

**MODIFICATION NO. 6
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Summit Academy Community School – Parma (“Governing Authority” or “School”)**

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2018; and

WHEREAS, the ESCLEW and the Governing Authority agree to the following modifications;


NOW THEREFORE, the parties modify the Contract as follows:

- 1. Article IV, Section 4.1.** In the first sentence of the section add “3313.6026,” “3319.318,” “3319.393,” and “5502.703” in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
- 2. Article IX, Section 9.7.**
 - a. In the first sentence of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
 - b. In the first sentence of the second paragraph of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
 - c. The rest of Section 9.7 remains as originally written in the Contract.
- 3. Article XI, Section 11.5.**
 - a. In the first sentence of the section remove “seven (7)” and insert “eight (8)” in its place.
 - b. In the first sentence of the section remove “June 30, 2025” and insert “June 30, 2026” in its place.
 - c. The rest of Section 11.5 remains as originally written in the Contract.
- 4. Attachment 6.3** shall be replaced in its entirety with the attached.
- 5. Attachment 11.6** shall be replaced in its entirety with the attached.

[Signature on Following Page]

ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

**Educational Service Center of
Lake Erie West**

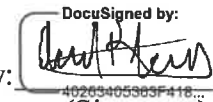
By: 
(Signature)

Its: Superintendent

with full authority to execute this Contract
for and on behalf of **Sponsor**
and with full authority to bind **Sponsor**.

Date: 1-24-2023

**Governing Authority of
Summit Academy Community School -
Parma**

By: 
(Signature)

Its: President

with full authority to executive this Contract
for and on behalf of **Governing Authority**
and with full authority to bind **Governing
Authority**.

Date: 12/15/2022

ATTACHMENT 6.3 EDUCATIONAL PLAN

1. Educational Plan
 - a. Mission and philosophy
 - b. Characteristics of the students the School expects to attract
 - c. Ages and grades of students
 - d. Description of curriculum
 - e. Instructional delivery methods used
 - f. Description of how curriculum aligns with Ohio Content Standards
2. Description of all classroom-based and non-classroom-based learning opportunities
 - a. Classroom-based
 - b. Non-classroom-based, including, when applicable, Credit Flex, College Credit Plus, field trips with academic enhancement component, tutoring, learning on contingency days or while a student is suspended/expelled, internet or independent study
3. If applicable, description of blended learning, preschool, internet- or computer-based, or approved 22+ Adult High School Diploma program requirements

If the School operates as an internet- or computer-based community school, the description must include, at a minimum:

- a. A description of the filtering device or computer software used to protect students from access to materials that are obscene or harmful
- b. A plan indicating the number of times a teacher will visit each student throughout the school year and the manner in which those visits will be conducted
- c. The address of the central base of operations

The Governing Authority DOES/DOES NOT intend to seek designation for the School as a STEM school under R.C. 3326.032.

NOTE: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the School's contract and are:

- a. Provided by or supervised by a licensed teacher;
- b. Goal-oriented; and
- c. Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-102-02)

If the School has registered a Blended Learning Plan, the description must include, at a minimum:

- a. An indication of what blended learning model or models will be used
- b. A description of how student instructional needs will be determined and documented
- c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level
- d. The school's attendance requirements, including how the school document participation in learning opportunities
- e. A statement describing how student progress will be monitored
- f. A statement describing how private student data will be protected
- g. A description of the professional development activities that will be offered to teachers

If the School has a Preschool, the description of the must include, at a minimum:

- a. Characteristics of the students the School expects to attract
- b. Ages of students eligible for preschool admission
- c. Description of preschool curriculum
- d. Description of how program complies with R.C. 3301.50 to 3301.59 and the minimum standards for preschool programs prescribed in the Ohio Administrative Code.

