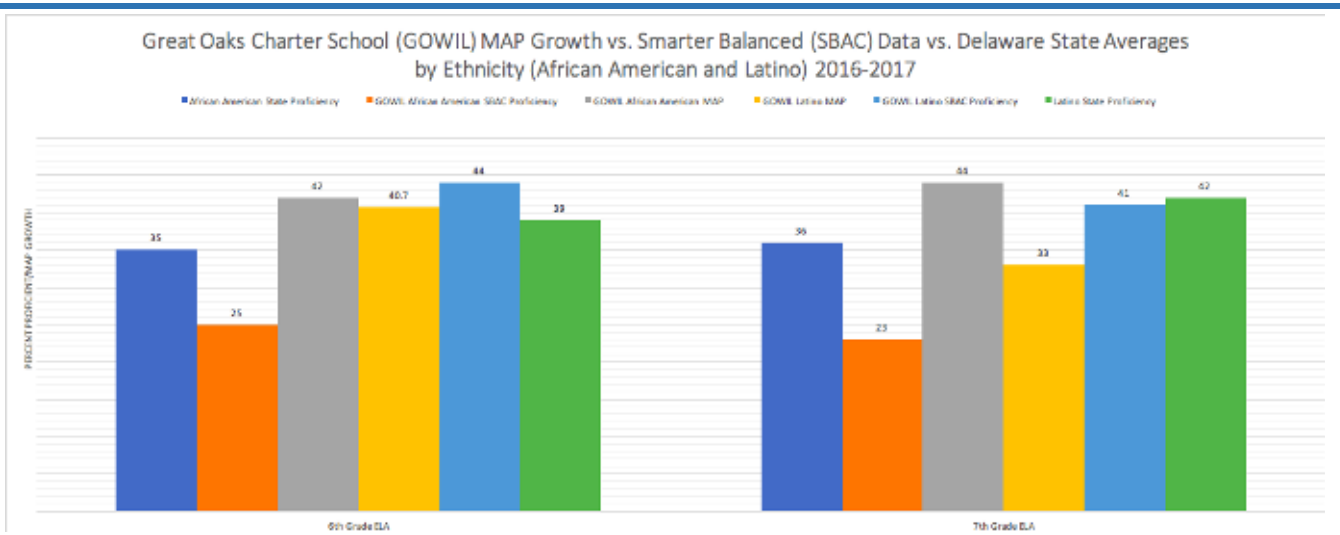
School Comments

We have assessed the performance of students overall, versus the state, broken down performance by ethnicity, and also compared proficiency to the percentage of students meeting MAP growth goals, given the deficit that many of our students bring as they enter 6th grade.

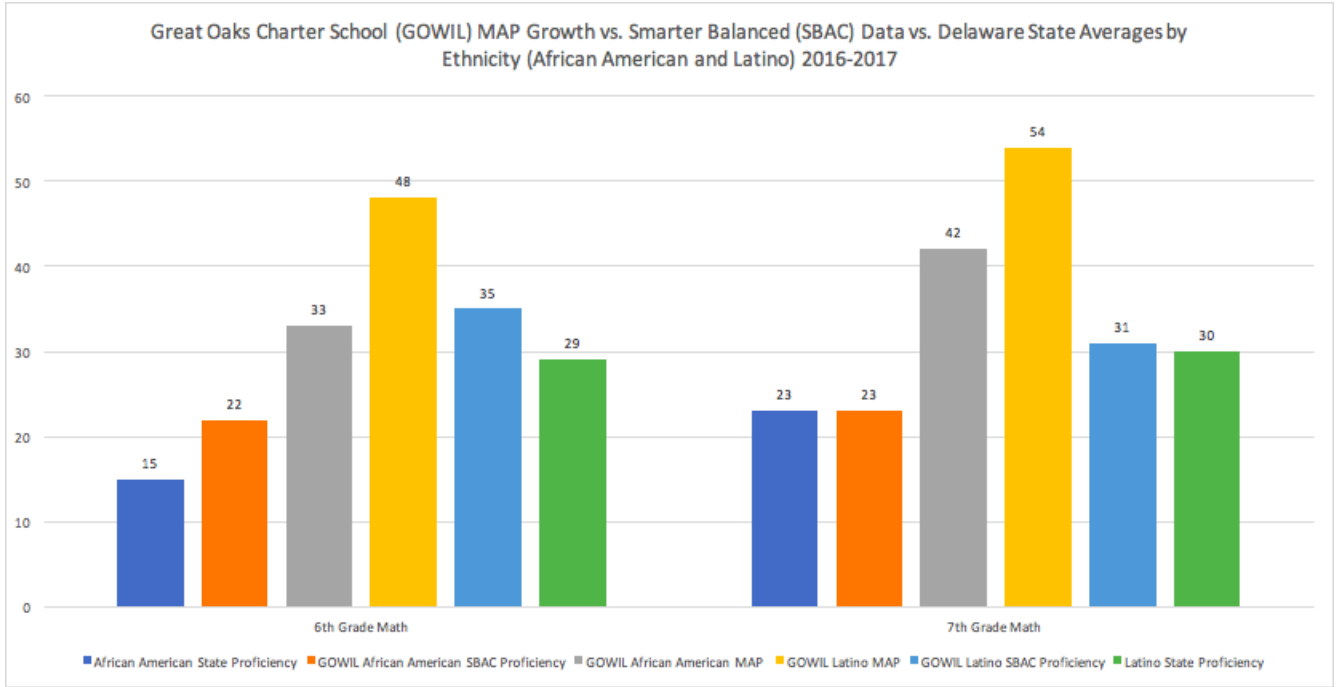
When we break down our students by ethnicity, our African American and Latino students are showing significantly positive results.

