MODIFICATION NO. 14
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West ("Sponsor" or "ESCLEW")
AND
Pathway School of Discovery ("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, 2012; and

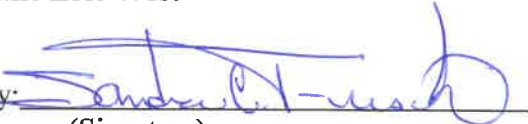**WHEREAS,** the ESCLEW and the Governing Authority agree to the following modifications;

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 "twelve (12)" and insert "thirteen (13)" in its place.

    b. In the first sentence of the section remove "June 30, 2024" and insert "June 30, 2025" 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
Pathway School of Discovery

By: _Kevin A. Robie_____
(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: _12-07-2022_____

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 operation

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:
   d. Provided by or supervised by a licensed teacher;
   e. Goal-oriented; and
   f. 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.

A. <u>Curriculum and Alignment to Ohio Content Standards</u>

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement the curriculum provided by our education management partner, National Heritage Academies (NHA), which is built around College and Career Readiness learning standards and aligns with our mission and goal of preparing students for success in high school, college, and beyond.

The curriculum has been carefully aligned with Ohio's Learning Standards (OLS) for English language arts, mathematics, science, social studies, art, and music, and Ohio's Academic Content Standards (OACS) for physical education. This approach will ensure students are learning the content appropriate for each grade level. Character development is an explicit and integrated component of the curriculum.[1] Individual responsibility, integrity, personal character, and effort are important contributors to success in school and life. In addition, we strive to instill character traits such as perseverance because these traits are highly correlated with college success. With high-quality instruction, solid curricular tools to support instruction, and rigorous assessment, the curriculum promotes academic success for students and equips them with the knowledge, understanding, and skills needed to meet or exceed the OLS and OACS.

In the pages that follow, the school's core content areas of English language arts, mathematics, science, and social studies are described in detail. Also included is a survey of co-curricular areas that help shape students as well-rounded individuals, including art, music, physical education, library and educational technology, and character development.

Core Content Areas

<u>English Language Arts</u>
Literacy – which includes reading, writing, and speaking – is a critical component of college- and career-readiness. "Low literacy levels often prevent high school students from mastering other subjects," and struggling readers are often excluded from academically challenging courses. More specifically, students who are able to comprehend complex texts are more likely to be successful after high school.[2] Developing reading proficiency and strong literacy skills in elementary and middle grades is the cornerstone of the English language arts (ELA) curriculum, which upholds the OLS to ensure college- and career-readiness for all of our students. The ELA curriculum is designed to produce highly literate students who are proficient readers, evaluative writers, and collaborative, analytical members of the classroom and in future careers.

The OLS focus on five strands of literacy: reading, writing, speaking, listening, and language. To best prepare students for school and life in the 21st century, each of these strands places emphasizes the integration, critical analysis, and production of a variety of media and technology. The reading standards focus on a gradual increase in text complexity to ensure

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[1] See Matthew Davidson and Thomas Lickona, *Smart & Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond* (Cortland, NY: Center for the 4th and 5th Rs, 2005). Respect and Responsibility / Washington D.C.: Character Education Partnership.
[2] ACT, Inc., Reading Between the Lines: What the ACT Reveals About College Readiness in Reading (Iowa City, IA, 2006).

students' readiness "for the demands of college- and career-level reading." [3] The writing standards emphasize argument and informational writing, "based on substantive claims, sound reasoning, and relevant evidence," as well as research – "both short, focused projects and longer, in-depth research."[4] By challenging students to speak and listen, the standards require that "students gain, evaluate, and present increasingly complex information, ideas, and evidence" through academic discussion, collaboration, and formal presentations. The language standards emphasize students' growth and expansion of vocabulary, appreciation of word nuances, and use of formal English in writing and speaking.

- In grades K-2, the curriculum emphasizes the foundations of reading through a structured literacy block firmly rooted in the science of reading. These include the ability to decode automatically, read with fluency, and gain the capacity to comprehend increasingly complex texts across a range of types and disciplines. Student literacy is emphasized through rich, domain-specific content in a variety of authentic fiction and nonfiction texts, including a true balance of informational and literary genres.
- In grades 3-5, reading instruction is centered on complex, authentic grade-appropriate texts to prepare students for the complexity of college- and career-ready texts. Reading instruction emphasizes a balance of informational and literary texts. Students continue to develop fluency and automaticity through intentional fluency practice and word work.
- In grades 6-8, teachers of ELA, social studies, and science emphasize literary experiences through texts in their respective content areas. The middle school curriculum includes a blend of literature, particularly novels, and substantial exposure to literary non-fiction, including historical and scientific documents.

