

EastSide Community Learning Center Foundation

In Support of EastSide Charter School



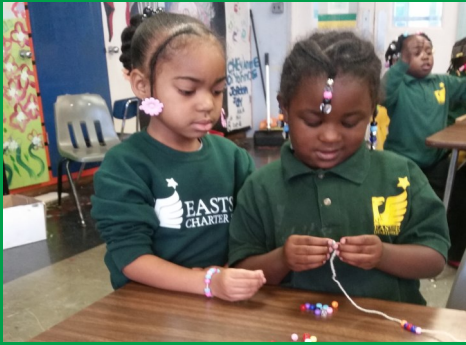
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Annual Report

2018-2019

EastSide Charter School—Annual Report 2018-2019



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Dear Friends, Families and Supporters:

We are pleased to bring you this report of highlights from the 2018-2019 school year with an eye towards the new year.

For the last four years ESCS has also managed Charter School of New Castle, a task it was asked to assume after that School experienced leadership malfeasance in 2014. That common management experience had economically beneficial employee sharing features. But by the spring of 2019 the EastSide Board determined that EastSide required the full time attention of its management, particularly in light of the exciting new initiatives that were being developed. And the CSNC Board determined it was ready to go forward independently. Therefore, the full common management arrangement between the Schools has been discontinued in favor of a more limited employee sharing of HR and school psychologist services.

In this report you will read about the new APEX Honors program developed in collaboration with four of our leading area independent schools – Tower Hill, Wilmington Friends, Sanford and Tatnall. This program for gifted middle schoolers will enhance not only their academic development but also their ability to acclimate to a different social environment.

We also report on the doubling down on socio-emotional supports for our students, 80% of whom suffer trauma from multiple adverse childhood experiences.

Finally, we want to introduce you to REACH Riverside, a ground breaking neighborhood revitalization initiative involving housing, education and health, wellness and public safety facilities and programs designed to transform the impoverished Riverside neighborhood. This will involve more than \$150MM of private investment over 10-15 years. EastSide is taking the lead in developing a “cradle to college education and career readiness pipeline” to serve the revitalized neighborhood. You will be hearing more about this in the coming days. In the meantime, for more information See, www.reachriverside.org. and www.purposebuiltcommunities.org.

We greatly appreciate your past interest and look forward to your continuing generous support.

Jocelyn Stewart
Board Chair

Charles S. McDowell, Esq.
Foundation CEO

APEX Honors Program

Unique and Empowering

The 2019-2020 school year sees EastSide accelerating its bold steps designed to propel the School to important achievement by students and staff through a commitment to the APEX Honors Program, partnering with four of the region's finest private secondary school – Tower Hill, Wilmington Friends, Sanford, and Tatnall.

Through APEX EastSide offers high achieving students of urban schools serving low income families a unique, barrier-breaking Honors Program to enable them to capitalize on their talents, skills, and dedicated academic work from their Elementary School years. In the past, high achieving students from ESCS have moved on to a variety of High Schools in the community ... some of them high performing independent schools. Our Crozier Scholarship Program underwrites a portion of the cost of such independent school attendance - growing from support for just one student per year to 5 per year in its most recent annual awards at a committed investment of more than \$71,000 over the next 4 years.

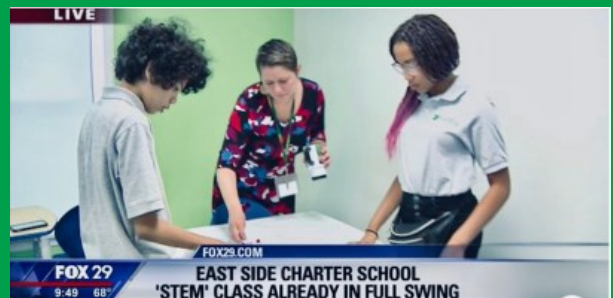
Yet, in past years, even ESCS graduates with highest achievement still struggled when moving to high performing secondary schools. They were simply not equipped with the spectrum of skills required to take best advantage of a world class education – both academically and socially. Delaware offers no special educational funding for gifted students of need; even though 'giftedness' is federally classified as a special need. We are one of the few states that fail to provide extra funding to some of its most promising students.