We have the State scores for African American students on the left hand Blue bar. Our African American students are within 10 points of the State proficiency in 6th grade and within 12 points in 7th grade. Regarding the 6th Grade students meeting their MAP growth goal, we exceeded the state by 7% in 6th grade and 9% in 7th grade.

Our Latino students outperformed the state average in 6th Grade ELA by 5 points on the state assessment and within 1 point for our 7th Grade Latino students. The percentage of students meeting their MAP growth goal was also greater than the Latino State average in 6th grade, and slightly below in 7th grade.



Across the board, we see that our African American and Latino students outperformed the state in Math. African American students earned 22% proficiency compared to 15% in the State. Latino students earned 33% compared to 29% in the state for 6th Grade.



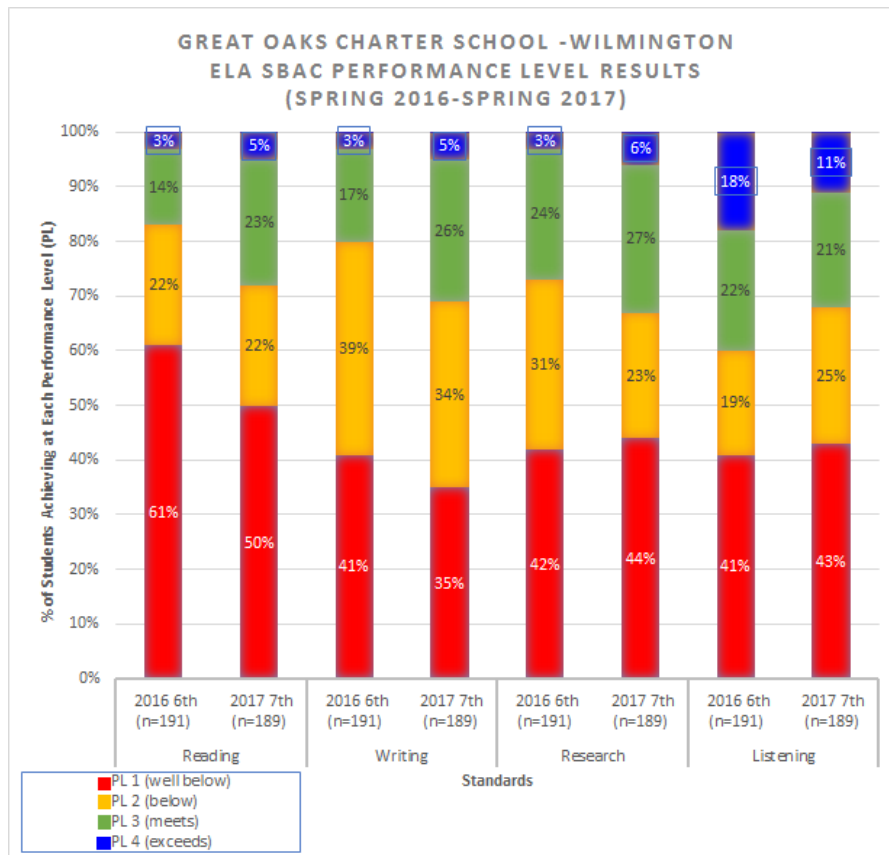
Root Causes/ Reflections:

- Students are demonstrating growth in Math at a more rapid pace than what has been observed in ELA. We believe this is directly connected to our instructional focus on Math after last year’s test results.

- Lower-performing students are demonstrating more significant growth than students that are on-grade level and above.
- Students that are testing above grade level on the MAP test are also demonstrating proficiency on the SBAC.
- Additional interventions for SPED/SEL students are an urgent priority given the high concentration of “1s” in those categories.
- The expertise of the contracted Math Coach was beneficial to both teacher effectiveness and student achievement

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

A standards-based break down of ELA standards and Math Standards shows us that many of the current methods of instruction are producing gains with students. These performance levels are broken down by standard and it is even more apparent to see how our students have grown across the board. In the reading standard, we decreased our number 1’s by 11 %, and increased our proficiency earners by 11%. We maintained the level of 2s.



School Comments

We anticipate that the addition of the specialized instruction to the RTI model, the introduction of Smarter Interims, and the additional resources introduced to support learners with social/emotional challenges, will garner increased success.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

GO-WIL uses 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 smarter balanced, GO-WIL also administer smarter interim 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; the NWEA MAP Assessment to assess progress toward growth goals; **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, we will work collaboratively to identify root causes and create interventions for struggling students including: 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 is constantly monitored to ensure that every student is on-track for academic success.

2.3 Growth Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (83/200pts) Approaching	
	School	State
ELA	32.17 %	50.00 %
Math	50.33 %	50.00 %

The table above lists the school's available DSSF Growth ratings.

Respond to the following questions.

- a) Based on the school's Growth ratings for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

School Comments

Our students earning 1's are facing significant challenges between SPED, ELL, and SEL/behavioral issues. As previously stated, we continue to focus on our SPED population and offer increased supports for our SEL students. Though this is a critical challenge, we continue to see slow and steady growth overall.