ATTACHMENT C1: 6.3
EDUCATIONAL CURRICULUM

1. Curriculum Plan

Focus, mission, philosophy, goals, and objectives of curriculum:

- a. Our mission is, "To empower our students to overcome social, emotional and educational challenges by; providing an engaging learning environment that is safe, nurturing and positive, building relationships with students, families, and the community, continuing to improve our knowledge and skills as professionals". Our focus is enabling students with disabilities to find success in the regular curriculum to the greatest extent of their abilities. Our goal is to provide the needed differentiation and support to enable students to graduate ready to start their work life or continue their education in the setting of their choice, preparing them to be active, contributing citizens.
- b. *Characteristics of the students the school expects to attract, including ages and grades of students:*
Our student population is 71.7% students with disabilities and 100% economically disadvantaged. The school serves students who are in grades K through 12, ages 5 through 21.
- c. *Description of curriculum:*
Knowing that students with disabilities present with a wide range of strengths and challenges, we have chosen an instructional model of tiered intervention that is based on Ohio's Learning Standards. Relying on the vertical alignment built in the Common Core Standards in ELA and Math, teachers are able to assess students' knowledge and fill in the missing skills while moving forward in the curriculum. All students receive daily on-grade-level instruction in each content area. Students who are successful working at grade level are given additional in-depth instruction and enrichment activities in those topics. Students who struggle with basic literacy and numeracy skills participate in daily intervention in addition to their regular instruction. In reading, grades K- 6 students receive additional intervention time through materials provided in the ELA and Mathematics curriculums. We identify the reading and math levels of each student's achievement and separate them into groups for tiered interventions. We deliver most instruction in small, flexible groups based upon frequent assessments of learning to keep students progressing, and to make any needed adjustments or accommodations to the delivery style.

Tiered Intervention is the implementation of a process known as Response to Intervention (RTI). RTI is the practice of providing scientific, research-based instruction and intervention matched to students' needs, with important educational decisions based on students' levels of performance and learning rates over time. In this process, students are assessed to determine their present level of achievement and then are provided instruction based on that assessment. All students receive Tier I instruction in the classroom. Tier I instruction is done at or above grade level. Students receiving Tier II instruction are receiving instruction in skills and knowledge just below grade

level using interventions. Students receiving Tier III instruction are receiving instruction in skills and knowledge significantly below grade level using more intense interventions. After assessment and placement in instructional groups, instruction is tailored to fill in the gaps or expand on skills and knowledge for students requiring interventions and enrichment. Assessments are given again to see if the instruction worked. If so, new instruction is planned and if not, another approach is tried. The process is repeated with the teachers being supported in their instructional decisions by analyzing data in teacher-based team meetings. This process holds teachers accountable for each student's achievement.

We use a co-teaching model that places two adults in each classroom with up to eighteen students in the class. This low teacher/student ratio allows for close attention to individual student needs and accommodations. We offer self-contained classrooms for our elementary students with one multiage classroom (K/1). We also have a self-contained classroom for students on a partial-hospitalization school model with our school-based therapist, and those students range from grades 2-5 (all students are within the 60-month maximum age gap requirement). Our 7-12 students switch classes throughout the course of the day. Classes are taught by an appropriately licensed teacher who groups the students as necessary for differentiation of instruction as needed for the successful attainment of the curriculum. We employ the needed number of special education teachers to maintain the required ratio of Intervention Specialists to students on IEPs. Our instructional day begins at 8:10 a.m. and ends at 2:45 p.m. with a 20-minute lunch break. In the 2022 – 2023 school year, we are scheduled to provide instruction for 1031.79 hours. Teachers provide instruction on concepts tested on the Ohio State Assessments and reinforce test-taking skills for all students.

We use a wide variety of instructional materials. We have adopted the following textbook series and support materials as the foundational source of content:

- i. Grades K-8 Language Arts curriculum includes the use CKLA (K-5) and Amplify (6-8). Instructional materials for Language Arts in grades 9-12 include a variety of literature, novels, short stories, and informative texts which instructors use to address the Ohio Learning Standards in their classrooms. We use a variety of online resources to supplement instruction and provide intervention in independent learning opportunities.
- ii. Pearson's Envision 2.0 is the core mathematics program used for grades K-12. It also has embedded intervention materials. Online materials are used for independent learning opportunities. Instructors use online materials such as IXL and Khan Academy to supplement lessons and provide additional practice opportunities to students.
- iii. For social studies and science, K-6 teachers utilize teacher-created units and lessons based on the academic learning standards, following the Summit Academy pacing guides. The learning materials provided in the CKLA curriculum (K-5) have units aligned with the grade-level science and social studies content standards. This also supports the learning for science and social studies in those grades.

