



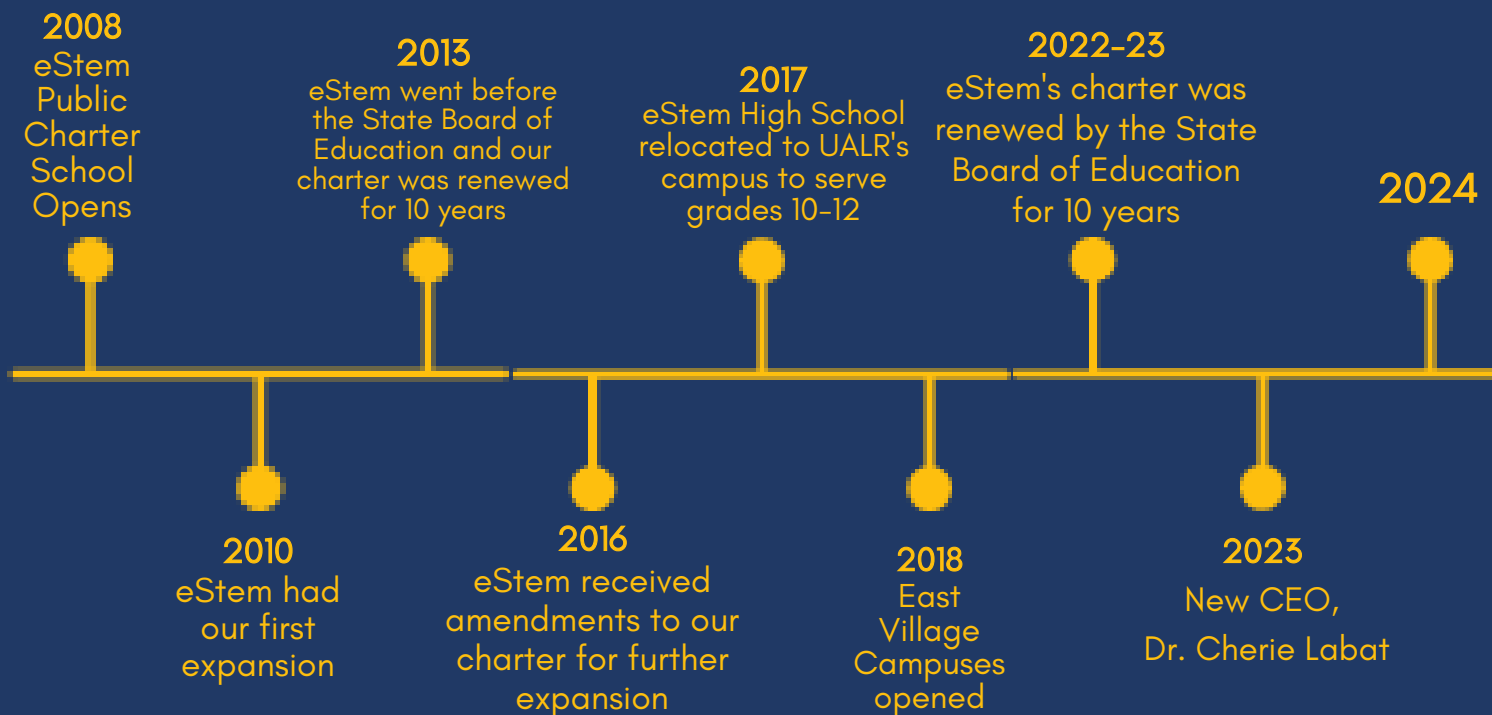
Downtown Elementary East Village Elementary

Charter Authorizing Panel
Presentation
March 19, 2024





Who We Are



Our mission is to develop students who are **critical thinkers, problem solvers,** and **collaborative members** of a learning community and society. We will encourage students to be **risk takers** and enthusiastic **life-long learners** who are versed in **engineering, science, technology, economics, math, & literacy.**