For students to access grade-level texts with increasing complexity, the curriculum also focuses on the development of strong academic vocabulary. Students are exposed to extensive academic vocabulary through reading instruction, and practice is extended through listening, discussion, and writing. Vocabulary instruction emphasizes the nuances of word meanings as they vary through a wide range of context. Discussion and collaboration are also a focus of the ELA curriculum, as students apply reading skills to develop habits for providing text-based evidence in both conversation and writing. Students' writing emphasizes analysis of complex texts by supporting ideas and arguments with textual evidence and evaluation. Students learn to produce a variety of text types, including argument, informative, narrative, and research-based pieces. Collaboration and integration of technology are important aspects of the writing process, as students plan, draft, revise, edit, and publish a wide range of writing pieces. The ELA curriculum also ensures that students demonstrate adequate mastery of the essential conventions and grammar of standard English in their writing and speaking.[5]

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[3] National Governors Association Center for Best Practices, Council of Chief State School Officers, "Key Points in English Language Arts," *Common Core State Standards* (Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010).
[4] Ibid.
[5] Coleman, David and Susan Pimentel, "Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy," *Common Core State Standards* (Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012).

Mathematics
NHA's mathematics curriculum is designed to ensure high quality mathematics teaching and learning in all of our classrooms.

The curriculum is aligned to state standards and incorporates evidence-based instructional strategies. The National Council of Supervisors of Mathematics has outlined specific, research-based teaching practices that are essential for a high-quality mathematics education for each and every student in the book Principles to Actions.[1] NHA curriculum materials are created and chosen with these practices in mind.

NHA's curriculum is designed with the belief that all students can learn mathematics and learn mathematics with understanding. The National Research Council identifies five strands of mathematical proficiency that can be found in someone who understands (and can do) mathematics.[2]

- Conceptual Understanding: Having a robust web of connections and relationships within and between ideas, interpretations, and representations of mathematical concepts.
- Procedural Fluency: Being able to flexibly choose and accurately and efficiently perform and appropriate strategy for a particular problem.
- Strategic Competence: Being able to make sense of, represent, and determine solutions to mathematical problems.
- Adaptive Reasoning: Being able to think about, explain, and justify one's ideas using mathematically sensible reasons coupled with the ability to shift strategies when needed.
- Productive Disposition: Having an ingrained awareness that mathematics makes sense and is useful, valuable, and rewarding along with the belief that one is capable of being successful in learning and doing mathematics through hard work and perseverance.

NHA's curriculum was created with these five strands in mind and each resource and component of the math block structure plays a role in ensuring that all students achieve mathematical proficiency as seen in the indicators listed above.

NHA's curriculum is designed to ensure students learn both the state *content* standards as well as the *process* standards in order to ensure college- and career-readiness. The math process standards identify ways that students should be *doing* and *learning* mathematics. NHA's curriculum materials are carefully designed to pay attention to both the WHAT (the content that is taught) and the HOW (the way the content is delivered to students).

Curriculum Focus: The curriculum focus is aligned to the state standards and the major work in each grade level.

Grade Band	Highlights of Major Work
K-2	Addition and subtraction – concepts, skills, and problem solving; place value
3-5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6-7	Ratios and proportional relationships; expressions and equations; arithmetic of rational numbers
8	Linear algebra and linear functions

[1] National Council of Teachers of Mathematics (2014). Principles to Actions: Ensuring Mathematical Success for All. Reston, VA: Author

[2] National Research Council. (2001). Adding it up: Helping children learn mathematics. J Kilpatrick, J. Swafford, and B. Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Curriculum Resources: The curriculum resources have been both created by NHA and purchased from outside vendors. All purchased resources are rated as meeting expectations in Alignment and Usability from Ed Reports.