Middle School grades 6-8 use Holt Social Studies and Science curriculum. Grades 9- 12 use Holt Social Science and Science curriculum. Teachers use supplemental videos, teacher-created materials, and activities found on the Internet to supplement their science and social studies units.

d. Instructional delivery methods used:

Our main instructional delivery method is tiered intervention as described above. Our focus this year is on Tier 1 instruction and increasing the effectiveness of the Tier 1 instruction. Tier 2 and Tier 3 instruction will be the focus in subsequent years. The instruction is a teacher-led, student-centered face-to-face method with one adult delivering a lesson while a second adult assists with specific students, leads a small group, or supports the lead teacher in another way.

e. Educational program for each grade served:

- i. Kindergarten through 8th-grade students is enrolled in language arts, math, science, and social studies. Kindergarten through 6th grade is enrolled in specials including martial arts and fine arts. Students in 7th and 8th grade are enrolled in electives including fine arts and technology. Grades 9-12 are enrolled in core academic subjects based on state graduation requirements. Students receive electives credit in areas such as physical education, fine arts, science courses, technology class, and career skills

- ii. Students in grades 7-12 are provided the option of College Credit Plus (CCP). The students who elect to participate in CCP attend courses at Cuyahoga Community College, where they take classes for dual high school and college credit.
 - iii. Select students in Grades 11-12 may be enrolled in Parma City schools' vocational programs. These students attend Parma City schools part-time to learn their vocational skills then Summit Academy for their core academic courses.
- f. *Evidence/research of viability of curriculum:*
The courses that we offer are aligned with Ohio's Learning Standards. The materials we have chosen were selected to be appropriate to a spectrum of learners. We will be able to continue meeting the needs of learners with these materials as we supplement them as needed to address any standards that they may miss. We use a variety of consumable and non-consumable materials as well as subscriptions to online software to keep up with both changing standards and the needs of our students.
- g. *Description of how curriculum aligns with Ohio Content Standards:*
Summit Academy has created pacing guides that include the exact standard to be taught each quarter and teachers locate where the resources for this can be found in our selected textbooks. Additional resources are listed where the textbook may not be adequate, associated vocabulary is identified and the corresponding extended standards are named. No one resource will be sufficient to help all of our students access the Ohio Content Standards. The Building Leadership Team uses the decision framework on an annual basis to analyze the instructional resources to ensure all content is being supported across all of the levels of achievement that our students represent.

2. Detailed description of preschool operation - not applicable

3. Blended Learning Plan, if applicable - not applicable

4. Description of classroom-based and non-classroom-based learning opportunities and explanation of how the learning opportunity ties into curriculum and mission-

- a. *Classroom-based:* Classroom learning strategies include whole group, small group, independent learning, and technology-based learning as appropriate to the lesson and group of students being instructed. Differentiation of instruction and assignments is paramount with our diverse learners and having a variety of strategies helps to facilitate that.

b. *Non-classroom-based, including (if applicable):*

- i. *Field Trips with academic enhancement component:* The field trip experiences we have completed offer students an opportunity to utilize appropriate social skills in the community.

1. We offer field trips when academically or socially appropriate.

This school year, we have been unable to take our students to field trips at the time this document is being completed. Past field trips have included bowling, museums, learning to use the RTA, visiting Cuyahoga Community College, performance theater, Metroparks, and Cedar Point. Additionally, we have previously hosted in-school assemblies including visits from a magician, the Parma fire department, and the Natural History Museum. As student behavior becomes more positive, we will be using assemblies and field trips to enrich student academic and social-emotional learning.