School Performance

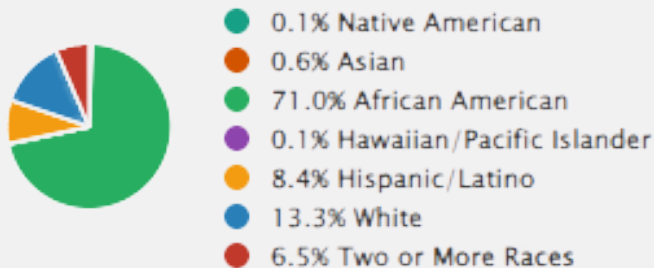


Downtown Elementary

Overall School Index **62.85**

Serving grades K-6

Total Enrollment for 22-23 - 892 students



75% - Free/Reduced

4% - English Learners

15% - Receiving Special Ed Services

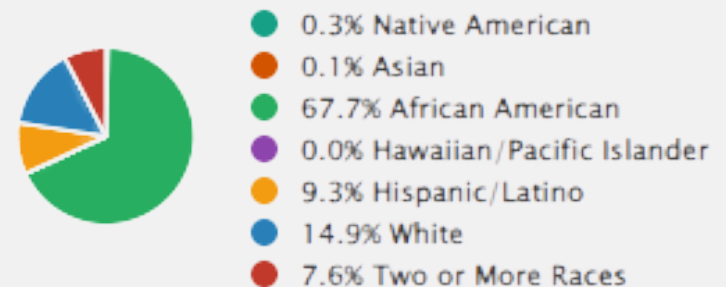


East Village Elementary

Overall School Index **61.74**

Serving grades K-6

Total Enrollment for 22-23 - 772 students

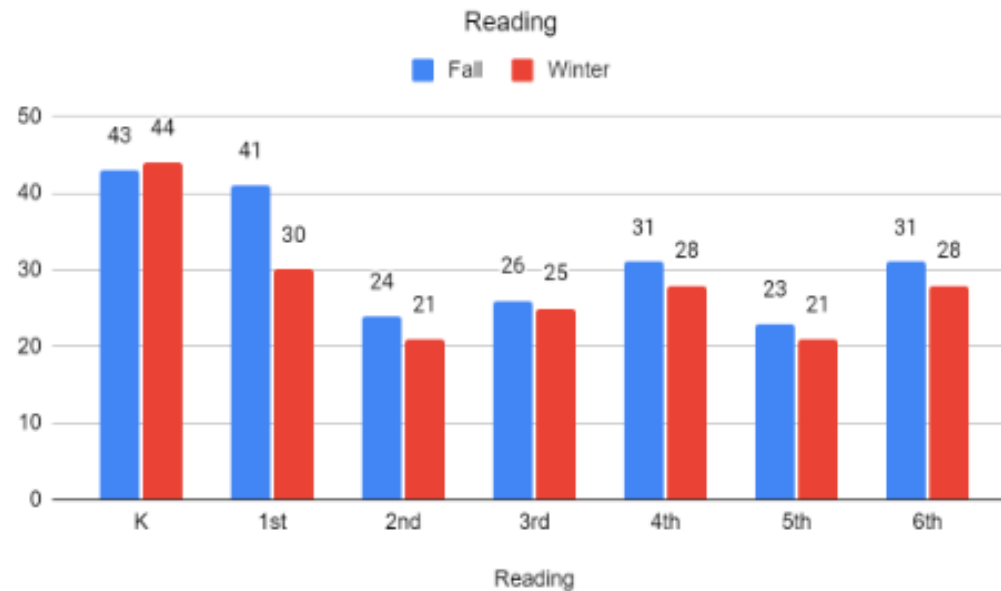


73% - Free/Reduced

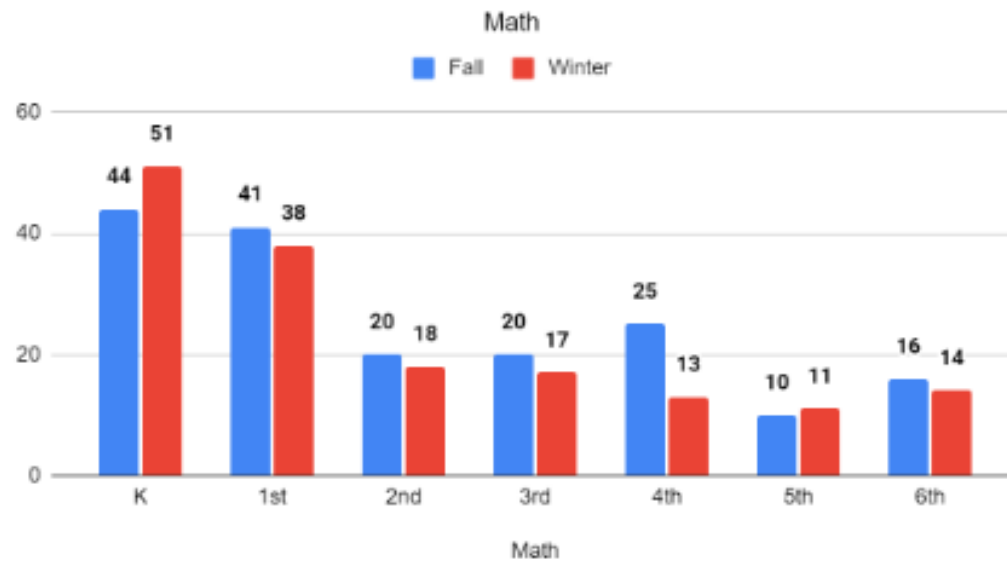
6% - English Learners

16% - Receiving Special Ed Services

NWEA Fall to Winter Percent Proficient



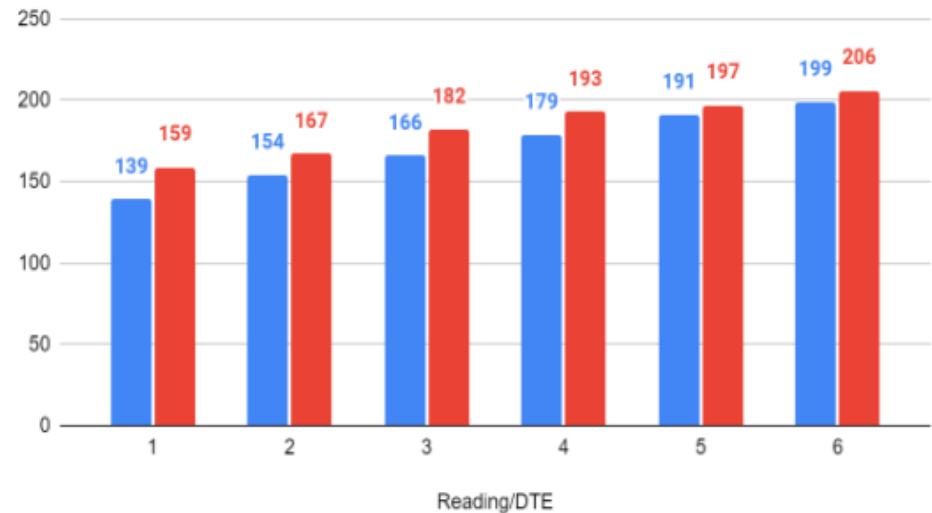
NWEA Fall to Winter Percent Proficient



NWEA Fall Comparisons (2022/2023)