We believe that the consistency in staffing (retaining 96% of our staff) gives us the opportunity to focus intentionally on students in an individualized manner. Additionally, each students receives 2 hours of high-dosage tutoring daily, which also contributes to growth.

- b) Looking ahead, what are your expected outcomes for Growth for all students and what steps will you take to achieve them?

School Comments

As mentioned previously, the consistent collection and monitoring of student progress through data will allow us to create targeted, individualized programs of action and intervention for students throughout the year. In addition to the required smarter balanced, GO-WIL also administer smarter interim 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; the NWEA MAP Assessment to assess progress toward growth goals; 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, we will work collaboratively to identify root causes and create interventions for struggling students including: 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 is constantly monitored to ensure that every student is on-track for academic success.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Growth outcomes for all students.

School Comments

Four times per year, the entire staff will participate in a detailed item analysis of the benchmark assessments and compare performance against the individual student growth goals. This process will provide us with the ability to make adjustments such as: interventions, Saturday Academy, After-School Office Hours, Tutorial Group Adjustments, etc., in order to keep/put students on track to meeting their goals.

2.4 On Track to Graduation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (46/50pts) Exceeds	
	School	State
Attendance	92.92 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate ³	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	*Not calculated at the state level

**The school did not service students in the grade levels assessed by this metric.

The table above lists the school's available DSSF On Track to Graduation ratings.

Respond to the following questions.

a) Based on the school's On Track to Graduation ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

School Comments

Great Oaks Charter School Wilmington exceeds standard, but falls just below the state average for attendance, and saw a slight decrease from the 2015-16 school year. We attribute the change to the following:

- Transportation: Transportation continued to be a struggle, and there were many instances of buses coming excessively late, and at times not showing up at all. The Large majority of our student population relies on school buses to get to school, so in the instances where transportation was not provided, students incurred an excused absence.
-

b) Looking ahead, what are your expected outcomes for On Track to Graduation and what steps will you take to achieve them?

School Comments

We have implemented an all-call system that informs families with as much notice as possible about any possible bus issues. This provides families with the opportunity to make other arrangements when possible. Additionally, we are exploring the option of collaboration in order to maximize the quality of bus-service.

c) Describe how you will measure progress to determine whether you are on track to meet your expected On Track to Graduation outcomes.

School Comments

Attendance trends are being assessed on a monthly basis through e-school, and we are making ongoing adjustments, particularly where transportation can be cited as a root-cause.

2.5 College & Career Preparation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	2 Stars (20/100pts) Needs Improvement	
	School	State
Growth to Proficiency ELA	28.81 %	59.19 %
Growth to Proficiency Math	12.12 %	35.41 %
College & Career Preparation	n/a	49.64 %

The table above lists the school's available DSSF College and Career Preparation ratings.

Respond to the following questions.

a) Based on your College and Career Preparation ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments

As a middle school, Growth to Proficiency is the only metric used to assess College and Career Preparation. Root Causes Identified:

- Students entering with significant deficits
- Students impacted by perpetual and isolated incidents of Trauma
- Lack of Specialized Educators for students with intensive academic needs

b) Looking ahead, what are your expected outcomes for College and Career Preparation and what steps will you take to achieve them?

As we move forward, Great Oaks Wilmington has implemented additional Special Education Personnel, The Smarter Interims and MAP Assessment, Summer/Saturday Academies, Early Diagnosis and placement of students to maximize instructional time, and additional RTI resources.

We seek to move to Approaching by next year, and be meeting standard within 3 years. Our hope and goal is to leverage the aforementioned resources to provide wraparound academic/social-emotional support to 100% of student population based on their needs. The ability to do this consistently and effectively, will garner the growth to proficiency that we seek for students.

School Comments

c) Describe how you will measure progress to determine whether you are on track to meet your expected College and Career Preparation outcomes.

School Comments

The consistent collection and monitoring of student progress through data will allow us to create targeted, individualized programs of action and intervention for students throughout the year. In addition to the required smarter balanced, GO-WIL also administer smarter interim 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; the NWEA MAP Assessment to assess progress toward growth goals; 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, we will work collaboratively to identify root causes and create interventions for struggling students including: 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 is constantly monitored to ensure that every student is on-track for academic success.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Great Oaks Charter School Wilmington Students will master major Common Core Standards implemented through a college exploration curriculum designed specifically for tutorial.	<p>Meets Standard: Students are engaging with a college exploration curriculum on a weekly basis in tutorial that includes the following:</p> <ul style="list-style-type: none"> ▪ Specific Common Core standards across content areas that reflect the major work of the grade. ▪ Actionable and Measurable Objectives ▪ Assessments geared toward tracking student's mastery of both the CCS and college-access content. <p>Approaching Standard: Students are engaging with a college exploration curriculum on a weekly basis in tutorial that includes the following:</p> <ul style="list-style-type: none"> ▪ Specific Common Core standards across content areas that reflect the major work of the grade. <p>Far Below Standard: Students are not engaging with a college exploration curriculum on a weekly basis in tutorial.</p>	Tutorial Curriculum, Lesson Plans, and Exit Tickets	PDF Upload and entry into system by DOE.	1a1

a) Rate the school's performance according to the criteria established by the school for its 2016-2017 mission specific goal(s).

School Comments

In regard to the mission specific goal, our rating is **Meets Standard**.

