



GREAT OAKS CHARTER SCHOOL - WILMINGTON

ANNUAL REPORT

Report Date: January 15, 2025

Delaware Department of Education

Charter School Office

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I. OVERVIEW

1.1 SCHOOL PROFILE

Great Oaks Charter School – Wilmington 355 W. Duck Creek Road Clayton, DE 19938 https://www.fsmilitary.org			
Year Opened	2015	District(s) of Residence	Christina School District
2023-24 Enrollment	145	Approved Enrollment	200
Current Grade Span	9-12	Approved Grade Span	9-12
School Leader(s)	Dr. LaRetha Odumosu Ms. Tamara Price	School Leader Phone & Email	(302) 660-4790 laretha.odumosu@csnc.k12.de.us tprice@greatoakswilm.org
Board President	Stacey Clark	Board President Email	staceyclark2323@gmail.com
Mission Statement: Every Student, Every Day, Engaging, Connecting and Succeeding – No Matter What The purpose of the school is to give students the knowledge and values required to graduate from a competitive four-year college by delivering individualized instruction emphasizing character development and fostering relationships with families			

1.2 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2023-2024
Total Enrollment	145
Students on Waiting List	0
% Male	58.62%
% Female	41.38%
% African American	88.28%
% American Indian	1.38%
% Asian	0.00%
% Hispanic/Latino	6.90%
% White	2.76%
% Multiracial	0.69%
% Native Hawaiian or Other Pacific Islander	0.00%
%Special Education	37.24%

% English Learners	5.52%
% Low-Income	58.62%

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
	Not applicable	

1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
9	50	42	84
10	50	35	70
11	50	39	78
12	50	29	58
Total	200	145	72.5%

1. Explain successes or challenges of implementing the school's recruitment plan.

School Comments:

Great Oaks has engaged in a significant transition journey over the years, possibly one of the most significant transitions within the charter community. Great Oaks started out with a single grade in 2016 and then began the process of transitioning solely into a high school beginning in 2020. On the ground, this plan resulted in the school experiencing some significant transition (either by adding a grade or adding and losing a grade) every year from inception. With a constantly shifting school population and accompanying staff for the grades being served, creating a clear and concise school marketing and external communication message proved difficult. This difficulty directly impacted recruitment and remains a challenge.

A success experienced most recently is the uptick in student applications. Going into the fall of 2023-2024, Great Oaks experienced a 30% increase in new student applications despite the difficulties of navigating negative press regarding the school's formal review process. This increase in student applications was the outcome of clear messaging and targeted recruitment efforts implemented in the 2022-2023 school year. Additionally, this past enrollment season, Great Oaks exceeded its enrollment target. It is evident that our current authorized number is accurate for our high school enrollment trends.

1.5 SCHOOL REENROLLMENT

Reenrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
9	20	50%
10	26	74.29%
11	32	55.17%
12	29	78.38%
Total/Avg	107	62.94%

2. Explain successes or challenges of implementing the school's retention plan.

School Comments:

Longitudinal data shows that Great Oaks retention has improved over the last few years demonstrating an increase of student and family investment with remaining with the Great Oaks community. When digging deeper into the data breakdown, the high school retention data trended higher than the middle school data. As Great Oaks moves solely into high school only, this trend suggests that our retention data will continue to improve as we shift our focus to serving one block of student grades.

II. ACADEMIC PERFORMANCE

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The [Delaware School Success Framework \(DSSF\)](#) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK – SY 2023-2024

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	20%		100	2 Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	3.13%	50	0
Proficiency Math (grades 3-8 and 11)	10%	0.00%	50	0
School Quality/Student Success	25%		200	99 Approaching Expectations
On Track Attendance (grade K-12)	3%	74.22%	25	19
Proficiency Science (grade 8 and Biology)	5%	N/A	N/A	N/A
Proficiency Social Studies (Grades 7 and 11)	5%	0.00%	25	0
College and/or Career Preparedness (9-12)	8%	59.26%	75	44
On Track in 9th Grade	5%	71.35%	50	36
Graduation Rate	20%		100	48 Well Below Expectations
4-Year Cohort Graduation Rate	15%	50.00%	75	38
5-Year Cohort Graduation Rate	3%	77.91%	13	10
6-Year Cohort Graduation Rate	2%	*	12	*
Progress toward English Language Proficiency	10%	N/A	50	N/A
Total	100%		413	149
Overall Percentage / Rating				36.08% Well Below Expectations