DTE Reading Fall 2022 - Fall 2023

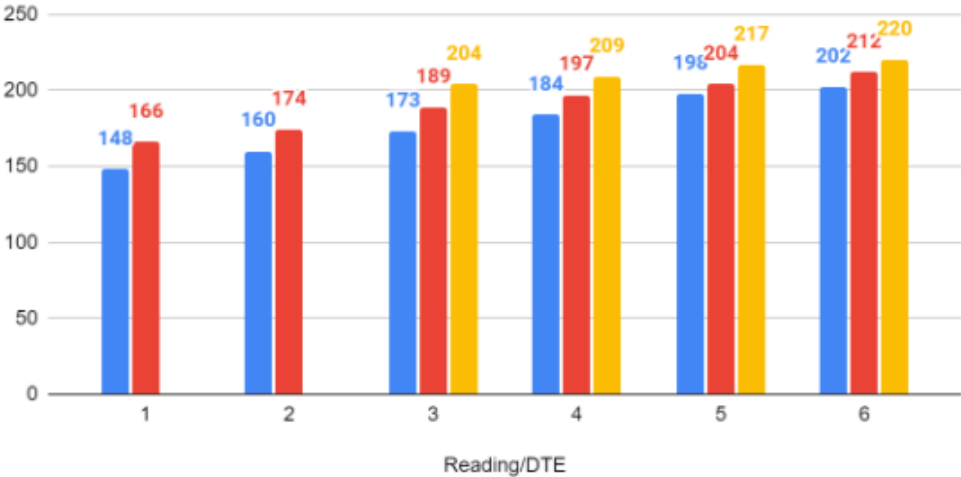
Fall 22 Fall 23



NWEA Winter Comparisons (2022/2023)