2. Other non-classroom-based learning opportunities include family nights such as; Flashlight Literacy Night and Fall Fest so far this year.
- ii. *Tutoring: At this time, we do not have a Title I instructor or an Extended Learning Opportunity program. Interventions are provided to students outside the classroom based on data collected and an interdisciplinary team decision.*
- iii. *Post-secondary enrollment:* No students are currently enrolled in post-secondary education opportunities, but there are several families inquiring about this option for their students in the upcoming years.
- iv. *Career:* A Career Plan is in place according to the career advising policy. Sixth through twelfth graders have the opportunity to participate in a Career Fair where they explore various career possibilities as community members share their experiences. Students also utilize Ohio Means Jobs to explore various careers of their interest throughout the school year. This year, we have introduced a new opportunity for 11th and 12th graders using a newly purchased curriculum that focuses on learning job skills, including soft skills, to increase their employability.
- v. *Learning on contingency days or while a student is suspended/expelled:* Students that are out of school for medical reasons for an extended time would be placed on home instruction at the school or a mutually agreed upon venue for 5 hours per week with a properly licensed teacher.
- vi. *Internet or independent study:* We provide students in grades 10-12 with the opportunity to complete credit recovery and credit flexibility through independent study and on-line curriculum.

NOTE: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the School's contract and are:

- a. Provided by or supervised by a licensed teacher;
- b. Goal-oriented; and
- c. Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-102-02)



2022 – 2023 Performance Framework Goals

Contract Attachment 11.6

School Name	Summit Academy Community School-Parma
School IRN	000302
Building Principal/Leader	Saree Doyle
Board President	David Lang
Start of Current Contract Date	7/1/2018
End of Current Contract Date	6/30/2026
Management Company, if any	Summit Academy Management
School Mission	<p>To empower our students to overcome social, emotional, and educational challenges by:</p> <ul style="list-style-type: none"> ● Providing an engaging learning environment that is safe, nurturing, and positive; ● Building relationships with students, families, and the community; and, ● Continuing to Improve our knowledge and skills as professionals.

Conversion Chart

Local Report Cards (LRC) using the previous state A-F rating scale will be converted to the 1-5 star system. Please refer to the conversion chart below to determine if a score is the same or better than prior years.

Report Card Conversion Chart	
A	5 stars
B	4 stars
C	3 stars
D	2 stars
F	1 star

A. ACADEMIC LOCAL REPORT CARD GOALS

A1. OVERALL RATING

The annual Local Report Card will show an **increase** in Overall School Rating from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)	NA	NA	

A2. ACHIEVEMENT COMPONENT

The annual Local Report Card will show an **increase** in the overall achievement component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	1	
RATING Met (1pt) Not Met (0pt)	NA	NA	

A3. PERFORMANCE INDEX

The annual Local Report Card will show an **increase** in performance index points from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	44.481 of 120 = 37.1%	47.5 of 109.1	
RATING Met (1pt) Not Met (0pt)	Not Met	Met	

A4. PROGRESS COMPONENT

The annual Local Report Card will show an **increase** in the Progress Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	3 STARS	
RATING Met (1pt) Not Met (0pt)	NA	NA	

A5. GAP CLOSING COMPONENT

The annual Local Report Card will show an **increase** in the Gap Closing Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	1 Star	
RATING Met (1pt) Not Met (0pt)	NR	NA	

A6. CHRONIC ABSENTEEISM

1. Meeting or exceeding the annual Ohio goal (**8.2** percent or lower for 2022-2023);

OR

2. Meeting an improvement standard relative to the starting point of each school or district. Technical documentation for Chronic Absenteeism from ODE requires the following calculations be used:

- If your current chronic absenteeism rate is **36.7% or higher**, the goal will indicate a 1.1% improvement;
- If your current chronic absenteeism rate is **36.6% or lower**, the goal will indicate a 3% improvement

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	25.6%	57.5%	Goal: 56.9%
RATING Met (1pt) Not Met (0pt)	Met	Not Met	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Our goal is to decrease the chronic absenteeism rate from 57.5% to 56.9%
($57.5\% \times 0.011 = 0.6325$; $57.5\% - 0.6325 = 56.9\%$)

1. Quarterly recognition of perfect attendance.
2. Attendance incentive program for students and families.
3. Connect 90% of parents on Class Dojo for ease of communication.
4. One call text/voice message if students are 30 minutes late to the first period.
5. Increased communication with parents for frequent absences.
6. Formation of AIT as soon as a student hits the first excessive absence threshold to develop an intervention plan.