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 30, 2028, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

3. Reflect on your school’s academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
 - a. Academic Achievement
 - b. Academic Progress
 - c. School Quality/Student Success
 - d. Graduation Rate (if applicable)
 - e. Progress toward English Language Proficiency

School Comments:

Great Oaks’ transition to high school only has significantly impacted our academic achievement scores. Our former middle school data demonstrated that students were beginning to demonstrate an upward trajectory on the state assessment (SBAC). However, our SAT data shows that our students are significantly struggling on this high school assessment. Great Oaks has participated in the recent conversation with peers across the state regarding the validity and helpfulness of using the SAT as a measure of student proficiency and it is clear that opinions are mixed and nuanced. Additionally, Great Oaks, like all schools in Delaware has been impacted by the teacher shortage which directly impacts the quality of instruction provided.

With that said, we do understand and are in agreement with the importance of a standard assessment for students and for now, that remains the SAT. Great Oaks has implemented instructional support best practices so far this year and will continue to do so. These practices include regular and ongoing observation and feedback for all teachers as well as a targeted review of student data as it is aligned to standard mastery. With that noted, students at Great Oaks still out-performed their peers in comparable city high schools in the

college and career readiness metric. The data shows that the school quality/student success metrics are among the highest scores received and earned an approaching standard rating. We are particularly happy to see that our attendance and on track records have significantly improved from the prior year. We are confident that implementing the above actions will result in continued growth in the right direction.

As a fairly new high school, Great Oaks has just graduated its third class of seniors. With each group, we are improving on lessons learned and increasing successful implementation from one year to the next. We understand that it is key to ensure that high school students are both aware of the importance of credits and are regularly tracking their own transcripts and credit acquisition. We make it a point to meet with each senior in the beginning of the year regarding their credit status to ensure that they were aware of the requirements needed to graduate. By ensuring that all students are aware of the graduation requirements, proficient in their understanding of school credits and mindful of their own credits, we know that we will see a continued increase in this section.

Finally, over the past few years, we have seen an increase in EL students meeting "expanding" and "attainment" levels compared to prior years. We are excited to carry this strong foundation into our high school grades and to track their growth as they go on to take the high school assessments this year and in future years. While it is clear that Great Oaks has work to do, we are very proud of the success that we have had thus far.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:

Data referenced is provided above.

5. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

One area that has historically been a challenge for Great Oaks is our participation rates with Great Oaks not meeting the expected 95% target. In prior years, this was due to a lack of awareness and investment in the assessments as well as organizational structures that were in need of updates. However, we are happy to share that beginning in the 2022-2023 school year, we saw a significant increase across the board in our participation percentages in the majority of our assessments and a decrease across the board in our number of students who missed the assessment consecutively. Starting between 6% and 24% respectively, Great Oaks rates are now consistently above 80% and came close to the 95% target last year.

In order to head in the right direction with participation percentages, Great Oaks did the following: 1) worked closely with our school assessment liaison from the DDOE, 2) identified a key person to conduct all assessments and follow-up with students and families, 3) Ensured that students and families were aware of the importance of the assessment, 4) provided multiple opportunities to complete the assessment and 5) tracked each student's participation and actively communicated with families throughout the testing window, particularly with students families who were not attending testing sessions. While participation percentages remain an area of focus, we are confident that if we continue to implement the above action steps, we will reach the participation target regularly and with consistency.

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6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

An area of success for Great Oaks over the years has been in the area of student behavior and discipline. Great Oaks has seen an extremely significant drop in student suspensions for violent behavior from year to year. Beginning in the 2022-2023 school year, Great Oaks experienced a reduction in violent offenses consecutively (<https://reportcard.doe.k12.de.us/detail.html#displaypage?scope=school&district=9611&school=4075&id=684>) resulting in a safer school environment for the community.