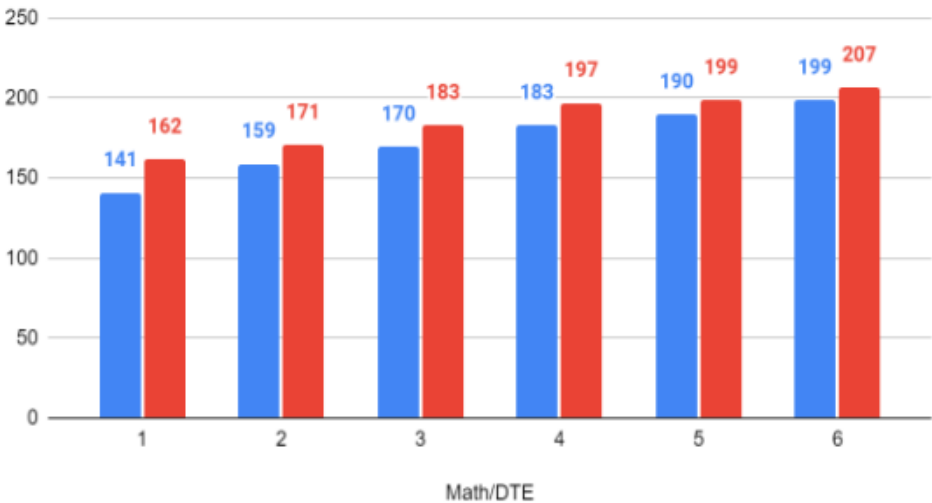
DTE Reading RIT Winter 23-Winter 24

Winter 23 Winter 24 Proficiency



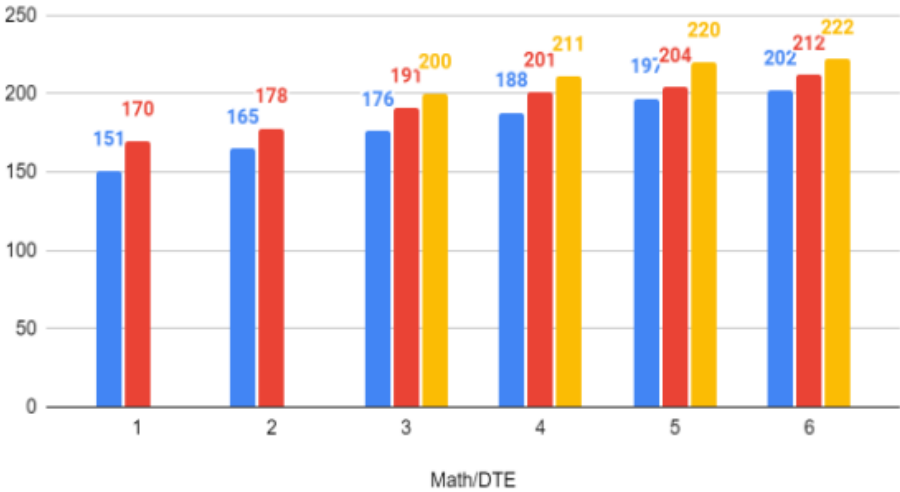
DTE Math RIT Fall 2022-Fall 2023

Fall 22 Fall 23



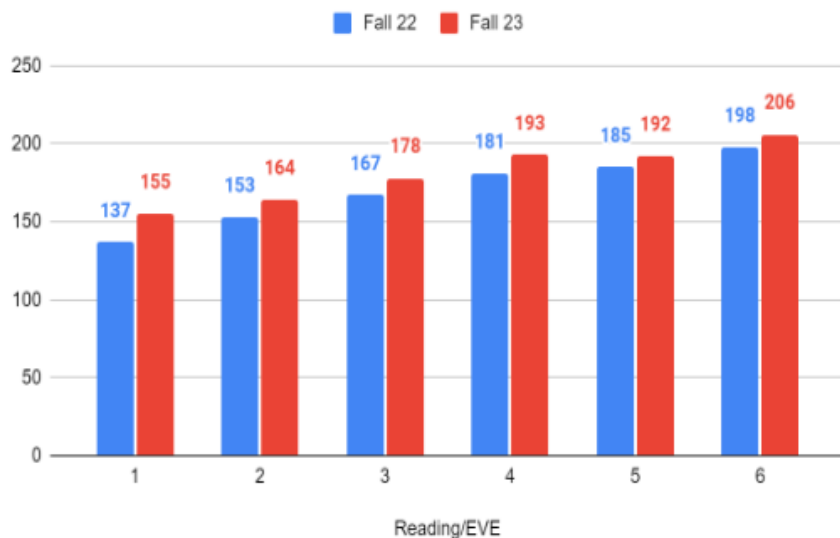
DTE Math RIT Winter 23-Winter 24

Winter 23 Winter 24 Proficiency



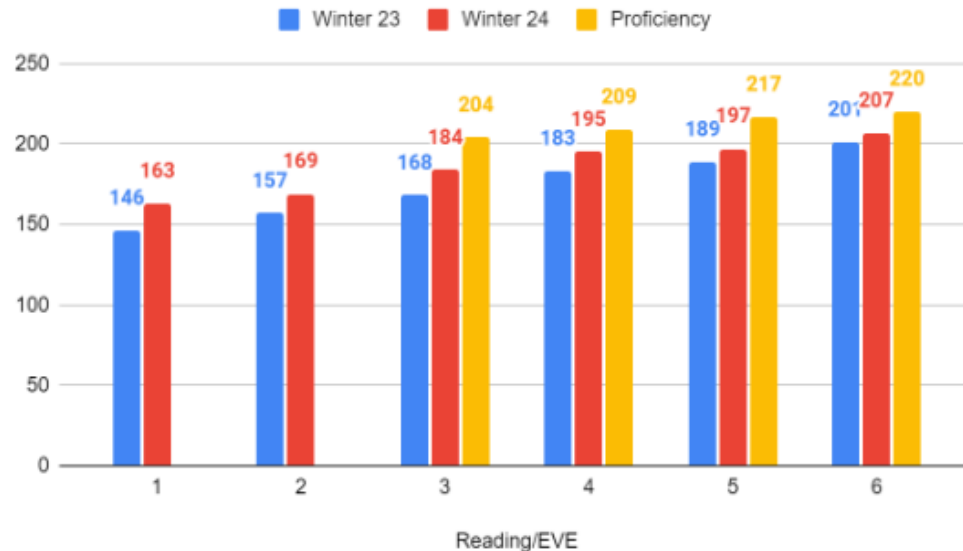
NWEA Fall Comparisons (2022/2023)

EVE Reading RIT Fall 2022-Fall 2023

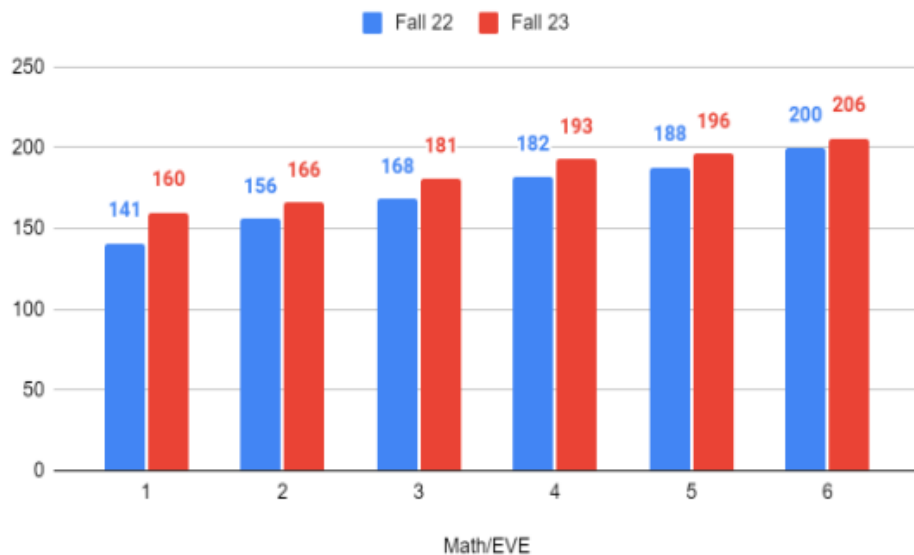


NWEA Winter Comparisons (2022/2023)