7. Progress can be monitored through DASL attendance reports and effectiveness of absence intervention plans.

A7. GIFTED PERFORMANCE INDICATOR

The annual Local Report Card will show an **increase** in the Gifted Performance Indicator from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	NA	
RATING Met (1pt) Not Met (0pt)	NA	NA	

A8. GRADUATION COMPONENT

The annual Local Report Card will show an **increase** in the Graduation Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NC	5 STARS	
RATING Met (1pt) Not Met (0pt)	NA	NA	

A9. 4-YEAR GRADUATION RATE

The annual Local Report Card will show an **increase** in the 4-Year Graduation Rate from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	93.8% NR NA	NC NA	

A10. 5-YEAR GRADUATION RATE

The annual Local Report Card will show an **increase** in the 5-Year Graduation Rate from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	92.9% NR NA	100% MET	

A11. EARLY LITERACY COMPONENT

The annual Local Report Card will show an **increase** in the Early Literacy Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NR NA	1 STAR NA	

A12. PROFICIENCY IN THIRD GRADE READING

The annual Local Report Card will show an **increase** in the Proficiency in Third Grade Reading from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	18.2% NA	NC NA	

A13. PROMOTION TO FOURTH GRADE

The annual Local Report Card will show an **increase** in the Promotion to Fourth Grade from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	100% NA	NC NA	

A14. IMPROVING K-3 LITERACY

The annual Local Report Card will show an **increase** in the Improving K-3 Literacy from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	12.5% NA	9.1% Not Met	

A15. – COLLEGE, CAREER, WORKFORCE, AND MILITARY READINESS (2024–2025)

The annual Local Report Card will show an **increase** in the College, Career, Workforce, and Military Readiness component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NA	NA	

A16. – POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

The school will implement a positive intervention behavior and support framework.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NC	Yes Met	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Summit Academy Community School - Parma is using Kid Whisperer as the basis for our PBIS in the building.

Summit Academy Community School - Parma is also using Restorative Circles with our middle school and high school students.

Summit Academy Community School - Parma uses an online behavior tracking system (Class Dojo) to track positive behaviors and areas of behavior that need work.

Summit Academy Community School - Parma has behavior matrices (bathroom, hallway, classroom, playground) posted in all areas of the building.

Summit Academy Community School - Parma is implementing a Social-Emotional Learning curriculum called Thrively in which students will check in and check out during the day on how they are feeling throughout the day. Students can also add concerns they are having within their class/building in a comments section. This curriculum tracks student input throughout the year and across school years.

A17. COMPARATIVE DATA FROM SIMILAR SCHOOLS

The school will identify two areas of LRC data for comparison with two similar schools. The school will perform higher than or equal to similar schools in the selected LRC categories as indicated in the table below.

Year	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	<p>#1: Summit Academy Parma will perform higher or equal to Sunbeam in % of students testing basic.</p> <p>#2: Summit Academy Parma will perform higher than or equal to Willow School in the number of students testing proficient.</p>	<p>SACS-P will perform higher or equal to SUNBEAM in the Performance Index.</p> <p>SACS-P will perform higher than or equal to HUBER HEIGHTS PREPARATORY ACADEMY in CHRONIC ABSENTEEISM.</p>	<p>SACS-P will perform higher or equal to LORAIN PREPARATORY ACADEMY in the PROGRESS COMPONENT.</p> <p>SACS-P will perform higher or equal to CONSETLLATION SCHOOLS: PARMA COMMUNITY in the GRADUATION COMPONENT.</p>

ACTUAL	#1: Summit Academy Parma - Basic: 19.5% Sunbeam: 4.5% #2: Summit Academy Parma: Proficient:6.6% Willow School: CLOSED NA	Performance Index: SACS-P: 43.5% SUNBEAM: 35.2% Chronic Absenteeism: SACS-P: 57.5% HUBER HEIGHTS PREPARATORY ACADEMY: 52.1%		
RATING Met (2pt) Not Met (0pt)	#1: Met #2: NA	#1: Met #2 Not Met		
CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA				
	% POVERTY	% MINORITY	PROGRESS COMPONENT	GRADUATION COMPONENT
SACS-P	100%	27.7%		
LORAIN PREPARAT ORY ACADEMY	100%	78.5%		X
CONSTELLATI ON SCHOOLS PARMA COMMUNITY	41.2%	30.7%	X	