<u>Science</u>
As the Association for the Advancement of Science and the National Council on Science explain, developing college-ready and scientifically literate students involves teaching a mixture of content knowledge, the practices and skills of scientists, and information on the nature of science. Ohio's Learning Standards and Model Curriculum for Science Education were created around the work and philosophy of these organizations and our curriculum is aligned accordingly. The curriculum, which includes study in life science, physical science, and earth and space science, incorporates the use of the Full Option Science System and Delta Science Learning Modules and non-fiction readers to give students hands-on opportunities to develop content knowledge about the results of scientific discoveries regarding the natural world. The curriculum and resources also provide students the opportunity to participate in the scientific process of inquiry and discovery through conducting investigations, using instruments, and applying mathematical skills that model the process used by scientists to learn about the universe. It also incorporates the skills required by OLS for Literacy in Science for grades 6-8, which require students to do high-level thinking and problem solving incorporating scientific reading, writing, discussing, and presenting.

- <u>In grades K-2</u>, the content of the science curriculum focuses on scientific learning primarily through the study of events and phenomena in nature that can be observed with the five senses. Investigations at this level are modeled, simple, and structured, allowing students to write journals on their discoveries, create simple pictographs of data, and draw conclusions from observations under the direction of the teacher. The incorporation of non-fiction readers on each topic provides students opportunities to develop grade-level appropriate science vocabulary.
- <u>In grades 3-5</u>, the curriculum builds on these foundational skills and directs students to begin exploring cause and effect connections between events (e.g., the sun rises every day and it gets warmer during the day, therefore, the sun provides heat to earth). Investigations for students in grades 3-5 are often modeled, but they are more complex and involve more detailed measurements, use a variety of tools such as balances and microscopes, and require students to control for multiple variables. Students engage in the practices of scientists as they chart data, complete lab reports, and create graphs in order to communicate results of investigations orally and in writing.
- <u>In grades 6-8</u>, the curriculum includes further exploration of cause and effect relationships while also connecting knowledge of concepts to real world examples and solidifying congruence between students' understanding of phenomena to that of the scientific community. Investigations are more student-directed, from the guiding question through the scientific procedures to the organizing, analyzing, and reporting of data. Within each unit of instruction in grades 6-8, students employ the skills of scientists as they make connections with respect to the content of the unit using the methods of science. The scientific method is consistently integrated into content units throughout the year, and students conduct science investigations through both closed and open lab investigations in response to the questions being raised during content studies.

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[6] National Mathematics Advisory Panel, *Foundations for Success: The Final Report of the National Mathematics Advisory Panel* (Washington, D.C.: U.S. Department of Education, 2008).
[7] Ibid.

Social Studies
The social studies curriculum ensures that students are not only prepared for high school and college, but also prepared for the rest of their lives as global citizens. Ohio's Learning Standards for social studies includes civic literacy, financial, and economic literacy and global awareness. In addition to supporting learning in these areas, the social studies curriculum also incorporates the skills required by OLS for Literacy in History/Social Studies in grades six through eight, which allow students to develop and utilize critical thinking skills by making connections, inferences, and arguments around the content and skills they learn. This focus on content, skills, and critical thinking will produce students who are knowledgeable in social studies and prepared to participate in society as informed citizens.

The curriculum emphasizes the social studies disciplines that will best prepare students to be contributing members of society. Students who master the social studies curriculum will understand how geography and economics interact in a global society. Through exposure to primary and secondary sources, students will develop knowledge of our shared national and world history and be able to make connections between the past and present and between cultures and government systems that are familiar and those that are not.

- In grades K-2, students learn about the social studies disciplines through the themes of "A Child's Place in Time and Space," "Families Now and Long Ago, Near and Far," and "People Working Together." In these early grades, children begin to form concepts about the world beyond their own classroom and communities, learn how families lived long ago and in other cultures, and learn about jobs today and long ago. Students begin to become exposed to the history and cultures of places around the world to expand their knowledge beyond what is in close proximity to them. Students are also introduced to basic economic principals, such as currency and earning income.
- In grades 3-5, students explore the social studies disciplines through the themes of "Communities: Past and Present, Near and Far," "Ohio in the United States," and "Regions and People of the Western Hemisphere." In 3rd grade, students focus on the local community, how it has changed over time, and how it compares with other places. In 4th grade, students learn about the history, geography, government, and economy of Ohio and the United States. In 5th grade, students study the geography, early history, cultural development, and economic change of the Western Hemisphere. Students are also introduced to basic economic principals, including the importance of a budget and savings plan.
- In grades 6-8, students develop their knowledge of the relationship between geography, history, economics, and culture. In 6th grade, students study the geography, early history, cultural development, and economic change of the Eastern Hemisphere. In 7th grade, students study world history from 750 B.C. to 1600 A.D. In 8th grade, students study the history of the United States from early exploration to the Reconstruction. To further prepare for success in society, middle school students analyze economic decision making, scarcity, markets, and financial literacy. Specifically, 6th and 8th grade students are introduced to the concepts of comparing the price and quality of products and services, as well as basic banking and credit services. The middle school curriculum provides students with opportunities to extend this basic knowledge to gather more complex information, describe concepts in more detail, and deepen their understanding of the relationship between geography, economics, and civics.