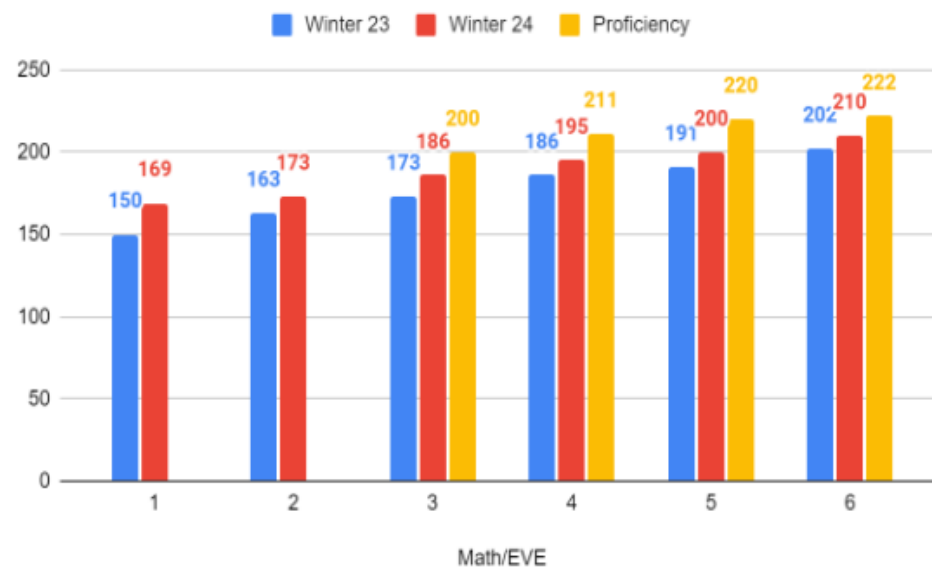
EVE Reading RIT Winter 23-Winter 24



EVE Math RIT Fall 22-Fall 23



EVE Math RIT Winter 23-Winter 24



- Leadership Changes – District & Campus
- Pandemic
- Change in Student Population

	Pre-Expansion 2016-17		2022-23
African American %	-- 45.5%>	69.35%
Hispanic/Latino %	-- 6.4 %>	8.85%
White %	-- 42.5 %>	14.1%
Two or More Races %	-- 3.2%>	7.05%
Low Income%	-- 36%>	74%

- Research shows that low-income and minority children are already anywhere from 7-13 months behind in reading and math before they ever walk through the doors of the school, highlighting that it is imperative to act quickly before these gaps become larger and more difficult to remedy (Friedman-Krauss, Barnett & Nores, 2016).

- **Novice & Non-Traditional Teachers**
 - Downtown Elementary – 61% of teachers are not certified
 - East Village Elementary – 66% of teacher are not certified
- **Students receiving Additional Services**
 - Special Education – 16%
 - Characteristics of Dyslexia – 14%
 - English Learners – 5%
- **Student Attendance**
 - 61.5% of students categorized as moderately (missing 5-10%) or chronically absent (10% or more)



Achievement Goal

We will increase our overall index score at each school by at least 5 points to raise our letter grade.



Literacy Goal

We will increase the percentage of students showing growth in Reading/ELA by 5% each year.



Math Goal

We will increase the percentage of students showing growth in Math by 5% each year.

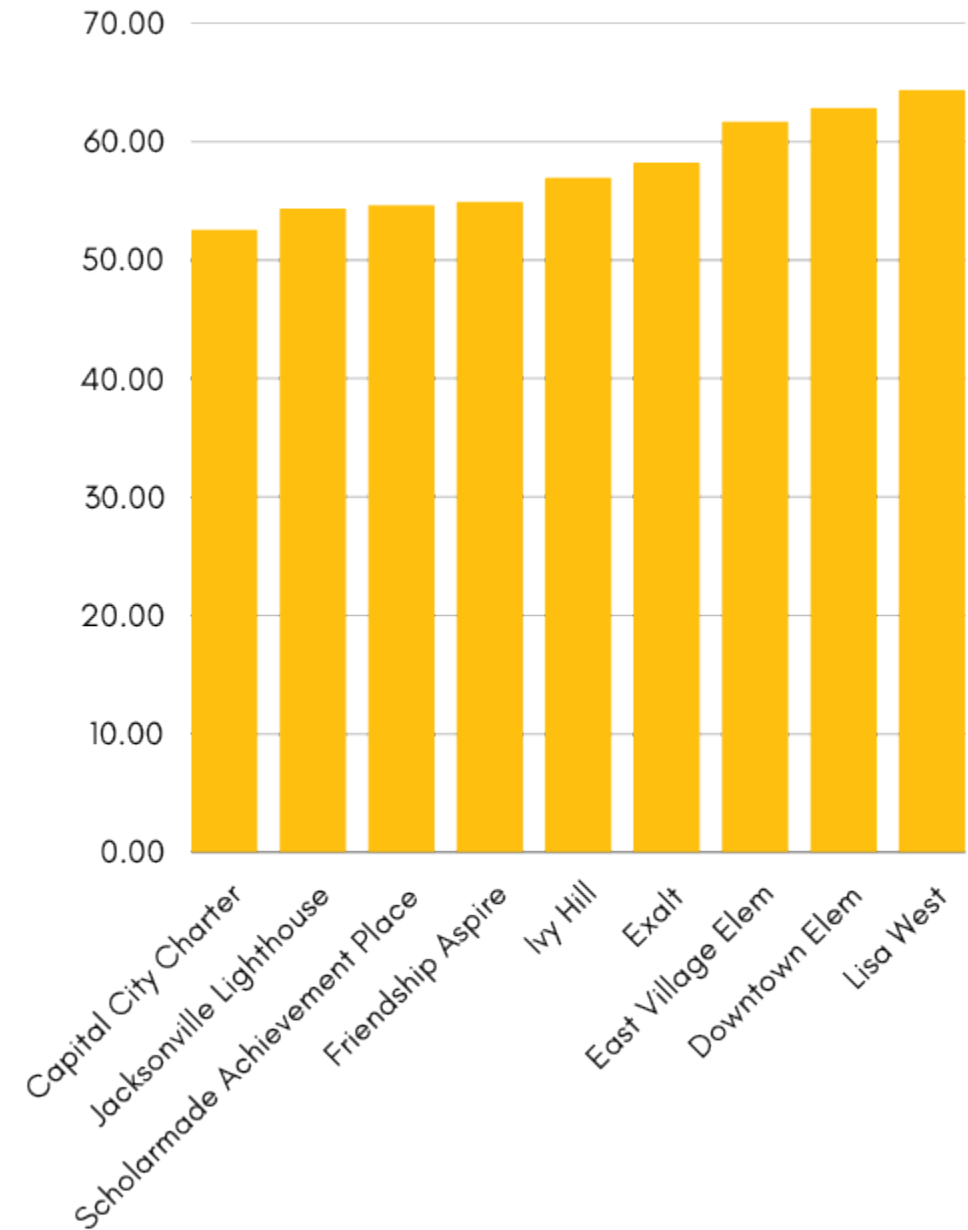
How will we achieve these goals?