During the 2016-17 School Year Students engaged with a college exploration curriculum on a weekly basis in tutorial that included the following:

- Specific Common Core standards across content areas that reflect the major work of the grade.
- Actionable and Measurable Objectives

· Assessments geared toward tracking student's mastery of both the CCS and college-access content.

As Appendix 1, you will find an overview of the year-long curriculum, a sample of weekly lesson materials, an overview of weekly tutorial content and the initial curriculum implementation proposal.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Great Oaks Charter School

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	AS	M	F	M	M	M	M	M	Approaching Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

1d. During the 2016-17, Great Oaks Charter School Wilmington Closed out a Corrective Action Plan that was developed as a result of Monitoring revealing some uncompliant files.

2a. The regulation surrounding financial training completion changed during the school year, and there were new board members that unfortunately, did not complete the training in time. All Board Members anticipate completing the training before the close of December.

b) Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.

Monthly internal compliance checks, the addition of an experienced Special Education Coordinator, and the development of a Special Education Handbook have significantly improved the process by which GOWIL ensures 100% compliance of Special Education Files and Practices.

School Comments:

c) Address any measure where school did not meet standard or is approaching standard.

1. EDUCATION PROGRAM

Measure 1c.

Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

DOE Rating Information:

The school had some individual student special education records out of compliance measured by this indicator and is engaged in a Corrective Action Plan.

School Response To Rating:

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

DOE Rating Information:

There is one or more members of the school's Board and/or CBOC that did not obtain Fiscal Training within the allotted timeframe

School Response To Rating:

All Members Will Complete the Training by the close of December 2017.

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

By September 2018, our expectation is to achieve the overall rating of "Meets", as measured by the Organizational Performance Framework." Each year, we will be on track to demonstrate performance aligned with this organizational performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

School Comments:

Great Oaks Charter School Wilmington is currently progressing toward meeting the goal, by rigorously identifying and making adjustments to our academic program. We anticipate that the ongoing internal assessment of our effectiveness and the growth demonstrated from students will lead us toward meeting the goal by September 2018.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Kia	Childs	8/15				
Crystal	Edwards	8/15		Parent Representative		
Kia	Ervin	10/16	9/17			
Sarah	Hutton	8/15		Secretary	10/24/2017	
Geoff	Langdon	8/15		Treasurer	3/30/2017	
Michael	Maxwell	8/15		Chair		
Chelsea	Ringin	8/15		Teacher Representative		
Robert	Snowberger	8/15				

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

All Board Remembers will complete the required trainings by the close of 12/17

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within three ((3) months of subsequent appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Crystal	Edwards	8/15			
Anyea	Hunt	8/15			
Sedare	Johnson	8/15			
Felicia	Kellum	8/15			
Geoff	Langdon	8/15			3/30/2017
Patrick	Ryan	8/15			

School Comments:

All CBOC Members will complete the required training by the close of 12/17

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
83.3	10	12

Review the table above with the school's teacher retention trends and answer the following questions.

a) Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments:

Retention has been strong. In actuality, the retention rate was 91.6%. this data reflects that one of our teachers was promoted to an administrative role. We have implemented the following strategies to monitor and sustain retention:

- Consistent Coaching and Feedback
- Quarterly Teacher Evaluations with Prescribed Support
- Mid-Year and EOY Staff Surveys
- Weekly Check-ins with all teaching staff
- Monthly Teacher Appreciation Activities
- Opportunities for Teacher Leadership: Instructional Leadership Team, Grade-Level Chairs, Department Chairs
- Weekly Professional Development
- Monthly Health and Wellness Days

b) Describe how the school's professional development plans support teachers and leadership.

All staff members participate in Professional Development at least 3 times per month. Professional development is developed based on the trends that are observed in classrooms and tutorials, and by the topics that staff identify as high-priority. 3 Times per year, we host symposiums were administrators, teachers, and teacher-leaders can participate in/present sessions that are developed based on the specific needs of our school and educators.

Leadership Team members have weekly check-ins and quarterly goals. They receive intense coaching and support as they work toward the goals.

School Comments:

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2016-2017	M	M	M	M	N/R	M	N/R	N/R	M	Meets Standard

a) Describe the school’s Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

b) Identify changes to Financial practices that the school has implemented to improve the school’s financial outcomes.

School Comments:

After a rating of does not meet standard for the 2015-16 school year, GOWIL actively took the appropriate steps to strengthen our control policies and to provide additional training to staff. As such, we have, and believe will continue, to meet the standard in all areas going forward.

c) Address any measure where school did not meet standard or is approaching standard

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2016-2017
M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information:

The FY17 independent audit identified a significant deficiency in internal controls (Finding #2017-001 Cash Disbursements). This finding is not considered a material exception, so it does not affect the rating for this measure. However, the school should take action to address the deficiencies identified in the audit.

School Response To Rating:

Performance Agreement

Financial Performance Expectations

By September 2018, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments:

We have exceeded our goal of Meeting Standard by Sept. 2018, and currently demonstrate economic viability. We have continued to actively monitor our status to ensure we continue to achieve our financial performance expectation.

-
- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments:

Not Applicable

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

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, enrolled 240 sixth graders, selected a corps of 40 highly effective tutors, and currently have 60 recent college graduates supporting our students' academic growth. 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.

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.