B. OTHER ACADEMIC MEASURE GOALS

B1. SUB - GROUP			
GOAL: Using the Renaissance Star Reading Assessment, the subgroup: <i>students with disabilities</i> will show improvement in reading by increasing the average scaled score at least 11 points from fall to spring administration.			
Year(s)	2020 - 2021	2021- 2022	2022 - 2023
GOAL		Using the Renaissance Star Reading Assessment, the subgroup: <i>students with disabilities</i> will show improvement in reading by increasing the average scaled score at least 11 points from fall to spring administration. Fall 2021: 452 Spring 2022 Goal: 463	Using the Renaissance Star Reading Assessment, the subgroup: <i>students with disabilities</i> will show improvement in reading by increasing the average scaled score at least 11 points from fall to spring administration. Fall 22: 951 Spring 23 Goal: 962
ACTUAL	Average Scaled Score Fall 2020: 1008 Spring 2021: 1018 Growth: +10	Fall 2021: 452 Spring 2022: 979 Growth: +527	
RATING Met (1pt) Not Met (0pt)		Met	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<ul style="list-style-type: none"> Students that are not on track will receive Title 1 services focused on their areas of weakness based on the data collected from Star assessments throughout the year. Students will participate in fall, winter and spring benchmarking, as well as bi-weekly progress monitoring, and data will be analyzed in TBT meetings to evaluate the efficacy of the program to ensure that students are making progress. Amplify CKLA (K-5) and Amplify ELA (6-8) is incorporated into daily instruction. This curriculum is based on the Science of Reading and focuses on content knowledge and foundational skills. 			

B2. READING			
GOAL: Using the Renaissance Star Reading Assessment, all students will improve their Average Scaled Score from the fall benchmark to the spring benchmark.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	Spring 2022: 979	

GOAL	NA	<p>Using the Renaissance Star Reading Assessment, all students will show improvement in Reading by increasing the Overall Average Scaled Score 13 or more points from fall (993) to spring (1,006 or higher) screening.</p> <p>Average Scaled Score:</p> <p>Fall 2021: 993</p> <p>Spring 2022 Goal: 1,006 or higher</p>	<p>Average Scaled Score:</p> <p>Fall 2022: 967</p> <p>Spring 2023 Goal: 968 or higher</p> <p>*Fall 2022 baseline data may need adjusted due to changes in enrollment from fall to spring*</p>
RATING Met (1pt) Not Met (0pt)	NA	Not Met	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<ul style="list-style-type: none"> Amplify CKLA (K-5) and Amplify ELA (6-8) is incorporated into daily instruction. This curriculum is based on the Science of Reading and focuses on content knowledge and foundational skills. Professional development on the Science of Reading and curriculum for teachers to ensure that they are implementing with fidelity. Renaissance Star Benchmarks will be given to track student progress. Students that are not on track will receive MTSS/intervention services focused on their areas of weakness. Students not on track will be placed on Reading Improvement Monitoring Plans. TBTs will be utilized to analyze data and inform instructional strategies. These strategies will be implemented and then reflected upon during the TBT process. 			

B3. MATH			
GOAL: Using the Renaissance Star Math Assessment, all students will improve their Average Scaled Score from the fall benchmark to the spring benchmark.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	<p>Average Scaled Score:</p> <p>Fall 21: 949</p> <p>Spring 22 Goal: 956</p>	<p>Fall 2022: 942</p> <p>Spring 2023 Goal: 943 or higher</p> <p>*Fall 2022 baseline data may need adjusted due to changes in enrollment from fall to spring*</p>
ACTUAL	NA	Spring 2022: 975	

RATING Met (1pt) Not Met (0pt)	NA	Met	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<ul style="list-style-type: none"> Professional development will be offered to teachers to support the use of Tier 2 and Tier 3 supports in math with fidelity. Renaissance Star Benchmarks will be given to track student progress. Students that are not on track will receive MTSS/intervention services focused on their areas of weakness. TBTs will be utilized to analyze data and inform instructional strategies. These strategies will be implemented and then reflected upon during the TBT process. 			

