



2015-2016 DDOE Charter School Annual Report

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I. Charter School Program

Narrative:

Provide a Synopsis of the School's Mission and Educational Program, Including Key Components of the Education Model and Any Unique or Innovative Features of the School

EastSide serves as a supportive, nurturing school experience for children on their way to becoming passionate, creative, global citizens prepared with the mindset and toolset for long term success.

At EastSide Charter School, our mission is to educate children in a safe, caring, and nurturing environment, so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have comprehensive understanding, adequate time, and appropriate support. Students here are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

The educational program delivered at EastSide Charter School is aligned to our mission. We provide clean and caring environment where our staff view themselves as an extension of the student's family. We conduct home visits when families are unavailable to support their students in school, and offer an array of behavior supports to provide safe spaces for mistakes and learning of behavior. Our day includes time in CREW, which is an EL (Expeditionary Learning) practice, where they build meaningful relationships with a special adult inside the building that will stay in their lives from year to year. CREW is designed to practice school norms and deep dive into our school's habits of work and learning. Each day, we expect that students are living the EastSide Habits: Responsibility, Collaboration, Persistence, and Responsibility, through their social growth and development, as well as their academic growth and development.

Academically, our students are taught to own their learning, and become strong advocates for themselves as they plan their goals to and through college. Our philosophy on providing students, teachers, and leaders with high quality instructionally focused feedback, is considered a norm. Our teachers use summative and formative data, as quarterly and bi-annual checkpoints to further develop personalized learning experiences for students.

Unique and Innovative Features

Core Knowledge Curriculum

EastSide works towards individualized measures of student achievement throughout every part of every day. To support each dimension of student achievement for all learners, we create an inclusive environment where small group instruction is the norm and students are placed in groups based on their individual needs. This allows for targeted instruction for all learners at all times. Also, ESCS has developed a high quality (Delaware STARS Star 5 Rated Program) Early Learning Academy for preK 4s that closes the achievement gap from the beginning so that the work of our K-8 teachers can remain rigorous and developmentally appropriate throughout a student's time at EastSide.

Character Development

Every student in our school has a class called "Crew" –a structure established so that every student is known well and feels valued by the entire school community. The structure of Crew allows for

relationship building, academic monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Additionally, we have mentoring partnerships with Barclays and other local businesses and organizations (some that last the entirety of a student's time at EastSide) as well as gender specific mentoring groups that meet during and after school to support students in navigating peer and family relationships both inside and outside school. Every adult in our building is committed, above anything else, to support each student as a whole-child, not as a vessel to place knowledge into. These initiatives and our approach to student-centered learning create an environment where both students and staff are innovative, all-in, and joyous.

Parent and Community Involvement

As a school and learning center, EastSide values parent and community involvement as a means to increase the trajectory of student achievement far beyond our walls. Within the school, there are structures and traditions in place that support parent involvement and community through our report card conferences (three times a year), Back to School Night (Pre-K, Lower School, Middle School), classroom volunteer opportunities, Book Fairs, and more. Our parents are always welcome to meet with leaders and teachers to advocate for their students, and we often partner with parents to create action plans for student success. Our students participate in Community Service Days on the last day of every trimester in order to give back to the community and get involved in a positive way. Our mentoring programs allow for community engagement and relationships to thrive.

Discuss Key Accomplishments of the Charter School Program over the 2015-2016 School Year

Academic Growth: EastSide's mission specific goal is that students will demonstrate significant academic growth by way of the nationally recognized Measures of Academic Progress (MAP) assessment which is a K-10 computer adaptive pre- and post-test in Math and Reading. During the 2015-2016 school year, EastSide students demonstrated growth, growing an average of 5.2 RIT's in Math and 6.55 RIT's in Reading. In our second year of SBAC testing our students increased their proficiency by 3% which is on average with the growth in the state.

At the end of the 2015-2016 School year we saw a transition in leadership as Dr. Browne moved to become an Area Superintendent in Colorado and a new CEO entered; Aaron Bass. We also were able to hire a Chief Academic Officer who has been focused on increasing the academic performance of our schools.

II. Performance Reflection

Academic Performance Tier 3 Narrative:

Identify areas or factors where the school has met standard in academic performance.