There are two areas that contributed to this improvement in school climate, 1) ensuring that staff was aware of and received training on the importance of building strong relationships with students and 2) targeting specific behaviors with school-wide systems and response. These two factors resulted in students becoming more invested in the school community and increased consistency in the school response when school expectations were not met. We look forward to continuing to implement these systems and creating an environment that is conducive to learning and student success.

Additionally, as noted earlier in the report, another significant pride point from this past year is Great Oaks' significant reduction in chronic absenteeism (<https://reportcard.doe.k12.de.us/detail.html#displaypage?scope=school&district=9611&school=4075&id=689>). From the 2021-2022 school year to last year (2022-2023), Great Oaks demonstrated a 31% decrease in chronic absenteeism. From the 2022—2023 school year to 2023-2024, Great Oaks demonstrated another decrease of 12% placing the school within striking distance of the state's average and significantly lower than other city high school serving similar populations.

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 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

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 & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring Requirements		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2023-24	M	A	M	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 30, 2028, our expectation is to achieve an overall rating of “Meets,” as measured by the Organizational Performance Framework. Each year, we will be back on track to demonstrate performance aligned with those expectations. This progress will be monitored through our annual performance review.

7. Describe the school’s organizational performance during school year 2023-24. (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: Great Oaks has met overall standards in the organizational framework. The one area where Great Oaks did not meet standards is in student participation on testing resulting in the lower rating. As noted above, Great Oaks has made significant strides in this area but has fallen short of the goal 95%. In addition to a history of low student investment, the sheer low number of students provides very little wiggle room for meeting the 95% threshold. However, Great Oaks is committed to continuing to make progress in this area to ensure that our testing scores provide an accurate picture of student assessment outcomes.

8. Discuss management and operations successes and challenges during the 2023-24 school year. Areas you may want to consider as appropriate:
- School leadership
 - Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

It is no secret that Great Oaks has recently undergone a challenging, but successful and necessary leadership overhaul. In the Fall of 2022, Great Oaks was placed on Formal Review which was subsequently followed by the charter renewal process in Fall of 2023. Within the formal review process, the school determined that it was important to restructure the leadership team in order to ensure that the school operated at its highest level. Within this leadership restructuring, Great Oaks promoted Ms. Price, the former middle school principal and current assistant principal, to the high

school principal role. Ms. Price had a demonstrated record of success in school leadership prior to coming to Great Oaks as well as in her former roles at Great Oaks. Great Oaks also hired Dr. LaRetha Odumosu, a fellow charter leader with a demonstrated success in school turnaround, as the school's Executive Director. Under their leadership, strategic staff changes continued in the goal of successful turnaround and curating a team that would be the best fit for the Great Oaks' community.

As a result of these changes, the school has seen a number of successes within a short period of time. The school successfully continued operation following both formal review and renewal which both culminated with a high number of intense conditions. Just recently, in December 2024, Great Oaks received a letter marking satisfactory completion of the final renewal conditions. Despite the transitions, the Great Oaks team has made significant progress in a short period of time. When comparing this progress to that of other schools undergoing turnaround similar efforts in the city, the success at Great Oaks far exceeds those of its peers both within the city of Wilmington and in cities across the nation.

9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments: N/A

3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

School Comments:

Through support from the Exceptional Children's Resources department of DDOE, the special education department at Great Oaks initiated and developed a complete overhaul of special education department processes and procedures in addition to a compliance review and revision of all special education documents. Special Education team meetings are conducted bi-weekly to discuss best practices and allow case managers to receive input regarding specific student needs. Professional development is provided annually and as needed to all staff of Great Oaks in reading and interpreting an IEP, de-escalation strategies for students experiencing trauma, and the impact of trauma on the brain. Additionally, Great Oaks has taken a whole-child approach to supporting our students. We have a full-time mental health counselor who meets regularly with students, sets personal and academic goals, and provides strategies for meeting those goals. We work closely with our community partners at the CEB to support our students experiencing homelessness; access to an in-house food pantry, support for paying utilities, and job and career training opportunities for parents/guardians. Great Oaks is also one of two schools selected to participate in the Self-Determination Initiative in partnership with the Exceptional Children's Resources Department of DDOE. The three-pronged initiative focuses on improving self-determination and self-advocacy skills in students with disabilities through support and professional development of students, staff, and families. Through this shift in focus to meeting the needs of all students, Great Oaks has experienced significant successes in compliance and student outcomes.

11. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

Great Oaks has continued to utilize the recently developed referral process in conjunction with MTSS. This process has been implemented to reach students who are at-risk or struggling with either academic and/or behavioral needs. In addition, our trauma-responsive Threat Assessment Team continues to support students in crisis and staff has been trained on how to report and refer students experiencing a crisis. Our Student Support Team meets regularly and implements our process of determining interventions and supports for students and reaching out to community partners in supporting our higher-needs students. In addition to the support from our School Psychologist and Counselor, we currently have mentors through the Community Education Building

that have supported our students with personal and familial issues impacting their educational trajectory in addition to directly supporting at-risk students to ensure they graduate high school.

12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

An analysis of the students' WIDA assessment results is conducted to determine appropriate supports and services provided to Multilingual Learners at Great Oaks. Parents are informed of a student's eligibility for MLL support at the beginning of the school year. Those students identified as MLL are provided a dedicated block of direct support based on their level of need. Additionally, the team develops an accommodation plan for every MLL student at Great Oaks which is given to all classroom teachers for implementation. Students who are newer English Language learners are also provided assistive technology to help support classroom instruction. Teachers are provided training in this area at the beginning of the school year with support as needed.

3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

Outside of monthly oversight meetings and committee discussions where a deep dive through academics, finance and operations, and legal matters are parsed through for decision-making purposes. Regular meetings are scheduled among school leadership and the board which includes a thorough discussion regarding the school's academics, finances and operations. Stakeholders and partners such as parents and external vendors (finance, HR, transportation, etc.) are included in regular meetings to ensure that the overall functioning of the school continues to operate at a high level.

14. Discuss board-related success and challenges during school year 2023-24. Areas you may want to consider as appropriate include:

- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

School Comments:

In alignment with the recent leadership transition noted above, the board has also undergone its own recent transformation. The most remarkable board-level success has been recreating the board's core composition, (which included both editing former members and welcoming new members) to ensure the required expertise to support the school's forward movement were available. With most of that experience and expertise now present, challenges have included shifting the culture of the board's performance to being more action-oriented as opposed to advisory-based. Although great gains are being made to leverage the board's expertise in increasingly tangible ways, the work of culture shifting - especially toward the direction of sustained success - takes time and strategic effort, both of which are well underway. The board continues to head in the right direction.

15. Describe the process used by the board to evaluate school leadership.

School Comments:

Presently, regular meetings with Dr. Odumosu and Ms. Price serve as benchmark assessments for specific areas of growth and strength. These meetings are rooted in desired outcomes for school leader development, leader pipeline strategy, scale activities, compliance measures, and targeted support for every level of the organization. Collectively, these focus areas provide an in-depth look at the health of the school and personnel; this in-depth look provides the basis for board-level decision-making.

16. Describe the school's process for success planning including identification, development, and retention of school leaders.

School Comments:

The board remains in close contact with the leadership team and ensures that it is aware of the team's feelings of support and future plans. This relationship is key to the leaders feeling supported and set up for success. The focus of the current leadership team is to ensure that there is a strong pipeline of internal leaders who are invested and receive targeted development in order to step into more senior roles in the opportunity that one becomes available. In the event that a leader demonstrates a desire to take advantage of another opportunity, the board works closely with that leader to discuss and plan for the future vacancy.

17. Share how the board supports the school. Speak to the board's involvement in events, operations, and fundraising activities.

School Comments:

The GO board supports the school in many ways, including provisioning expertise for decision-making, adding to ground-level efforts, fundraising, and showing up for school- and community-based events. Board members spend time developing and leveraging relationships with local

influencers, being present at GO community events, keynoting commencement, etc. The board consistently engages in discussion regarding increasing their activity in support of the school community.

3.5 STUDENTS AND SCHOOL ENVIRONMENT

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

Great Oaks is intentional about engaging with families throughout the school year in a myriad of ways to ensure that the school home partnership is consistent and actively taking place. The methods implemented to do so are as follows:

Consistent Parent Communication: Frequent progress updates from teachers, online daily teacher communications through the Remind mobile App, Monthly Parent Newsletter, Quarterly Report Card Conferences, Monthly Parent Camp sessions, and Student Community Meetings. Our website also offers important information.