Co-curricular areas
We intend to nurture high-achieving well-rounded students at our school. Co-curricular offerings – including art, music, library and educational technology, and character development – are described in detail below.

Art
Study in art allows students to understand and appreciate the subject while understanding the significant role art plays in the expression of ideas throughout history. Students in lower grades learn to recognize and describe art forms from a variety of historical eras and places, while learning that art takes many forms and has many purposes. Students study and reproduce styles and techniques used by artists, and discuss art by examining and critiquing the work of artists. Students in upper elementary and middle school grades focus on comparing and contrasting artwork from different time periods, cultures, artists, and mediums. Historical and contemporary art are studied as students create a variety of original works using appropriate styles and mediums to express themes, tone, mood, and images.

Music
Students study the basics of music theory, music appreciation, and the work of great composers. Students first learn to identify basic music forms and patterns, describe elements of music using appropriate music vocabulary, and sing and play basic instruments. By listening to a variety of music, students compare and contrast music from different composers, historical periods, cultures, styles, and genres. Students continue to refine their musical knowledge and skills by singing, playing, improvising, and composing. They learn to identify and use key signature, meter signature, notation, bass and treble clef, tempo, and dynamic markings. They also learn to perform and respond to a conductor's cues and make necessary adjustments.

Physical Education
Physical education includes a sequence of developmental experiences through which children learn by moving. Students first learn and practice basic movement skills and manipulate objects by throwing, catching, striking, pushing, pulling, and climbing. They take part in a variety of individual and group activities and games to increase their body awareness, practice new skills, and learn to move safely with respect to other people. Students also begin to learn about the physical and mental benefits of a healthy lifestyle characterized by physical activity. Students then use movement skills in more complex ways by learning the concepts of fairness, positive attitude, teamwork, and sportsmanship. Students learn to recognize the correlation between practice and mastery of skill, and they will complete various types of drills to increase their own abilities. Students ultimately refine all the simple and complex skills necessary for physical activity of various types and focus on healthy lifestyles through nutrition and fitness.

Library and Educational Technology
The Library and Educational Technology Program is designed to expose students to a wide variety of classic and contemporary literature, instill a life-long love of reading, and develop their information literacy skills. The library collections contain specific materials that support the curriculum and provide students with a variety of high-quality literature and technological resources. The program has been crafted to reflect expectations of students set forth in several authoritative sources, including:
- The *Big6* model for teaching information skills, which was created by Mike Eisenberg and Bob Berkowitz (1998)
- Information Literacy Standards developed by the American Association of School Librarians (AASL)
- The Association for Educational Communications and Technology (AECT).

Technology also plays a supporting role in the core academic curriculum. Our library staff member will work with classroom teachers to help plan lessons and provide resources. Students will use technology to research, compose, and present information related to topics they study. We have a designated area to serve as the library and computer lab, enabling students to access technology needed to support the technology program. Moreover, students have access to a computer in their classroom to promote the integrated use of technology to support learning.

Character Development

To foster the culture we desire, our school will emphasize strong personal character and accountability. Many schools offer character development programs; however, we meld character education throughout instruction and challenge everyone in the school community to model the desired traits. In this way, students learn about virtues and different types of character as they develop a strong character. This approach to character development creates a culture within the school that is conducive to teaching and learning, and it makes parents and educators true collaborators in the learning process.

We implement the character development curriculum to:

- Promote college readiness. We believe that students need more than academic skills to succeed in high school, college, and beyond. It is our goal to provide students with the moral compass and fortitude they need to face challenges and prevail.
- Create an environment that is conducive to teaching and learning. As students learn virtues, our classrooms will become self-managed, releasing teachers from the time and burden of constant classroom management. Decreasing the amount of time that teachers need to manage classrooms will provide additional time for instruction, especially one-on-one or small group tutoring, to meet student specific academic needs,
- Support the academic goals of the school. We believe that a strong correlation exists between character development and academic success. Thus, instructional time that is dedicated to the character development curriculum will pay dividends academically.