Eastside Charter School met standard in the area of growth on the SBAC in ELA. On average 3% of our students increased in proficiency from the 14-15 administration. This is on par with the growth that the state experienced. While we were still below the state metric value of 54.91% with our score of 23.68 the growth that our students made was welcomed.

GOALS for 2016-2017: showing cohort increase

2015-16	EastSide ELA		Goal	Cohort Increase		2014-15			State ELA		Growth
	Number tested	% Proficient				Number tested	% Proficient		2015-16	2014-15	
Grade 3	47	32%	Baseline		Grade 3	57	26%	Grade 3	54%	54%	0%
Grade 4	55	4%	47.00%	-22.00%	Grade 4	37	27%	Grade 4	56%	54%	2%
Grade 5	37	27%	19.00%	0.00%	Grade 5	33	12%	Grade 5	60%	55%	5%
Grade 6	40	23%	42.00%	11.00%	Grade 6	49	24%	Grade 6	52%	48%	4%
Grade 7	41	32%	38.00%	8.00%	Grade 7	34	6%	Grade 7	53%	50%	3%
Grade 8	34	24%	47.00%	18.00%	Grade 8	30	20%	Grade 8	54%	49%	5%
Average		24%	39%	3%	Average		19%	Average	55%	52%	3%

In addition to the growth on the SBAC our students grew in MAP as indicated in the previous section.

Identify areas of factors where the school has not met standard in academic performance. Provide an analysis of strengths, challenges, and opportunities for growth in these areas. What are the school's academic performance outcomes that will improve student growth, proficiency and college and career readiness levels as measured by the Performance Framework?

While the growth in 2015-16 Math was not on par with the state we have spent time planning for improvement. We have changed our curriculum from Expeditionary Learning for the 2016-2017 academic year. While the professionally created curriculum allowed students the chance to be more hands on with their learning it did not assist students with filling in the gaps of their learning. We have identified that our students are on average 1.5 grade levels below in Math and Reading which has prompted us to change our approach. We have moved to using Engage NY curriculum and have ensured that each teacher has fully developed curriculum in Math and ELA. We have also created a scope and sequence that allows students to master all of the content they will see on the SBAC. By covering the full curriculum we are ensuring that students will not be surprised. In addition to the revamped curriculum we have also moved to giving our own full comprehensive assessments throughout the year. This allows us to target our RTI time to specific needs of each small group.

Topic A
Multiplicative Patterns on the Place Value Chart

5.NBT.1, 5.NBT.2, 5.MD.1

Focus Standards:	5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
	5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
	5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Instructional Days:	4	
Coherence	-Links from:	G4-M1 Place Value, Rounding, and Algorithms for Addition and Subtraction
	-Links to:	G6-M2 Arithmetic Operations Including Dividing by a Fraction

Topic A begins with a conceptual exploration of the multiplicative patterns of the base ten system. This exploration extends the place value work done with multi-digit whole numbers in Grade 4 to larger multi-digit whole numbers and decimals. Students use place value disks and a place value chart to build the place value chart from millions to thousandths. They compose and decompose units crossing the decimal with a view toward extending their knowledge of the *10 times as large* and *1/10 as large* relationships among whole number places to that of adjacent decimal places. This concrete experience is linked to the effects on the

With regards to our SBAC scores we know that there is room for improvement and have set the ambitious target of increasing our proficiency by 15% in each grade. A 15% increase will mean that our growth will be five times the growth in the state but will allow our students to grow closer to state averages.