Collection of Parent Feedback: Mid-Year and End of Year Parent Surveys, School Advisory Committee Meetings, Parent Liaisons meet each Trimester for support with the Needs Assessment

Student Experience & Feedback: Joy Factor Events, Sports Programs, Student Surveys, Student Ambassador Programs, and Consistent focus on student self-advocacy.

Family Engagement: Annual Black History Celebration, Holiday Community Potluck Dinner, Parent Appreciation Week Feedback provided by the families fuels our internal discussions regarding next steps for the school community as it pertains both to continuing practices and engaging in newly revised practices.

3.6 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

SCHOOL YEAR	PERCENT OF TEACHERS RETAINED	NUMBER OF TEACHERS RETAINED	NUMBER OF TEACHERS ELIGIBLE
2023-24	90%	10	11

19. Explain successes or challenges of implementing the school's teacher retention plan.

School Comments:

20. Describe how the school's professional development plans have evolved to support teachers and leadership.

School Comments:

Great Oaks continues to be much more targeted and intentional with staff professional development. We have continued to lean into Professional Development that ignites

teachers' excitement about learning. While there is still a full-school focus on the foundational components of instruction, such as objective and exit assessment alignment, our professional development program has really sought to differentiate accordingly. One key shift has been in ensuring that each teacher has an instructional coach. This allows teachers differentiated opportunities that are targeted to their area of focus. Teachers can experience professional growth and appropriate flexibility based on their expertise, content area and experiences.

21. Describe how the school's completion of educator evaluations has evolved.

School Comments:

Great Oaks has significantly improved its educator evaluation process over the years. By ensuring that each teacher has an assigned observer/evaluator, Great Oaks is able to ensure that each teacher receives the appropriate number of formal evaluations as well as additional instructional support through regular walkthroughs and informal observations.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2023-24	M	M	M	M	A	A	Not Rated	F	Not Rated	M	M

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

4.2 FINANCIAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 30, 2028, our expectation is to achieve an overall rating of “Meets,” as measured by the Financial Performance Framework. Each year, we will be back on track to demonstrate performance aligned with those expectations. This progress will be monitored through our annual performance review.

22. Using the results contained in the Financial Performance Framework, describe the school’s financial performance during school year 2023-24. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

Great Oaks has met standards in the Financial Performance Framework.

23. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

The leadership team reviews all contracts and expenses and terminated or renegotiated contracts to meet the School’s need while reducing expenses. In addition, the School continues to implement an additional expense review and approval process to ensure expenses remained aligned with the budget

24. Address any measure(s) where the school did not meet the standard (if applicable).

School Comments: N/A

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

School Comments: N/A

V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

School Comments:

Great Oaks Charter School Leadership Team includes an Executive Director, Principal, Administrators and Team Leads.

Our leader team is dedicated to developing and empowering teacher leaders to maximize student learning. Great Oaks Instructional Team builds a culture focused on all students making decisions based on what will best serve each and every student with the expectation that all students can and will gain skills necessary for success in career or college. Our teachers are utilizing evidence based strategies when delivering instruction to all students. We provide high-quality education.

Our school community supplements academics with a unique youth mentoring and advocacy program. Through our partnership with the Community Education Building students participate in Rise to Thrive and receive emotional, social and academic growth support. The program helps to develop student confidence while setting goals.

We prioritize empowering students to take ownership of their learning by making choices, setting goals, solving problems, and actively participating in decisions that affect their education, fostering a sense of responsibility for their academic progress. The Great Oaks School community participates in a program through the State of Delaware for Self Determination. A series of workshops/trainings designed to support youth, their family members, and school staff, this project focuses on improving student's self-determination skills and family engagement.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Great Oaks Charter School
Location:	1200 N French St, Wilmington DE

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

01/15/2025


Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

Print/Type Name:	Stacey L. Clark
Title (if designated):	GOCS Board Chairperson
Date of approval by board of directors:	January 15, 2025