During each month of the school year, the school will focus on a monthly virtue: wisdom, respect, gratitude, self-control, perseverance, courage, encouragement, compassion, and integrity. Students develop and practice these virtues until they become ingrained habits.

Students are encouraged to develop moral character, show performance character, and interact well with others through social character. We believe that character is both taught and caught; in other words, students will acquire the behaviors that they see modeled for them. We ensure that school staff continually model moral, performance, and social character in formal and informal settings. Students also participate in character development assemblies, where staff and other students will speak on the monthly virtue and how they have implemented this virtue in their own lives. Students are encouraged to share their experiences, and their progress will be recognized.

We believe that this innovative piece of our instructional program will set our students up for success academically and in life.

B. **Evidence/Research of Viability of Curriculum**

Schools utilizing the NHA curriculum have a track-record of academic success with students, regardless of socio-economic or other factors. This track-record has been achieved through top-quartile academic growth rates that lead ultimately to higher proficiency rates. Evidence that demonstrates the effectiveness of NHA's educational approach is notable.

Following are a number of statistics for NHA partner schools:

- On the 2016-17 NWEA MAP assessment, students in the bottom quartile grew at a median rate of 113 percent from fall to spring in math and reading, compared to the national average of 100 percent. This means that students below grade level at NHA-partner schools are progressing academically faster than expected and are rapidly closing achievement gaps.
- For the 2016-17 school year, state test results show that NHA-partner schools outperformed their local school district in 71 percent of grades and subjects tested.

- In 2017, Stanford's Center for Research on Education Outcomes (CREDO) compared the reading and math competencies of charter school students to those in traditional public schools. According to this study, students at National Heritage Academies Partner Schools gained the equivalent of 80 days of learning in math and 63 days of learning in reading compared to peers at nearby district schools.

NHA partner schools have established a commendable academic record of serving students who are the most likely to be in academic risk, thereby establishing the viability of the curriculum.

C. **Focus, Mission, Philosophy, Goals, and Objectives**

Focus
A number of core beliefs stand together to provide the focus for the school's educational program. These core beliefs are the foundation upon which the school's educational program has been built and serve as guide-posts for the school as it works to prepare students for high school, college, and life success.

K-8 School Design
If students are to be adequately prepared for rigorous high school programming that leads to college readiness, then their elementary and middle school educational opportunities and experiences are critically important. Our K-8 school design is central to ensuring a significant early investment in the lives of the students we serve.

Research shows that learning during the formative years of students' lives is foundational to their future academic success.[8] A student's reading skill at the end of third grade, for example, is a reasonably accurate predictor of whether or not that student will graduate from high school.[9] Early performance is important in all academic areas, and high-quality schooling across core academic content areas in the primary years is absolutely essential for later success in school and life. Studies by ACT note specifically that "the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness . . . than anything that happens academically in high school."[10] The academic preparedness of students upon entry to high school greatly affects their subsequent attainment: 82% of students who are placed in their high school's most intense curriculum go on to complete a bachelor's degree, compared to only 9% of those who are placed in their high school's least intense curriculum.[11] Our focus on providing exceptional learning opportunities for students in grades K-8 ensures that students receive the high-quality education they deserve and that they are well prepared for rigorous high school study, leading to college readiness and life success.

The K-8 school design is not just beneficial to students academically but prepares them to achieve success socially and emotionally as well.[12] Some suggest that the K-8 model is a more

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[8] George Kuh, Jillian Kinzie, Jennifer Buckley, Brian Bridges, & John Hayek, *What Matters to Student Success: A Review of the Literature.* (National Postsecondary Education Cooperative, 2006).

[9] National Research Council, *Preventing Reading Difficulties in Young Children*, eds. Catherine E. Snow, Susan Burns, and Peg Griffin, Committee on the Prevention of Reading Difficulties in Young Children (Washington, DC: National Academy Press, 1998).

[10] ACT, The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School (Iowa City, IA: ACT, 2008).

[11] Clifford Adelman, The Toolbox Revisited: Paths to Degree Completion from High School Through College (Washington DC: U.S. Department of Education, 2006).