- Data-driven Instruction
- Common Formative & Summative Assessments
- Teacher Observations with Feedback & Reflection
- Standards Tracking with Reteaching to Mastery
- Small Group Instruction for Tier I Instruction
- School-wide Culture of Reading
- Strategic Professional Development & Training
- Professional Learning Communities
- Utilizing HQIM in our Classrooms

Local Charter School Overall Index Comparison

Comparing the overall ESSA Index score among area charter schools

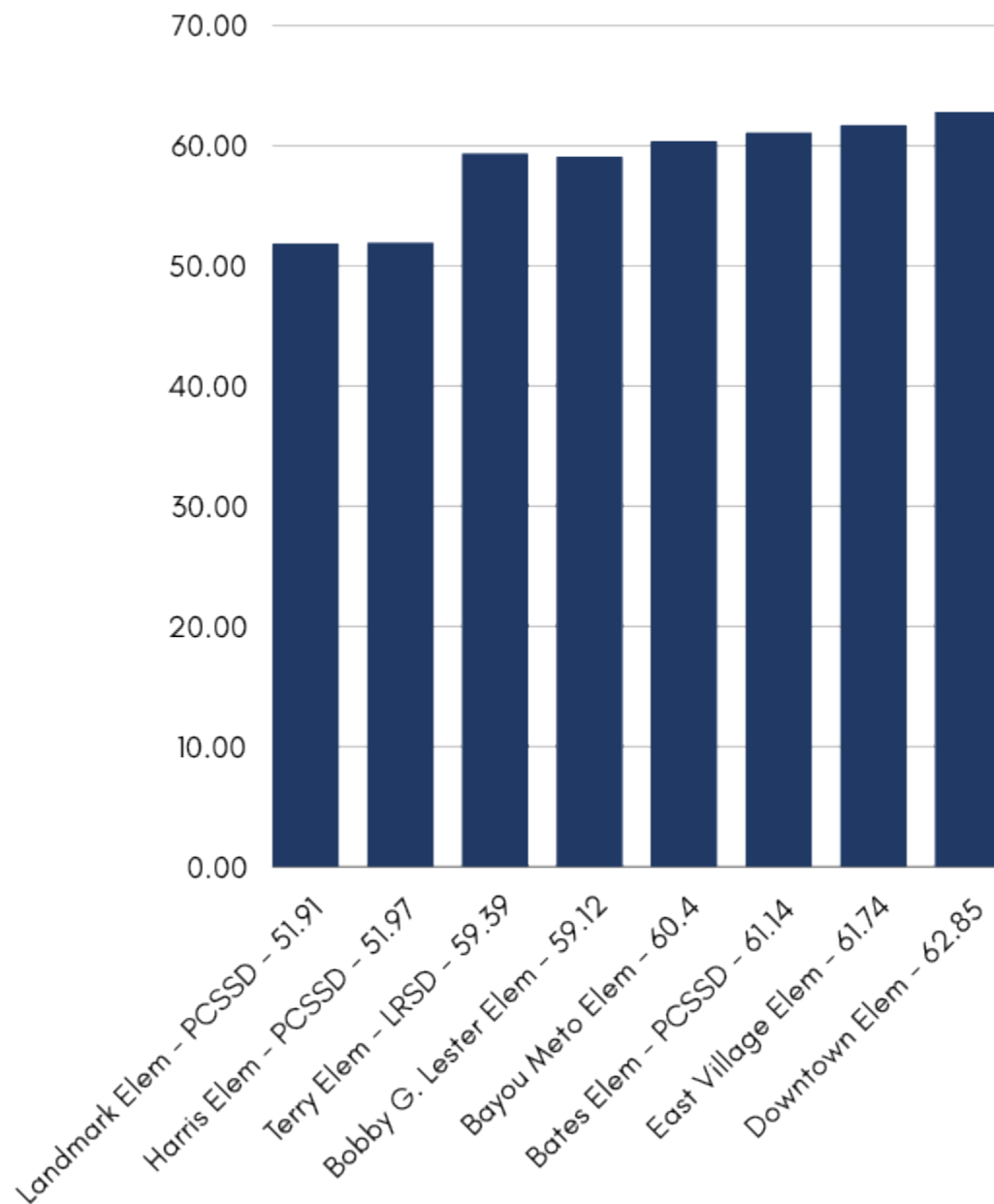
Capital City Charter	52.61
Jacksonville Lighthouse	54.38
Scholarmade Achievement Place	54.68
Friendship Aspire	54.97
Ivy Hill	56.98
Exalt Academy	58.25
East Village Elem	61.74
Downtown Elem	62.85
Lisa West	64.38



Local Public School Overall Index Comparison

Comparing the overall ESSA Index score among eStem elementary schools & local public schools with a similar Free/Reduced percentage

School (District)	Free/Reduced %	Essa Score
Landmark (PCSSD)	71%	51.91
Harris (PCSSD)	74%	51.97
Terry (LRSD)	85%	59.39
Bobby G. Lester (JNPSSD)	65%	59.12
Bayou Meto (JNPSSD)	73%	60.4
Bates (PCSSD)	75%	61.14
East Village Elem	73%	61.74
Downtown Elem	75%	62.85



Innovations

Ignite After School Programs

We offer after school programs for intervention and enrichment at both elementary schools. Students have the opportunity to receive academic support from classroom teachers in addition to participating in enrichment activities to make learning fun and exciting.