2015-16	EastSide	ELA			2014-15	EastSide	ELA			State	ELA	
	Number tested	% Proficient	Goal	Cohort Increase		Number tested	% Proficient			2015-16	2014-15	Growth
Grade 3	47	32%	Baseline		Grade 3	57	26%		Grade 3	54%	54%	0%
Grade 4	55	4%	47.00%	-22.00%	Grade 4	37	27%		Grade 4	56%	54%	2%
Grade 5	37	27%	19.00%	0.00%	Grade 5	33	12%		Grade 5	60%	55%	5%
Grade 6	40	23%	42.00%	11.00%	Grade 6	49	24%		Grade 6	52%	48%	4%
Grade 7	41	32%	38.00%	8.00%	Grade 7	34	6%		Grade 7	53%	50%	3%
Grade 8	34	24%	47.00%	18.00%	Grade 8	30	20%		Grade 8	54%	49%	5%
	Average	24%	39%	3%		Average	19%		Average	55%	52%	3%
	EastSide	Math				Math				State	Math	
	Number tested	% Proficient	Goal	Cohort Increase		Number tested	% Proficient			2015-16	2014-15	Growth
Grade 3	46	46%	Baseline		Grade 3	58	33%		Grade 3	55%	53%	2%
Grade 4	55	9%	61.00%	-24.00%	Grade 4	36	33%		Grade 4	51%	47%	4%
Grade 5	37	8%	24.00%	-25.00%	Grade 5	39	8%		Grade 5	41%	38%	3%
Grade 6	40	13%	23.00%	5.00%	Grade 6	45	20%		Grade 6	37%	34%	3%
Grade 7	41	20%	28.00%	0.00%	Grade 7	35	9%		Grade 7	40%	37%	3%
Grade 8	34	9%	35.00%	0.00%	Grade 8	32	34%		Grade 8	38%	35%	3%
	Average	18%	34%	-9%		Average	23%		Average	44%	41%	3%

In addition to the goals we have made for SBAC we also diagnosed other areas of growth from 2015-2016 school year and created an action plan to address these areas. (see below)

Academic Annual Plan: EastSide

2016-17 Priority: Focused Instructional Periods

College Ready Outcomes

2016-17 Big Goals

- 75% of students will show more than 1 year of growth on the MAP assessment
- 15% growth on proficiency on Math/ELA SBAC from 2015-2016.
- 95% teacher and family satisfaction with ESCS experience
- 75% of ESCS staff have overall rating of "Effective" on TEF Rubric

	2016-17 Focus Areas	Aug.-Jan.	Feb.-June	End of year Measures. (Success looks like...)
Focused Instructional Periods	Urgency/Pacing	<ul style="list-style-type: none"> • Each teacher will have a PD on urgency and pacing and will have specific goals set to support coaching • Teachers will be provided minute by minute ELA, Math, NFCR, and Writing Blocks • 100% of teachers will follow instructional block breakdown schedule (minute to minute) and "bell to bell" teaching by Oct. 1 • 100% of teachers will receive bi-weekly observation of instructional blocks with feedback around urgency/pacing 	<ul style="list-style-type: none"> • Each teacher will have a PD on urgency and pacing and will have specific goals set to support coaching • Teachers will be provided minute by minute ELA, Math, NFCR, and Writing Blocks • 100% of teachers will follow block breakdown schedule and "bell to bell" teaching by Oct. 1 • 100% of teachers will receive bi-weekly observation of instructional blocks with feedback around urgency/pacing 	<ul style="list-style-type: none"> • 80% of staff will be rated "effective" in Component 2a. of TEF rubric <ul style="list-style-type: none"> ◦ 40% rated effective after trimester 1 ◦ 60% rated effective after trimester 2 ◦ 80% rated effective at year's end. • All teachers will be following the minute by minute/bell to bell schedule to maximize instruction by October 1st. <ul style="list-style-type: none"> ◦ Maintained with oversight after trimester 2 ◦ Maintained with minimal oversight at year's end
	Planning	<ul style="list-style-type: none"> • All teachers will be provided a common lesson plan template • 100% of teachers will turn in weekly lesson plans 6 days before the week begins in Staff Google Drive for Lesson Plans • 100% of teachers will receive feedback on their lesson plans within three days of the teaching week to allow time for revision (submit on Sunday; notes by Friday morning) 	<ul style="list-style-type: none"> • All teachers will be provided a common lesson plan template • 100% of teachers will turn in weekly lesson plans 10 days before the week begins. • 100% of teachers will receive feedback (as needed) on their lesson plans within three days of the teaching week to allow time for revision. Model lessons will be uploaded onto the school Google Drive to support struggling planners 	<ul style="list-style-type: none"> • 75% of staff will be rated "effective" in Component 1 of TEF rubric <ul style="list-style-type: none"> ◦ 35% rated effective after trimester 1 ◦ 55% rated effective after trimester 2 ◦ 75% rated effective at year's end. • Teachers rated "effective" will no longer receive weekly lesson plan feedback; monthly audits done to ensure accountability/quality