The data that this is replicable can be seen in the MATCH School, which has sent 89% of graduated high school seniors to 4-year colleges and universities, and the Great Oaks Charter School Location in Newark, New Jersey, which graduated 100% of their seniors into 4-year colleges and universities in May 2017.

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

What is the potential pain if you do not achieve this goal?

1. Students will not get the benefits of seeing themselves as college students
2. I will be working on two levels of college curriculum throughout the year
3. We as a school will not be fulfilling our mission

Defining the Potential of My Audacious Goals

Minimum	Target	Extraordinary
Students will be able to define college jargon-for instance “what is the difference between public and private?” “what is a PWI?” “what is a HBCU?”	Understanding the value and potential of learning about college at this very young age(college awareness)	Picturing themselves as college students and pushing their academic rigor to be academically prepared for college

Topics for Workshops

- College Admissions
- College Essays/Personal Statement
- Time Management
- Resumes
- Financial Readiness
- Scholarships
- College Completion
- Extra-Curricular Activities
- On-Campus Resources
- Culture Shock (a topic for 11th-12th grade)

Experiential Learning Opportunities

College Representative Visits
College Tours
College Advising
Best Fit Comprehension (10th-12th grade)
College Exposure Opportunities
Target College List
Summer Engagement
Scholarship Help-Desk (high school)



Great Oaks Charter School 6th & 7th Grade On Level College Content

By: Felecia Russell

Tutor Corps Manager, Great Oaks Charter School, Wilmington, DE

A Year-Long Curriculum

As a member of the Great Oaks Community, I am committed to giving all students the opportunity to be aware of college and the opportunities it provides. Students need to start picturing themselves as college students, which will motivate them to be academically prepared. Within that purpose, it is my goal to have a yearlong college curriculum created.

The Goal	The Purpose	Defining Success
Having a yearlong curriculum for college content that is directly focused on the importance of why receiving a higher education will be much more beneficial in the future.	<ol style="list-style-type: none"> 1) Opportunities for those who do not graduate college is not as widespread for those who do 2) The value of earning potential 3) Gateway to better options and opportunities 	<ol style="list-style-type: none"> 1) Students should understand why learning about college now is critical and important 2) Students should be able to see that learning about college now is a progression for them to be prepared by the time they are seniors in high school. 3) They will be able to understand basic questions about college, such as “what is a PWI?” “What is the difference between private and public?” “What is financial aid?”

Minimum	Target	Extraordinary
Students will be able to define college jargon-for instance, “What is the difference between public and private?” “What is a PWI?” “What is a HBCU?”	Understanding the value and potential of learning about college at this very young age(college awareness)	Picturing themselves as college students and pushing their academic rigor to be academically prepared for college

6th & 7th Grade Objectives

SWBAT identify the reasons to go to college, their interests and how to get to college

SWBAT understand the benefits of attending and graduating from college.

SWBAT describe what a private university is, the pros and cons of attending a private university, and name some examples of private university.

SWBAT describe what public university is, the pros and cons of attending a public university, and name some examples of public universities.

SWBAT identify pros & cons of urban, suburban, and rural colleges and identify examples of schools in each area.

SWBAT describe what an HBCU is, the pros and cons of attending an HBCU and identify the importance of women’s colleges.

SWBAT describe what a “major” and “minor” are and how these connect to their goals. Students will brainstorm goals for their career and connect their goals to potential majors.

SWBAT compare and contrast different forms of financial aid, including scholarships, grants and loans.

SWBAT identify pros & cons of going to school close by or far away.

SWBAT define sororities and fraternities and their importance.

SWBAT describe and define college mascots and their importance.

SWBAT review what they have learned about private and public schools and mascots.

SWBAT identify schools from the west coasts and other parts of the United States.

SWBAT define, and be informed about, college athletics.

SWBAT identify different parts of the college application process.

Table of Contents

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II. Lesson Content

I. SWBAT identify the reasons to go to college, their interests and how to get to college and the benefits of attending and graduating college

[A:https://docs.google.com/a/greatoakscharter.org/document/d/1C6wzvEzUOLrHwywYMZAvv8KUTFeNGADFwoI_g5UNWbs/edit?usp=sharing](https://docs.google.com/a/greatoakscharter.org/document/d/1C6wzvEzUOLrHwywYMZAvv8KUTFeNGADFwoI_g5UNWbs/edit?usp=sharing)

[in](#)

B:https://docs.google.com/a/greatoakscharter.org/document/d/1TakRsHNi6mAh0PUVoPGH8P9FvaZ_H7uku_Lo7gD6L4/edit?usp=sharing

C:https://docs.google.com/a/greatoakscharter.org/document/d/1RJS_3eHHsfB-5dAkmjiO3IzepzrnS3YVyFz_c3NUAvM/edit?usp=sharing

D:https://docs.google.com/a/greatoakscharter.org/document/d/1R6vB0YqGYQVINRRMKedX2UMzJEvvJ5h5r8Jrq_Rj1gQ/edit?usp=sharing

II. SWBAT describe what a private university is, the pros and cons of attending a private university, and name some examples of private universities.

A:https://docs.google.com/a/greatoakscharter.org/document/d/1g6uqkM2XbnExBKsj_14SkLOa1zH2urrZK7w003KVwEY/edit?usp=sharing

B:<https://docs.google.com/a/greatoakscharter.org/document/d/1jKu8s3QfZ6oYydx3q72fcIEIDPyWCruOopo81ON-sg/edit?usp=sharing>

C:https://docs.google.com/a/greatoakscharter.org/document/d/1Nsc1KfP9EhzHy1f_Su3igOUigtJCe7ZMnUjdx8XFWdG/edit?usp=sharing

III. SWBAT describe what public university is, the pros and cons of attending a public university, and name some examples of public universities.