Beginning with the 2019-2020 school year, APEX at ESCS builds upon a concept that arose from participation by EastSide leaders in an International Excellence in Education fellowship, sponsored in significant part by Wilmington's Longwood Foundation. The APEX Honors Program will permit children not only to chase their potential as scholars, but also to prepare themselves for success as adults. APEX, housed in a separate pod of classrooms on the ESCS campus, and staffed by a team of talented educators recruited specifically for APEX, serves 24 6th, 7th, and 8th graders this year. (In following years, the program will grow to 60 participants in 5th, 6th, 7th, and 8th grades.) APEX uses a specifically and carefully fashioned curriculum that permits participants to advance as their academic skills permit/demand, avoiding lowest-common-denominator realities that may have held them back in the past. APEX studies offer not merely "more" content; but, rather, offer depth of study in math, English, social

studies, world languages, and science. Preparation for academic and social challenges to be faced in High School and beyond will be the focus.

To counter the separation our graduates may feel from the students they join when moving on to such challenging secondary schools, APEX/ESCS has partnered with the leading independent schools mentioned previously. APEX students will be paired on a school-year basis with peers at the partner schools. One day per month, APEX students will attend classes at the partnered schools, with their peer partners. Also, the partner school paired students will attend classes and events at ESCS. Through this process, APEX students will experience the rigors of classroom preparation and performance at challenging schools, which will come to be readily handled as everyday occurrences of the educational process; and they will develop social relationships that arise organically through shared classroom and extra-classroom interaction. As a result, the academic culture and climate, as well as the social interaction, which they will experience in their own eventual secondary school placement will no longer be a barrier that can challenge not only academic success but social adjustment as well. A significant roadblock to academic achievement and growth will be eliminated.

The academic and social growth of APEX students will be further bolstered by support programs provided by ESCS's Student Counselor - offering secondary school application preparation and ongoing support through high school, college and on into the first year of a career. Additionally, all APEX scholars will be required to enroll in Wilmington's acclaimed and highly successful Leading Youth Through Empowerment (LYTE) program or FAME (Forum to Advance Minorities in Engineering) program - which use after school and summers for mentoring, rigorous teaching, and leadership training to prepare and motivate students of color to pursue and succeed in top-performing high school programs.

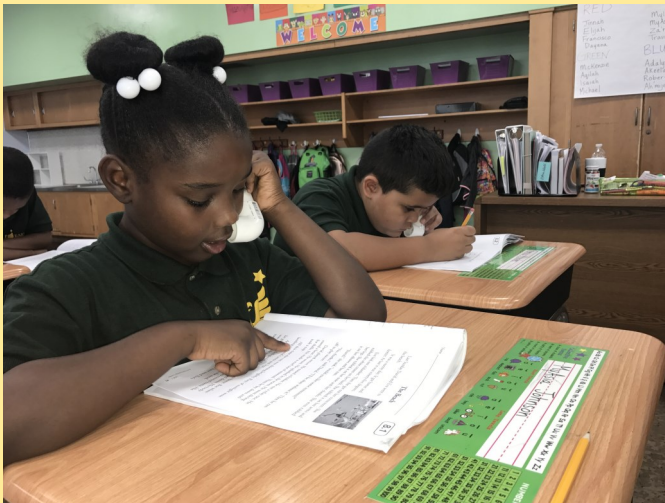


Social & Emotional Learning and Positive Behavior Supports: Tools to make better students

The Mission of ESCS is:

“We strive to inspire our students to realize their vision for the future and ensure that they are equipped with the resources to achieve it. EastSide Charter School will provide students with high expectations, critical thinking, responsive and engaging instruction and the character skills that are necessary to succeed in the world of tomorrow.”