	2016-17 Focus Areas	Aug.-Jan.	Feb.-June	End of year Measures. (Success looks like...)
		<ul style="list-style-type: none"> Model lessons will be uploaded onto the school Google Drive to support struggling planners 		
	Assessment	<ul style="list-style-type: none"> 100% of classrooms will collect daily assessment (exit ticket, work sample, observation notes) aligning to CCSS and/or interim assessment Assessment data will be used to support small group instruction structure and planning Evaluation and reflection on assessments will be done: <ul style="list-style-type: none"> Bi-Weekly in Grade Team Meetings Bi-Weekly in Coaching Sessions All staff will follow a universal grading system across grades 1st-8th 	<ul style="list-style-type: none"> 100% of classrooms will collect daily assessment (exit ticket, work sample, observation notes) aligning to CCSS and/or interim assessment Assessment data will be used to support small group instruction structure and planning Evaluation and reflection on assessments will be done: <ul style="list-style-type: none"> Bi-Weekly in Grade Team Meetings Bi-Weekly in Coaching Sessions All staff will follow a universal grading system across grades 1st-8th 	<ul style="list-style-type: none"> 75% of students will show more than 1 year of growth on the MAP assessment 15% growth on proficiency on Math/ELA SBAC from 2015-2016. 70% of Students are growing 15+ points on Amplify Summative Assessments (2-8) 30% of students are performing proficiently on DCAS (4, 5, 7, 8 in Sci/SS) 60% of K-1 Students are growing 1.5 years on MAP 70% of teachers are rated "Effective" in Component 3 of TEF Rubric



	2016-17 Focus Areas	Q1	Q2	Q3	End of year Measures. (Success looks like...)
Roles and Expectations	Stakeholder Roles	<ul style="list-style-type: none"> Every stakeholder will have clear expectations around roles and responsibilities: <ul style="list-style-type: none"> 100% of teachers will have professional development around 	<ul style="list-style-type: none"> Every stakeholder will have clear expectations around roles and responsibilities: <ul style="list-style-type: none"> 85% of teachers will demonstrate clear 	<ul style="list-style-type: none"> Every stakeholder will have clear expectations around roles and responsibilities: <ul style="list-style-type: none"> 100% of teachers will demonstrate clear 	<ul style="list-style-type: none"> 75% of staff will meet growth metrics for the year 95% of parents rate their child's experience as positive on end of year survey

	2016-17 Focus Areas	Q1	Q2	Q3	End of year Measures. (Success looks like...)
		<p>Code of Conduct, Teaching Roles and Responsibilities, Parent Interaction, and School-Wide Communication</p> <ul style="list-style-type: none"> 100% of staff members will have a job description and daily calendar detailing implementation of roles and responsibilities All staff will have a copy on non-instructional daily calendars 100% of parents will have orientation around Code of Conduct and ES/CS Way 100% of students will have orientation around Code of Conduct, School Habits, and PBIS program Discipline infractions will decrease 10% from Aug. to Nov. <ul style="list-style-type: none"> All staff members will have professional growth plan for the year. 	<p>understanding around Code of Conduct, Teaching Roles and Responsibilities, Parent Interaction, and School-Wide Communication in Mid-Year Staff Survey</p> <ul style="list-style-type: none"> 100% of staff members will have working daily calendar 95% of parents will attend mandatory parent meetings and report card conferences Discipline infractions will decrease 10% from Nov. to Feb. 	<p>understanding around Code of Conduct, Teaching Roles and Responsibilities, Parent Interaction, and School-Wide Communication in End of Year Staff Survey</p> <ul style="list-style-type: none"> 100% of staff members will have working daily calendar 95% of parents will attend mandatory parent meetings and report card conferences Discipline infractions will decrease 5% from Feb. to June 	<ul style="list-style-type: none"> Discipline infractions will decrease 15%
School Culture	Refocus on School Norms	<ul style="list-style-type: none"> 100% of students and staff members will be able to know, explain, and execute common expectations: hallway, common areas, classroom transitions (internal) Implementation of Habits System (PBIS) across school 	<ul style="list-style-type: none"> 100% of students and staff members will be able to know, explain, and execute common expectations: hallway, common areas, classroom transitions (internal) Implementation of Habits System (PBIS) across school 	<ul style="list-style-type: none"> 100% of students and staff members will be able to know, explain, and execute common expectations: hallway, common areas, classroom transitions (internal) Implementation of Habits System (PBIS) across school 	<ul style="list-style-type: none"> Discipline infractions will decrease 15% 95% teacher retention into 2017-2018 school year