[12] Pricilla Pardini, "Revival of the K-8 School: Criticism of Middle Schools Fuels Renewed Interest in a School Configuration of Yesteryear," *School Administrator*, March 1, 2002; Anne Marie Chaker, "Middle School Goes out of Fashion: Amid Evidence Kids Struggle to Move to Junior High, Districts Shift to K-8 Model," *The Wall Street Journal*, April 6, 2005; Marc S. Tucker and Judy B. Codding, *Standards for our Schools: How to Set Them, Measure Them, and Reach Them* (San Francisco, CA: Jossey Bass, 1998).

effective approach than the standard elementary, middle, and high school models that many schools utilize. The transition to middle school can be highly challenging for many students at a time in their lives when they may not yet be prepared to cope with the increased responsibility and social pressures of middle school. This can result in regression on academic, emotional, and social fronts as students seek to find their footing in a new and unknown environment. A consistent K-8 schooling experience, with less transition and greater stability, serves to ensure that students develop appropriately during their middle school years and better prepares them to face the challenges of high school. In short, as a K-8 school, we not only provide students with the foundation they need to be successful academically, but also provides its students with a greater sense of stability, security, and community as they traverse their important adolescent years.

Character Development
Teaching virtues is not optional in a school; it is inevitable. In effect, a school teaches virtues in everything it does—from the way students are treated by teachers and staff, to the way the principal treats teachers, to how students treat and are allowed to treat their peers. The virtues that students encounter within the four walls of the school have a significant effect on their development. Because of this, the teaching of virtues is an explicit and integrated component of the school's educational program.[13]

A school's culture and student behavior directly correlate with student achievement. "Most [children] have to pay attention, study the material, and do their homework carefully if they are to achieve in high school. These behaviors don't come naturally. They have to be learned and practiced and gradually integrated into a person's character."[14] Research shows that the teaching of virtues is helpful not only in terms of promoting students' academic success, but also in terms of promoting a school climate and culture that are highly conducive to teaching and learning. Teaching virtues helps the school ensure that each student is cared for as a family cares for its children and that each student is prepared for rigorous high school and college educational experiences.

Learning is an Adult Responsibility
Student learning is, first and foremost, an adult responsibility. Nothing has a greater impact on student learning than great teaching in every classroom. If a student does not master the material that is taught in a classroom, the student has not failed; rather, the school has failed the student. In cases where students do not learn as expected, instruction must be adjusted in order to ensure that appropriate learning takes place for all students. Research has shown that the quality of instruction strongly predicts the level of learning in a classroom—more strongly than does a student's race or income.[15]

A typical student who scores at the 50th percentile in mathematics is likely to continue scoring at the 50th percentile two years later, if he or she has an average teacher and attends an average school. However, that same student—with an effective teacher in an effective school—would rise to the 96th percentile within that same two-year period. Conversely, an average student

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[13] See Section A for details pertaining to the school's character development program, including the character development curriculum.

[14] Kevin Ryan, "Character Education: Our High Schools' Missing Link," *Education Week*, January 29, 2003.

[15] Linda Darling-Hammond, "Teacher Quality and Student Achievement: A Review of State Policy Evidence," Center for the Study of Teaching and Policy, University of Washington, 1999, Available from http://www.politicalscience.uncc.edu/godwink/PPOL8687/WK11March%2029%20Teachers/Darling-Hammond%20Review%20essay%20on%20teacher%20quality%20and%20outcomes.pdf.

would decline to the 3rd percentile over that time period with an ineffective teacher.[16] A vast body of research supports the finding that students' learning is influenced by the content knowledge, pedagogical knowledge, and classroom management skills of their teachers. As such, the school works to manage instruction to ensure that students receive consistent, high-quality instruction during their time at the school.

We believe that having one principal manage nearly every employee in the school does not set our school up for success. "One of the common misconceptions about leadership at the school level is that it should reside with a single individual—namely the principal."[17] In order to create a different kind of school culture, both a principal and other school leaders are needed. A "strong leadership team," including "the principal and other administrators operating as key players and working with a dedicated group of classroom teachers" is essential to the success of the school.[18] In order to effectively manage instruction, we have adopted a distributed leadership model through which the principal is supported by three deans. This model allows teachers to receive frequent classroom observation and feedback from school leaders.

Quality instruction is the result of clear expectations for teachers, frequent observation, consistent feedback and coaching, and an intentional focus on developing professional practices through ongoing learning and coaching and the collaborative work of a professional learning community. We have implemented a system to hire the most qualified teachers, provide high-quality professional development opportunities, hold teachers accountable for academic results, and support them through weekly classroom observations and feedback. In this way, the school effectively ensures appropriate learning for all students.