A:https://docs.google.com/a/greatoakscharter.org/document/d/1C8EHg1A9B7eP4WuDdSH3tOtnXYJpBL0W_S_naamAME/edit?usp=sharing

IV. SWBAT identify pros & cons of urban, suburban, and rural colleges and identify examples of schools in each area

A:<https://docs.google.com/a/greatoakscharter.org/document/d/1izKis7pzwB-N6YqIw0KF9rfY5AkYN-0yfv7TIBY16PY/edit?usp=sharing>

B:https://docs.google.com/a/greatoakscharter.org/document/d/12kdH0uiJZ5671gfUgzxuDAeRaWOZGFkq3FaRZ8_eILE/edit?usp=sharing

V. SWBAT describe what an HBCU is, the pros and cons of attending an HBCU and identify the importance of women's colleges.

A:https://docs.google.com/a/greatoakscharter.org/document/d/18kejjCawGnaCwBt9u4B_EuzPliJZxpUzuxuJpiwGToc/edit?usp=sharing

B:https://docs.google.com/document/d/1qyHT81yM9F7gOhWdZBv7GzgsW3Q4Sg6tv_fPHvi5S-Q/edit

C:<https://docs.google.com/document/d/1T-EOCrVfq8y8CsnLDaZJfE5KPDTsSs1oCplBnKKGKmyU/edit>

VI. SWBAT describe what a college “major” and “minor” are and how these connect to their goals. Students will brainstorm goals for their career path and connect their goals to potential majors.

A:https://docs.google.com/a/greatoakscharter.org/document/d/1E_4uV0Sc8aT1LvWlzdZrW6UFANtAF7mKLldBmenWQvU/edit?usp=sharing

B:<https://docs.google.com/a/greatoakscharter.org/document/d/1OzwrGrbemM928PWJ09tGrIFNRUnwSPB-gOnmbbDLce4/edit?usp=sharing>

VII. SWBAT compare and contrast different forms of financial aid, including scholarships, grants and loans

A:https://docs.google.com/a/greatoakscharter.org/document/d/1Yx8buhvZO9fohmyRAOK1JTXM_S_JgmsejeJ3xPEKDlk/edit?usp=sharing

B:<https://docs.google.com/a/greatoakscharter.org/document/d/1gDcu4p5RDu5-MWrmwzNyAZTk6PYCAVxICpJUrmMyRRRI/edit?usp=sharing>

VIII. SWBAT identify pros & cons of going to school close by or far away

A:https://docs.google.com/a/greatoakscharter.org/document/d/1RNmvzgovxfY4A-wGUybhPC57UmvOI-WBA7Wz4cPu_Yc/edit?usp=sharing

IX. SWBAT define sororities and fraternities and their importance.

A:https://docs.google.com/a/greatoakscharter.org/document/d/1SAkbpovlHduvBK-nukPV0wvYxhIZ_rmFNB3er-OE0/edit?usp=sharing

B:https://docs.google.com/document/d/1h01RQTDv48SY_U9ljAOMpaAvoPdDXMEwJrZbYnUFFo/edit

X. SWBAT describe and define college mascots and their importance.

A:https://docs.google.com/a/greatoakscharter.org/document/d/1Y3Oq-rV918Vgk3g4yYkbvi-CW3hE91Tm4Lp1t6Oe_g/edit?usp=sharing

B:<https://docs.google.com/a/greatoakscharter.org/document/d/1PDHuB7JY6HKmFMTkOQymne8J-qAdQedb90EVA5lWcN4/edit?usp=sharing>

XI. SWBAT identify schools from the west coast and other parts of the United States.

A:<https://docs.google.com/a/greatoakscharter.org/document/d/19nMdboRnNikxSZL1t0vwJPFw1iavhKHXE9wBo2SAINc/edit?usp=sharing>

B:<https://docs.google.com/a/greatoakscharter.org/document/d/1i8ZMTWtWUcqAUKbywdD28K4GbGkLdXlqAd0tPiI32FU/edit?usp=sharing>

C:<https://docs.google.com/a/greatoakscharter.org/document/d/1i7NohgsFXHViFxutT5JRluUXCDV1w7l3Tzoked6fI0/edit?usp=sharing>

D:https://docs.google.com/a/greatoakscharter.org/document/d/1fhG1Cm4-k4k_K6emot6I2RkOYFarvcyHUrpbxTtT-n8/edit?usp=sharing

XII. SWBAT define, and be informed about, college athletics.

A:<https://docs.google.com/a/greatoakscharter.org/document/d/1zPqjruFS5-4xQZBmXwswH7qC8nWGyv9yVN6Ay56QQY/edit?usp=sharing>

XIII. SWBAT review what they have learned so far about private universities, mascots and public schools.

A:<https://docs.google.com/a/greatoakscharter.org/document/d/1dByrsQln1VLSMuEZuaKYgrGkbRHi4NTFZoXFpavKmSs/edit?usp=sharing>

XIV. SWBAT identify different parts of the college application process.

A:https://docs.google.com/a/greatoakscharter.org/document/d/1k2Uo2jO_dglEAEhSdlHFRUM3yddYkCAzQrjO-ZljBo4/edit?usp=sharing