	2016-17 Focus Areas	Q1	Q2	Q3	End of year Measures. (Success looks like...)
	PBIS System Discipline Support Adult culture	<ul style="list-style-type: none"> o 80% of students will attend Habits Celebration o Discipline infractions will decrease 10% from Aug. to Nov. • Process for each time there's a discipline infraction or persistent issue will be implemented by Culture team and communicated back to the homeroom teacher • Mindset: <ul style="list-style-type: none"> o ALL IN (100% of teachers will sign and live by Commitment to Excellence Contract) o 100% every class, every day o Work Hard, Play Hard (build in staff morale boosters to support high expectations) 	<ul style="list-style-type: none"> o 85% of students will attend Habits Celebration o Discipline infractions will decrease 10% from Nov. to Feb. • Process for each time there's a discipline infraction or persistent issue will be implemented by Culture team and communicated back to the homeroom teacher • Mindset: <ul style="list-style-type: none"> o ALL IN (100% of teachers will sign and live by Commitment to Excellence Contract) o 100% every class, every day • Work Hard, Play Hard (build in staff morale boosters to support high expectations) <ul style="list-style-type: none"> o 75% of staff will rate themselves as satisfied with their role after second trimester 	<ul style="list-style-type: none"> o 90% of students will attend Habits Celebration o Discipline infractions will decrease 5% from Feb. to June • Process for each time there's a discipline infraction or persistent issue will be implemented by Culture team and communicated back to the homeroom teacher • Mindset: <ul style="list-style-type: none"> o ALL IN (100% of teachers will sign and live by Commitment to Excellence Contract) o 100% every class, every day • Work Hard, Play Hard (build in staff morale boosters to support high expectations) <ul style="list-style-type: none"> o 90% of staff will rate themselves as satisfied with their role after second trimester 	

Our plan moving forward is to ensure that we are building on our successes in the past while still focusing on how to improve the areas of need for our children and staff. By implementing these changes with fidelity we believe that we will see an increase in our ratings on our future framework.

Organizational Performance: Tier 1 Narrative

What Are the Successful Organizational Practices at Your Charter School that Other Schools Can Replicate?

EastSide is led by a strong Board of Directors who collectively have a wealth of experience, skills, and knowledge in a variety of professional fields that has led to a strong level of support for the school. EastSide implements an autonomous leadership structure in which school leaders are empowered to design and implement a strategic educational model that matches the rigor of the Common Core Standards and the complex needs of its student body. School leadership is held accountable to a high standard of excellence by the Board of Directors.

Financial Performance: Tier 1 Narrative

What Are the Successful Financial Management & Stewardship Practices At Your Charter School that Other Schools Can Replicate?

Much of what we are able to do stems from the strong human capital we possess at EastSide.

This is present at all levels of our school from the Board of Directors, to the Leadership team and all school staff members. Our success relies heavily on a clear vision from leadership that is present in every one of our staff members' daily work.

Many schools could be successful on DOE's Financial Performance Framework and the practices could look different across each entity. The things that have made EastSide so financially successful are the amount of accountability and transparency that is demanded by our Board, CEO and Managing Director of Finance and Operations. Each of these people has a strong hand in the financial overview of the school and has varying degrees of power to make financial decisions. Each stakeholder is aware of the financial decisions being made at the school and their input is invaluable in the decision making process.

This input is most notably present in the Finance Committee meetings where it is clear that the assembled members have a diverse amount of financial and public school experience that when combined help to shape well thought out financial decisions. These decisions would not be possible without school staff who can manage, organize and present financials in a clear and concise manner. EastSide's CEO, Managing Director of Finance and Operations and Director of Operations are these individuals and because of their skills they are able to provide all stakeholders with the financial information they require to make informed budgetary decisions. The last piece of success is having a team who can make monthly projections on where they anticipate the school to be compared to their budget. This is essential to help the team estimate their end of year performance on the Financial Performance Framework.