Partnerships

- CALS is partnering with us to provide digital tech cards for all families.
- APSRC works alongside our school leaders and teachers to provide professional development, opportunities for teacher leadership and growth, and high quality resources.



Professional Development & Support

We are providing targeted professional development for our faculty & staff to address the needs of our students & families. TRIS (Trauma Resource Initiative for Schools) Professional Development is being held on all campus to help our staff better recognize and respond to the impact of trauma on students.

We are participating in the UDL Project Opportunity with DESE and Novak Education to build inclusive education for students by implementing UDL, MTSS, evidence-based tiered interventions, and effective leadership practices.

We are working alongside consultants who are evaluating programs and practices, & providing suggestions for improvement.

Teacher Licensure Support

We are working with our non-licensed teachers and paraprofessionals to provide opportunities for them to pursue their teaching degree and/or certification. Partnering with organizations like UALR and REACH University to provide opportunities for them to pursue their teaching degree while working at eStem.



POWER Time

Positive Outcomes While Enjoying Reading

To encourage a love for reading and to build this culture across all campuses, we've implemented 20-30 minutes per day of grade level reading with text dependent questions for all students in grades K-12.



Action Plan

Vision for Teachers

To provide professional growth opportunities and curricular support for teachers and staff to effectively use high quality instructional materials and analyze student data to drive grade level instruction with a sense of urgency



Effective Classroom Observations

Building leadership teams conducting multiple observations per week with post observation feedback & support



Professional Learning Communities

Teachers meeting twice weekly to analyze student data to guide planning, instruction, and assessment



Support for Teachers

Building capacity in our teachers through job-embedded, targeted professional development, resources, and feedback



Standards Tracking

Teachers tracking each standard that is being taught and reteaching to mastery as needed to ensure all students are understanding instruction

Effective Classroom Observations

Classroom observations based on Danielson's Framework conducted by trained building leadership teams weekly



To build teacher capacity and provide support for struggling teachers, we implemented an Observation system that includes building leadership teams conducting 4 weekly observations based on Danielson's Framework for Teaching. Building leaders then hold post-observation conferences to provide constructive feedback and support and an opportunity for teacher reflection on the lesson. Based on observations and data, teachers who need additional support are provided with resources, professional development opportunities, and more for professional growth and success. This Observation system is conducted at all schools and monitored at the district level for accountability.

1037
Classroom
observations have
been conducted
across all eStem
campuses this
year!

Example Post Observation Conference Form

Post Observation Conference Form

Observer: _____
Date: 1/12/24 Teacher: _____

1. Glows- positive parts about your lesson/instruction

- Responding appropriately to some misbehaviors
- Using more than one strategy to check for student understanding and making interactive

2. Grows-improvements and/or what didn't go well

- Classroom area was not organized. Lots of clutter and no space for anchor charts.
- Did not stop to review vocabulary while you were reading the story
- There were no standards/objectives (I can statements) posted

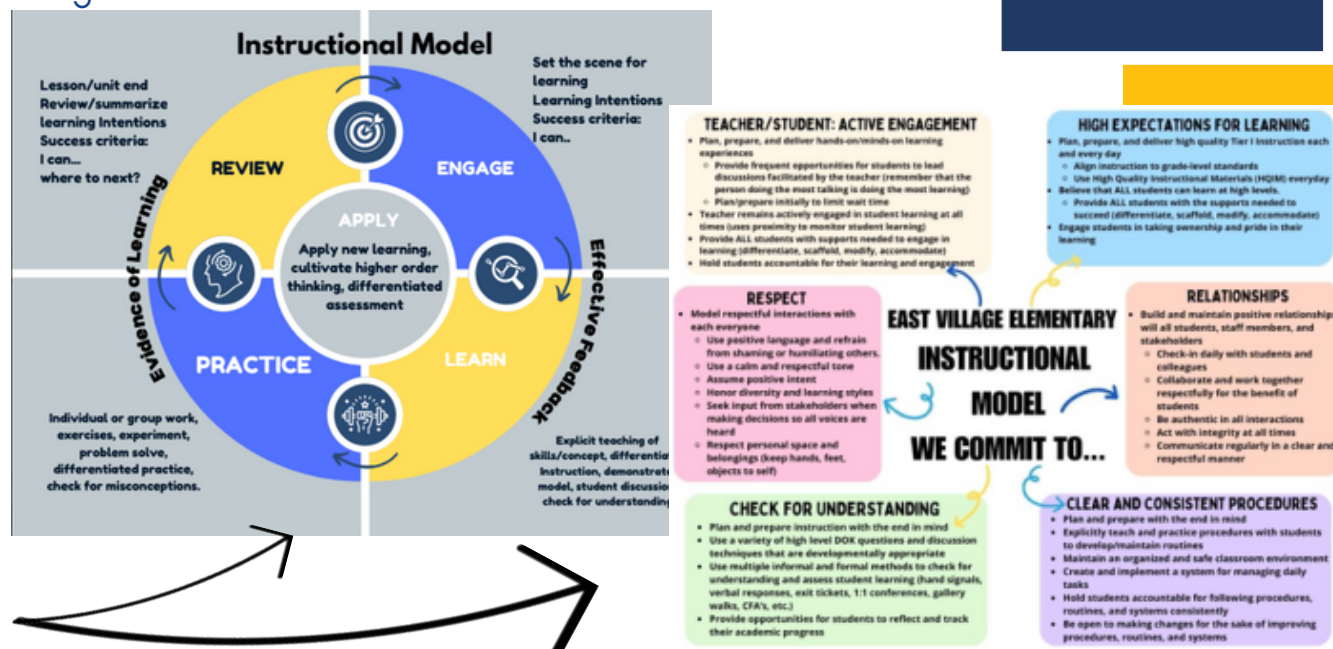
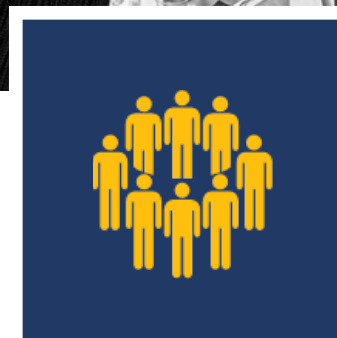
3. Next steps to be implemented before the next observation