XV. SWBAT review everything they've learned about college.

A:<https://drive.google.com/drive/folders/0B1GiYFGEwsKnM2RvVml5MnJ3VW8>

2017 Tutorial Content Shift

ELA

	Monday	Tuesday	Wednesday	Thursday
Intensive Level A-J	Reading A-Z Guided Reading <i>Phonics Focus</i>	Reading A-Z Guided Reading <i>Fluency Focus</i>	Reading A-Z Guided Reading <i>Comprehension Focus</i>	College Content/News ELA/ Non-Fiction
Emergent Level K-Y	Reading A-Z Guided Reading <i>Vocab Focus</i>	Reading A-Z Guided Reading <i>Fluency Focus</i>	Reading A-Z Guided Reading <i>Comprehension Focus</i>	College Content/News ELA/ Non-Fiction
On Level/ Advanced - Lit Circle Groups Z+	Lit Circles	Lit Circles	News ELA	College Content Social Studies/Science Review

Deliverables key: Yellow = pre-selected by the tutor + Planner doc due; Green = Pre-Selected & Annotated by the tutor; Orange = selected by TAs & annotated by the tutor;

Deliverables Outline:

Intensive & Emergent Levels:

Monday - Wednesday: Reading A-Z Planning Outline

Thursday: College Content/Non-Fiction: FR will annotate, but tutors should include additional on-level comprehension annotations for students -- where possible, include the comprehension strategy that you are working on in Reading A-Z - 5 annotations min.

On-Level

Monday & Tuesday: Guiding Questions Planner

Wednesday: Selected text w/ annotations; Annotations should include at least 5 standards-aligned questions + 1 anticipated misunderstanding with Break It Down strategy

Math

	Monday	Tuesday	Wednesday	Thursday
Intensive K-2	Foundational Skills	Foundational Skills	Modified Content → SpEd team creates/curates from Eureka	Modified Content → SpEd team creates/curates from Eureka
Emergent 3-5	Foundational Skills	Content (Modified, Eureka)	Content (Modified, Eureka)	Yummy Math/PBL
On Level/ Advanced - 6+	Foundational Skills	Content - Springboard +Eureka	Content - Springboard + Eureka	Mathalicious

Deliverables key: Yellow = pre-selected by the tutor; Green = Pre-Selected & Annotated by the tutor; Orange = selected by TAs & annotated by the tutor; White=no annotations, content provided by KG & FR

Intensive:

Monday & Tuesday: Foundational Skills plans due - should include an objective (i.e.: Students will be able to convert fractions to decimals) and necessary activities

Wednesday & Thursday: Annotations on the modified content provided - should include 5 annotations - Stretch it, Scaffolded Questioning + 1 Anticipated Misunderstandings w/ Break it Down

Emergent & On-Level

Monday - Foundational Skills plans due - should include an objective (i.e.: Students will be able to convert fractions to decimals) and necessary activities

Tuesday & Wednesday - Annotations on the content provided - should include 5 annotations - Stretch it, Scaffolded Questioning + 1 Anticipated Misunderstandings w/ Break it Down

Thursday - Annotated Yummy Math/Mathalicious lesson provided by KG - Stretch it, Scaffolded Questioning + 1 Anticipated Misunderstandings w/ Break it Down

Colleges that allow only men or only women are disappearing

By Los Angeles Times, adapted by Newsela staff

05.20.15



NOW

DO

Why do you think all men and women colleges are disappearing? What do you think was the original purpose of all male or female colleges?

LOS ANGELES — Sweet Briar and Deep Springs colleges are single-gender schools. That means Sweet Briar only lets women enroll. Deep Springs allows only men. There are not many colleges like these left in the United States. Many are struggling to stay open, including Sweet Briar and Deep Springs.

Some people wonder if single-gender colleges are still necessary.

Over the last 50 years, women’s colleges have been going away. Some have let men in classes. Others have just closed. There were 230 women's colleges 50 years ago. Now there are only 46. The information comes from a group that supports women's colleges called the Women’s College Coalition. A lot of the women-only colleges went away in the late 1960s and early 1970s. That was when many men-only schools started to let in women.

STOP and JOT: Do you think single-gender colleges are still necessary? Why or why not?

Too Few Students at

Sweet Briar

The people who run Sweet Briar said in February that the school would close this summer. The school has been around for 114 years. The announcement surprised teachers at the school. Administrators said the fewer students were attending. They also said it was hard to get high

schoolers interested in a single-gender college. Another problem was that the school is far away from shops.

People later learned that the school owes a lot of money. Its leaders were worried about not being able to pay the money back. They said that even letting male students go to the school would not help.

The teachers from the school went to court. They asked a judge to stop the school from closing. Graduates of the school also are protesting.

Schools Need Good Leaders

Some single-sex colleges have problems, but they can still stay open, said David L. Warren. He runs a group that represents colleges and universities.

The people who run the schools will need to show good leadership for the schools to survive, he said. They must want to keep the colleges single-gender, he said. They will also need smart business plans and interesting classes, Warren added.

Women's colleges are important, said Michele Ozumba. She runs the Women's College Coalition. The schools can help women become leaders, she said. Minorities and students who are the first in their families to go to college may especially need women's colleges, she said.

STOP and JOT: What type of leaders do you think schools would need to be successful?