College Readiness
If we are to accomplish our mission, students must leave after 8th grade well-prepared for success in high school, ready to enroll in rigorous high school programming that continues to prepare them for college and career placement. Students must also understand, however, that success in high school, college, and life is not only about academic aptitude; other factors affect success as well. Indeed, both academic and psychosocial factors have a bearing on how students succeed in school and in life.

The school's educational program includes a focus on developing college readiness in all students. We promote college readiness through a focus on both academic and psychosocial factors that influence school and life success: students develop key academic skills and strategies and master content knowledge necessary to succeed in high school and beyond; they develop behavioral, attitudinal, and perceptual attributes correlated with college and life success; and they develop contextual knowledge about high-school and college placement.[19]

These core beliefs, taken together, articulate the focus of the school and are the foundation of the school. Through an intentional focus on implementing an educational program designed with these beliefs in view, we will continue meeting the needs and expectations of the families and students who choose our school.

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[16] Kirsten Miller, "School, Teacher, and Leadership Impacts on Student Achievement," *Policy Brief*, Mid-continent Research for Education and Learning, November 2003 available from http://www.mcrel.org/PDF/PolicyBriefs/5032PI_PBSchoolTeacherLeaderBrief.pdf; Robert Marzano, *What Works in Schools: Translating Research into Action (*Alexandria, VA: ASCD, 2003).

[17] Robert Marzano, What Works in Schools: Translating Research into Action (Alexandria, VA: ASCD, 2003).

[18] Ibid.

[19] Adapted from David Conley, Toward a More Comprehensive Definition of College Readiness (Eugene, WA: EPIC, 2007).

Mission
Working in partnership with parents and community, Alliance Academy of Cincinnati will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

Educational Philosophy
"Schools can have a tremendous impact on student achievement if they follow the direction provided by the research," writes nationally-recognized education researcher Robert Marzano.[20] Marzano identifies a number of school-level and teacher-level factors—akin to those identified through Effective Schools research—that have a high-probability of increasing student learning. Our educational philosophy is grounded in those methodologies that research has shown to be effective in increasing student achievement.

Our school benefits from a systemic implementation of school- and teacher-level factors that have been shown to produce positive results in terms of student learning. School-level factors include a guaranteed and viable curriculum, challenging goals and effective feedback for students, parent and community involvement, safe and orderly environment, and collegiality and professionalism. Teacher-level factors include instructional strategies, classroom management, and classroom curricular design. By implementing an educational program designed to include these strategies, which have the greatest positive impact on student learning, we ensure strong academic performance from our students.

We believe that great schools are synonymous with great instruction, and great instruction is a function of the right people, doing the right things the right way. We are intentional in our efforts to attract, develop, and retain exceptional talent; talented people operate, in turn, within a system that is designed to promote student success at the highest possible level.

Goals and Objectives
The school's academic goals can be found in Attachment 11.6.

D. **Instructional Delivery Methods**

While the curriculum identifies and communicates what is essential for students to know and be able to do, classroom instruction drives student engagement with the curriculum. As such, instructional methods and strategies employed by teachers are designed to promote engagement, to include clarity of instructional intent, and to be appropriately rigorous. Instruction takes various forms, including focused lessons, guided instruction, collaborative learning, and independent work.[21] The best approach is contextually-driven and contingent upon students' progress toward meeting instructional goals.

Focused lessons, when employed, may include direct instruction, modeling, demonstration, development of metacognitive awareness, and/or teacher think-alouds, among other methods, and they may be conducted in whole-group or small-group settings as student need dictates. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks. Guided instruction, when provided in

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[20] Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD.

[21] Douglas Fisher and Nancy Frey, *Better Learning through Structured Teaching* (Alexandria, VA: ASCD, 2008).

small-group settings, allows teachers to differentiate instruction in purposeful, meaningful ways in order to meet student needs. Collaborative learning may be used in order to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or participate in collaborative, inquiry-based learning of curricular content. Finally, independent work is sometimes used to provide students with time to practice applying skills or knowledge that has been previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the individual development of higher order thinking skills.