1. Consider implementing a system to keep your classroom area organized and neat. This could involve labeling shelves, creating designated spaces for materials, and establishing routines for tidying up. An organized classroom environment can enhance student focus and create a more productive learning atmosphere.
2. To support student comprehension and vocabulary development, try pausing during read-alouds to review key vocabulary words before or after reading the story. This will help students make connections between the new words they encounter and their prior knowledge, improving their overall reading comprehension skills.
3. Standards and objectives should always be displayed in your classroom. This is a non-negotiable. Having your I can statements posted can give students a

Professional Learning Communities

Teachers meeting twice weekly to analyze student data to guide planning, instruction, and assessment

Teachers participate in Professional Learning Communities (PLCs) with Instructional Facilitators twice weekly to analyze student data which is then used to plan instruction. Facilitators provide guidance on best instructional practices, high level questioning, assessing content and standards, and student grouping for strong tier I instruction. During these meetings, teachers review common formative and summative assessments to determine mastery and possible intervention needs for reteaching.



Each campus created instructional models as guide to high quality teaching and expectations. These are posted in classrooms and referenced in PLCs while planning for instruction.

Support for Teachers

Building capacity in our teachers through job-embedded, targeted professional development, resources, and feedback



Building teacher capacity and providing targeted support for teachers is an additional step in our Observation system. Struggling teachers, identified through observations and student data outcomes, follow the Observation system with classroom observations, post-conference feedback and reflection, and receive support plans with specific resources steps to implement, and follow up dates for an added layer of support.

The average years of teaching experience for eStem teachers is 3.67 and over 60% of our teachers are not certified. While we are working to provide opportunities for them to receive their certification, we also have a sense of urgency to equip them with resources and support right now.

Example of an ongoing support plan for a struggling teacher

Grade	Kindergarten	Subject	Phonics
Week 5 Date	2.7.24		
Teacher Name			
Supporter Name			
Date Observed	Conf. Date	Resources provided (Ideas, articles, TE dive, video, modeling, peer observation)	Observation Date
2.7.24	2.9.24	Staying on schedule- very important! Be aware of times, and follow Use your timers consistently Have all materials prepared prior to class Book fair- changes scheduling. This is known in advance, making https://www.superprof.com/blog/be-prepared-for-school/ https://www.edutopia.org/article/time-management-tips-teachers/	2.13.24
Grade	Kindergarten	Subject	
Week 6 Date			
Teacher Name			
Supporter Name			
Date Observed	Conf. Date	Resources provided (Ideas, articles, TE dive, video, modeling, peer observation)	Observation Date
2.13.24	2.14.24	Ask Ms. for base ten blocks Make a list of expectations for using base ten blocks (Anchor ch Have the base ten blocks prepared for each student ahead of ti Base ten blocks would be a perfect small group stations and for l https://thirdspacelearning.com/us/blog/what-are-base-ten-blocks/ https://www.youtube.com/watch?v=ds1v7W3-2NY	2.20.24

Standards Tracking

Teachers tracking each standard that is being taught and reteaching to mastery as needed to ensure all students are understanding instruction



These standards trackers are kept by all classroom teachers to show standards being taught, assessed for mastery, and reteaching opportunities as necessary. This provides us with important data for classroom instruction, small group instruction, and intervention support. This year, we have implemented common district formative and summative assessments. This data, in addition to classroom assessments and standardized test data provides us with the necessary information we need to provide data-driven instruction that is targeted to our students' needs. This also drives our response to intervention and WIN (what I need) time for daily intervention support or enrichment provided by classroom and enrichment teachers.

writing verbs effectively		compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.		compound-complex sentences-subordinating conjunctions		6.L.9/C Indicate dialogue, quotes, and titles using quotes		understanding of figurative language in context including extended metaphor and personification.				
		1.10.24	2.2.24		1.26.24		1.30.24	2.5.24		2.6.24	2.15.24	
			Reteach				Exit ticket	RT			RT	
		0	1		1		1	1		1	1	
		0	1		1		1	1		1	1	
		0	1		1		1	1		1	1	
		0	0		0		0	1		1	1	
		n/a	n/a		n/a		n/a	E		0	1	
		0	1		1		1	1		1	1	
		0	1		1		1	1		1	1	
		0	0		0		0	0		1	1	
		0	0		0		0	0		1	1	
		0	0		0		0	0		0	1	
		0	1		1		1	1		1	1	
		0	Absent		1		Absent	1		1	0	
		0	0		0		0	0		1	1	
		0	0		0		0	0		0	1	
		Absent	Absent		0		0	0		1	0	
		0	0		0		0	0		1	1	
		0	1		1		1	1		1	1	
		0	0		0		0	0		0	0	
		0	0		1		0	0		0	0	

Example of a standards tracker with standards, assessments dates, and reteaching dates

Where We Go From Here...