Deep Springs College Is Unusual

Unlike Sweet Briar, Deep Springs is not in danger of closing. Still, there is a plan for the school to change.

The tiny two-year school has been around since 1917. Its 28 male students do not pay for classes. They follow an unusual program. They spend their time reading famous books and pitching hay on a big ranch. Many later go to top colleges for four-year degrees.

In 2011, the people who run Deep Springs decided to let women in. A men-only school was no longer good preparation for the students' futures, officials said.

Those plans, however, are on hold for now. Some graduates of the school are taking the school to court. They argue that the school should not be allowed to enroll women. The school was started to educate "promising young men."

Judge Says The School Should Change

In November, a judge ruled that the legal papers that set up the school could be changed. The school's mission could be expanded to educating "promising young people."

The case will now be heard by a higher court. The school says there are no plans right now to let women in class.

Some officials at the few men's colleges left defend keeping women out. In the last 10 years, fewer men are going to college and finishing. Men are falling behind women. Men-only colleges, they argue, can help fix that. They can give special attention to those male students, the officials said.

QUESTIONS

1. Which sentence BEST explains the main idea of the section "Too Few Students At Sweet Briar"?

- A. Sweet Briar teachers no longer want to teach at a women-only college.
- B. Sweet Briar students do not want their college to be only for women any longer.
- C. Sweet Briar may close this summer, but teachers and graduates are trying to stop the closing.
- D. Sweet Briar will close this summer because a judge ruled that there is no need for single-gender schools.

2. Which paragraph in the section "Schools Need Good Leaders" explains some of the benefits of single-sex colleges?

3. Why does the author include the third paragraph in the introduction?

- A. to provide opinions and ideas
- B. to provide facts and evidence
- C. to provide lists and definitions
- D. to provide description and details

4. How does the last paragraph in the final section "Judge Says The School Should Change" contribute to the article?

- A. It describes several important events.
- B. It explains why one issue matters less than another.
- C. It makes a prediction about the future.
- D. It gives an argument for a different perspective.

EXIT TICKET

Write a summary of details you learned after reading this article.

Last of the single-gender colleges are hanging on to old ways

By Los Angeles Times, adapted by Newsela staff

05.20.15



DO NOW

Why do you think all men and women colleges are disappearing ? What do you think was the original purpose of all male or female colleges?

Later, word came out that the school owed large amounts of money. Its leaders were concerned about not being able to pay those loans. They said that even letting men enroll in the school would not help.

The teachers and local county government in Virginia are taking the school to court to stop it from closing. Graduates of the school also are protesting. They may join in court cases to save the school.

Planning For The Future

Some single-sex colleges have problems, according to David L. Warren. But they are not doomed, he said. Warren is president of a group that represents colleges and universities.

Many of the schools will be able to do well in the coming years, he said. However, the people who run the schools will need to show good leadership. They will also need smart business plans and interesting classes, Warren added.

STOP and JOT: What type of leaders do you think schools would need to

be successful?

The survival of women's colleges is important, said Michele Ozumba. She is president of a group that supports women's colleges. The schools can help women become leaders, she said. Minorities

and students who are the first in their families to go to college may especially need women's colleges, she said.

Unlike Sweet Briar, Deep Springs is not in danger of closing, but there is a plan for the school to change.

Deep Springs Graduates Put Up Challenge

The tiny two-year school has been around since 1917 and its 28 male students do not pay for classes. They follow an unusual program that combines reading famous books and pitching hay on the 120-square-mile ranch. Many go on to attend top colleges for four-year degrees.

The all-male college had considered letting in women. It finally decided in 2011, that it would start admitting women in 2013. Maintaining a men-only school was no longer good preparation for the students' futures, officials said.

Those plans, however, have been stalled by a legal challenge from graduates of the school. They argue that enrolling women would go against the school's original mission, as well as the legal papers that set up the school. The school was formed to educate "promising young men."

Judge Says Women Should Attend

In November, a judge ruled that the school's legal papers could be changed. The school's mission could be expanded to educating "promising young people."

Deep Springs "would offer a far more effective program" if women could also attend, the judge wrote. The case will now be heard by a higher court, and there are no immediate plans to enroll women, according to the school.

Some officials at the few remaining men's colleges defend their programs. In the last 10 years, the percentage of men enrolling in college and graduating has fallen behind that of women. Men-only colleges, they argue, can help close that gap by giving special attention to those students.

QUESTIONS

- 1. Which paragraph in the section "Planning For The Future" explains some benefits of women-only colleges?**

- 2. Which answer choice BEST represents the central idea of the section "Troubles At Sweet Briar"?**
 - A. Leaders at Sweet Briar want the school to close, but a court case decided it will stay open.
 - B. Leaders at Sweet Briar want the school to close, but others are trying to keep it open.
 - C. Sweet Briar is closing because its students owe more money than they can pay.
 - D. Sweet Briar is closing because students are no longer interested in a women's only college.

- 3. Why does the author include the third paragraph in the introduction?**
 - A. to compare ideas
 - B. to contrast issues
 - C. to give definitions
 - D. to introduce evidence

- 4. How does the last paragraph in the final section "Judge Says Women Should Attend" contribute to the article?**
 - A. It summarizes the article's main ideas.
 - B. It offers a prediction about the future.
 - C. It compares an issue to another issue.
 - D. It makes a claim based on a perspective.

EXIT TICKET

Write a summary of details you learned after reading this article.