B4. IMPROVING EARLY LITERACY			
GOAL: Using the Renaissance Star Reading and/or Early Literacy Assessment, all students in grades K-2 will improve their overall scaled score from the fall benchmark to the spring benchmark.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	<p>Goal: Using the Renaissance Star Early Literacy and/or Reading Assessments, all students in grades K-2 will show improvement in Reading by increasing the Overall Average Scaled Score 145 or more points from fall (696) to spring (841 or higher) screening.</p> <p>Average Scaled Score:</p> <p>Fall 2021: 696</p> <p>Spring 2022 Goal: 841 or higher</p>	<p>Fall 2022: 712 Spring 23 Goal: 713</p> <p>*Fall 2022 baseline data may need adjusted due to changes in enrollment from fall to spring*</p>
ACTUAL	NA	Spring 2022: 808	
RATING Met (1pt) Not Met (0pt)	NA	Not Met	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<ul style="list-style-type: none"> Amplify CKLA (K-5) and Amplify ELA (6-8) is incorporated into daily instruction. This curriculum is based on the Science of Reading and focuses on content knowledge and foundational skills. 			

- Professional development on the Science of Reading and curriculum for teachers to ensure that they are implementing with fidelity.
- Renaissance Star Benchmarks will be given to track student progress. Students that are not on track will receive MTSS/intervention services focused on their areas of weakness.
- Students not on track will be placed on Reading Improvement Monitoring Plans.
- TBTs will be utilized to analyze data and inform instructional strategies. These strategies will be implemented and then reflected upon during the TBT process.

B5. PRESCHOOL SPECIFIC GOAL			
GOAL: N/A			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	NA	
ACTUAL	NA	NA	
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Summit Academy Parma does not have a preschool program.			

C. NON-ACADEMIC / ORGANIZATIONAL AND OPERATIONAL GOALS

C1 – MISSION STATEMENT	
<p>To empower our students to overcome social, emotional, and educational challenges by:</p> <ul style="list-style-type: none"> ● Providing an engaging learning environment that is safe, nurturing, and positive; ● Building relationships with students, families, and the community; and, ● Continuing to Improve our knowledge and skills as professionals. 	
Year	2022 - 2023
GOAL	Summit Academy Parma will provide monthly (9) newsletters that promote community connections and parent involvement opportunities.
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>Monthly newsletters will be sent home to all students each month in a effort to increase communication with our families.</p> <p>These newsletters will provide opportunities for our families to participate in their child's education.</p> <p>Newsletters will be saved for documentation of this goal.</p>	

C2 – PARENT SATISFACTION	
<p>The goal in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) and identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>	
Year	2022 - 2023
GOAL	The school will collect feedback from parents and caregivers through the annual parent satisfaction survey. Once survey results are compiled, the building leadership team and administrative team will use the data to address concerns and make adjustments as needed.
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	

CCIP survey will be sent electronically late winter/ early spring, with a paper option as needed.

- One Call, Class Dojo, and Facebook will be used to inform families of the survey and reminders will be sent.

-CCIP surveys will be available by Parent/Teacher conferences in Feb to increase participation.

- The survey completion will be monitored.

-Survey responses will be gathered and analyzed by the BLT to make informed decisions about school needs and practices in place.

C3 – GOVERNING AUTHORITY

Goals for this standard must address the ability of the individual members and/or combined entity in increasing the efficiency and/or effectiveness of the board. This could include: attending professional developments; attendance rates at meetings; attendance rate at school functions; etc.

Year	2022 - 2023
GOAL	Summit Academy Parma board members will participate in a minimum of 2 communications with SA Parma stakeholders (staff, students, families, and/or community)
RATING Met (1pt) Not Met (0pt)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Board members will be provided with examples of how to communicate with the SA Parma community, such as a board member bio in a school newsletter, participating in a school event, volunteering in the school, or attending graduation.