The reality of the general student body at ESCS is that it is a high needs group of children. In terms of significant fac-



tors, such as exposure to trauma, ESCS recently (2017-2018) conducted an Adverse Childhood Experience (A.C.E.) study. Such studies, developed by CDC-Kaiser Permanente in the late 1990s, look at physical and mental health outcomes based on exposure to trauma. *Our study found that at least 88% of ESCS 3rd-8th graders have experienced at least 2 or more adverse childhood experiences and an associated “difficulty” as a result.* It is noteworthy that, by comparison, in his Executive Order (#24 - October 17, 2018) mandating that the State of Delaware become a “trauma-informed state”, Governor John C. Carney noted that “... Delaware’s ACEs data indicated that 23% of children from

birth to age 18 were exposed to 2 or more ACEs, and that those children were 5 times more likely to be reported in fair or poor health ...” At ESCS 88% of our children have had such experiences and evince some kind of socio-emotional, learning, coping, and/or behavioral difficulty.

These issues cannot but affect the learning experiences of the balance of the students at the school, as classrooms are disrupted and learning environments challenged by the conduct of our children with socio-emotional needs, acted out in classrooms on a near daily basis.

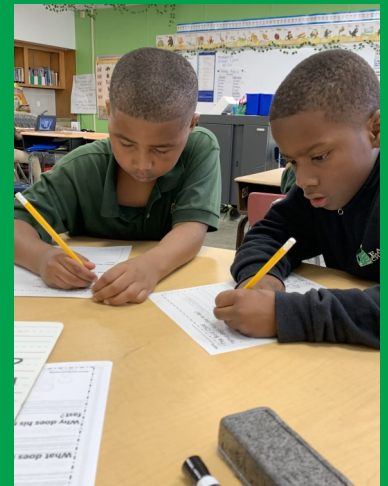
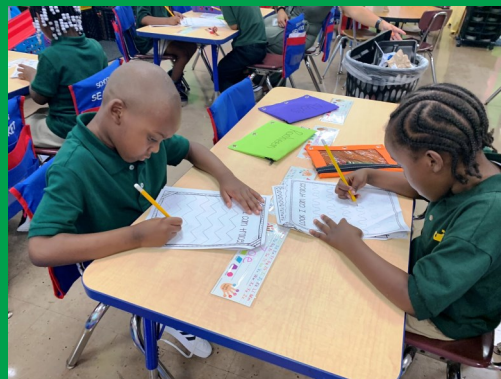
In short, the school cannot survive, pursuing its mission, without the application of new and additional approaches and methodologies to support our children, and to assist them to achieve new-found maturity that permits them to apply themselves and their natural talents to the tutelage provided by the school.

This year, 2019-2020, EastSide is doubling down on supports for students – both those challenged to maintain positive classroom behavior and those not suffering such challenges but having their learning in class disrupted by their less well-behaved classmates. We recognize that children who are focused and on mission in their classrooms learn more and are thereby empowered to take advantage of the educational opportunities presented to them in class. Clearly, the inappropriate behaviors that create distractions in class are not all voluntary.

To assist our staff in dealing with these issues we employ a wide array of programming aimed at creating “better” students and more effective classrooms. For example, we partner with the Delaware Department of Education to introduce and implement the Multi-Tiered System of Support (MTSS) at ESCS. MTSS is a school-wide approach to student support. Teachers, counselors, psychologists and other specialists work as a team to assess and address student needs; and apply a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the “whole child”, whether an advanced or struggling learner, through academic, behavioral, social and emotional services. The supports also extend to services such as improving chronic absenteeism and developing

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Our children at work and play ...



EastSide in the news ... World News !

EastSide's Social Media presence has seen a literal surge in likes, shares, page views, and other indicia of a growing crowd of followers checking out news from the school. But its reach exceeded all anticipation recently when a story found its way to the World. Second grade Teacher Chelsea Darczuk received a visit, during the school day from her fiancée, who, with a cadres of EastSide Eagle students serving as "wingmen/ladies", dropped to a knee and proposed. The story was picked up by new services such a Fox, CBS, PBS, and services from England and India!



Continued from page 4 ... rigorous learning plans for high achievers. MTSS includes research-based principles and practices, including universal screening data, which increase the effectiveness of instruction for all students. Additionally, data is analyzed at the school and district level to identify system-wide shifts that will sustain student growth over time.

EastSide's Positive Behavior Support (PBS) offers a holistic approach that considers all factors that have an impact on a student and that child's behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal. At ESCS we employ a system - LiveStore - that has been approved by the State Department of Education for tracking and recording the behavioral aspects of classroom performance for each and every student at ESCS. Rewards are provided for positive behaviors, and demerits are noted for less than appropriate behaviors – in terms of interactions in the classroom and compliance with teacher instructions. Students, through LiveStore and its benefits-based behavior modification, come to learn that they can control the outcomes and results of their activities in the classroom environment.

Our Social and Emotional Learning (SEL) curriculum - Second Step - brings together social-emotional learning, bullying prevention, and child protection programming for Kindergarten–Grade 5, creating and providing sustaining safe, supportive learning environments in the school. The Middle School element of the curriculum is web-based, and provides a full complement of nearly 200 advisory activities to reinforce weekly lessons, and online professional learning, to enable our teaching staff to help their students succeed socially, emotionally, and academically.

And ... the programs are working! Through PBS and SEL implementation throughout the school, data on our rates of suspension and referrals demonstrate marked decreases, with a goal of further reductions for the school year. Through the first 7 weeks of the school year, our Culture reporting shows reductions overall in referrals for behavior issues of 20%; and for our most challenged children a reduction of 36%. That figure must be coupled with observational data showing classroom attentiveness with a student-on-task rate of 87%. The children are not just “in class”; they are working a positive manner while in class. Adding our solid attendances through the same period of the school - 92%, a solid rise of over past years and a figure surpassing the state average of 89% - we submit that the SEL and PBS programming is working and working quite well. Accordingly, we also anticipate increases of 5% in SBAC [Smarter Balanced Assessment Consortium] scores as a result of the programming; reducing the proficiency gap between ESCS and the State, eventually moving ESCS to the state average.

Our students are learning; and are learning to be better students.



**You are crucial to the achievement of our mission.
Every gift matters ... Every Year!!**

We greatly appreciate all of those listed below who generously contributed to our successful 2018-2019 school year. With your continuing support, we will achieve our goal of empowering our students to enjoy choice-filled lives. Every dollar directly affects the education of EastSide scholars.

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Sincere thanks, one and all !

We make every effort to accurately record all contributions ... but if there are errors or omissions, please let us know so we can correct our records and offer an appropriate thank you.

The Gift of Education

Every dollar donated is a dollar that enables us to improve students' lives. So please ... Choose one of these 3 easy ways to donate to **EastSide Community Learning Center Foundation**.

- ◆ Cash/Check/Credit Card Gifts may be mailed to:

EastSide Community Learning Center Foundation
3000 North Claymont Street
Wilmington, DE 19802

- ◆ Online Donations can be made via credit card by visiting the EastSide Charter School website - **www.eastsidecharterschool.org**
- ◆ EastSide Community Learning Center Foundation donations can be made through the **United Way of Delaware—Donee # 12775**

Thank you for your support.



EastSide Charter School's Mission: *"We strive to inspire our students to realize their vision for the future and ensure that they are equipped with the resources to achieve it. EastSide Charter School will provide students with high expectations, critical thinking, responsive and engaging instruction and the character skills that are necessary to succeed in the world of tomorrow."*

Soar Beyond Expectations.



www.eastsidecharterschool.org

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EastSide Community Learning Center Foundation

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