Board members will be given dates of the important events.

Board members will be reminded of this goal and progress at our board meeting.

C4 – STUDENT DISCIPLINE

House Bill 318 restricts the out of school suspensions (OSS) and expulsions for students in grades K – 3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). *****Detailed documentation is required to determine if OSS meets the requirements of the law*****

All students will be required to show a **decrease** in out-of-school suspensions (OSS) from the previous year.

Year(s)	2021 - 2022		2022 - 2023	
GOAL	K-3	0	K-3	0
	4-8	29	4-8	20
	9-12	31	9-12	22
ACTUAL	K-3	6	K-3	
	4-8	21	4-8	
	9-12	23	9-12	
RATING	K-3		K-3	

Met (1pt each grade level)	4-8		4-8	
Not Met (0pt)	9-12		9-12	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY				
Grades	Previous year's Actual OSS	This year's goal for OSS	Strategies to accomplish this goal	
K-3	0	0	<ol style="list-style-type: none"> 1. Provide professional development and begin practicing restorative practices to help build relationships with students, families and staff that promote collaborative problem solving and conflict resolution. 2. Ensure all staff is trained on trauma informed care. 3. Establish building wide focus on relationship and community building. 4. Use morning time to create restorative circle procedures, optionally use restorative circles at the end of the day as well to build community in the classrooms. 5. There will be a renewed emphasis on positivity in classrooms as well as parental contacts. Communication logs, including Class Dojo and teacher log books, will be analyzed to determine if positive contacts are being made on a regular basis to families to best implement restorative practices. <p>Monitored by comparison of monthly suspensions last year to this year.</p>	
4-8	21	20	<ol style="list-style-type: none"> 1. Provide professional development and begin practicing restorative practices to help build relationships with students, families and staff that promote collaborative problem solving and conflict resolution. 2. Ensure all staff is trained on trauma informed care. 3. Establish building wide focus on relationship and community building. 4. Use morning time to create restorative circle procedures, optionally use restorative circles at the end of the day as well to build community in the classrooms. 5. There will be a renewed emphasis on positivity in classrooms as well as parental contacts. Communication logs, including Class Dojo and teacher log books, will be analyzed to determine if positive 	

			<p>contacts are being made on a regular basis to families to best implement restorative practices.</p> <p>Monitored by comparison of monthly suspensions last year to this year.</p>
9-12	23	22	<ol style="list-style-type: none"> 1. Provide professional development and begin practicing restorative practices to help build relationships with students, families and staff that promote collaborative problem solving and conflict resolution. 2. Ensure all staff is trained on trauma informed care. 3. Establish building wide focus on relationship and community building. 4. Use morning time to create restorative circle procedures, optionally use restorative circles at the end of the day as well to build community in the classrooms. 5. There will be a renewed emphasis on positivity in classrooms as well as parental contacts. Communication logs, including Class Dojo and teacher log books, will be analyzed to determine if positive contacts are being made on a regular basis to families to best implement restorative practices. <p>Monitored by comparison of monthly suspensions last year to this year.</p>

D. LEGAL COMPLIANCE

D1 – LEGAL COMPLIANCE – ON-TIME SUBMISSIONS	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ON-TIME percent of legal submissions.	
Year	2022 - 2023
ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

D2 – LEGAL COMPLIANCE - ACCURACY	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ACCURACY of legal submissions.	
Year	2022 - 2023
ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

E. FINANCIAL

E1 – FINANCIAL PERFORMANCE	
The school will receive an audit without findings from the Auditor of the State.	
Year	2022 – 2023
GOAL	The school will receive an audit without findings from the Auditor of the State.
RATING RATING Met (1pt) Not Met (0pt)	

E2– FINANCIAL SUSTAINABILITY	
Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); AND 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days).	
Year	2022- 2023
GOAL	Student Enrollment – Student enrollment will maintain 90% of 161 which would equal 145 students . projected student count for this year’s budget (student enrollment = 161) Days Cash Reserve – minimum of 15 days.
RATING Met (1pt)	

Not Met (Opt)	
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