Beyond this, pedagogy includes effective, research-based instructional strategies embedded within daily lesson plans and implemented during instruction. Strategies that have high probabilities of effectiveness are utilized based on the expected student learning outcomes of the lesson and are employed by teachers in accordance with student need. Such instructional strategies include the following, which have been identified as highly effective by researchers at Mid-continent Research for Education and Learning (McREL): (1) identifying similarities and differences; (2) summarizing and note taking; (3) reinforcing effort and providing recognition; (4) homework and practice; (5) nonlinguistic representations; (6) cooperative learning; (7) setting objectives and providing feedback; (8) generating and testing hypotheses; and (9) cues, questions, and advanced organizers.[22] Teachers integrate these methods into their instruction as appropriate, based both on student need and what research identifies as the most effective approach for content delivery.

The instructional approach employed by teachers ensures that students master the essential learning goals articulated by the curriculum and develop college readiness in accordance with the school's educational design and the OACS. As teachers plan and implement instruction using these instructional methods and strategies, students gain the knowledge, proficiency, and skills needed to perform at high levels.

Because effective instruction is the result of intentional planning, instruction is driven by a unique and collaborative planning approach that includes the implementation of a formative assessment process. This approach to planning is characterized by three sequential but interrelated steps: year-long planning, unit planning, and daily planning.

Year-long Planning
Teachers begin with a fully developed instructional pacing framework and Common Assessment Regime that has been established to meet the educational objectives for students through the use of standard-aligned curricular tools. Teachers then collaborate with grade-level team members to match the recommendations of the instructional pacing framework with the particular needs of their students. Through this process of year-long planning, teachers sequence all Educational Objectives and assessment opportunities within each content area for a specific grade level. Year-long plans are adjusted over the course of the year, as student need dictates, and serve as the outline by which teachers plan more detailed units of instruction, organize daily instruction, and develop year-long plans for subsequent school years.

Teachers and their grade level teams use multiple sources of data, such as formative assessment data, state assessment data, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment data, and other assessment data to identify instructional areas for focus and improvement.

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[22] See Robert Marzano, Debra Pickering, and Jane Pollock, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (Upper Saddle River, NJ: Pearson Education, Inc., 2001).

<u>Unit Planning</u>
During unit-level planning, teachers collaborate to plan units of instruction for each Educational Objective and to determine opportunities to formatively assess student learning during the instructional process. Common Assessments provide benchmarked targets allowing teachers to analyze student learning progress and adjust instruction.

Teachers use the *formative assessment process* to implement the curriculum. Although various definitions and practices exist with respect to formative assessment, we have adopted W. James Popham's definition. He says, "Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics." Popham identifies a number of characteristics of formative assessment, noting that it:
- Is a process, not any particular test.
- Is used not only by teachers, but also by students.
- Takes place during the instructional process.
- Provides assessment-based feedback to teachers and students.
- Helps teachers and students make adjustments that will improve students' achievement of intended educational objectives.[23]

The components of the formative assessment process are: 1) Identifying Objectives and Determining End-of-Instruction Assessments; 2) Developing Building Blocks; 3) Analyzing Evidence; and 4) Responding to Evidence. These are detailed below.

Identifying Objectives and Determining End-of-Instruction Assessments
During the formative assessment process, teachers first identify the objectives for instruction based on the year-long plan. Then teachers either develop end-of-instruction assessments to determine students' status at the end of each unit or use the provided end-of-instruction assessments as part of the Common Assessment Model. Assessment methods are selected based on the learning goal and sound assessment design. This "assessment-influenced" approach is important, for through it teachers "exemplify the curricular aim or aims being sought and ultimately decide what mastery of those aims looks like—what its mastery calls for a student to be able to do."[24]

<u>Analyzing Evidence</u>
Whether gathered through shorter-cycle assessments or end-of-instruction assessments, teachers analyze evidence at the student and classroom level. The specificity of these assessments enables teachers to determine exactly what knowledge or skills need further development for particular students. As teachers meet to examine student work, they gauge the effectiveness of their instruction and determine students' degree of mastery of the Educational Objectives. They analyze evidence to discover student misconceptions and to identify knowledge or skill gaps that may inhibit success. Grade-level teams also analyze end-of-instruction assessments to ensure that the curriculum is coherent across classrooms within the school.

<u>Responding to Evidence</u>
As units are prepared, teachers identify opportunities for planned instructional adjustments in case students do not learn as expected. Teachers may then make these adjustments during the

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[23] Popham, W. James. (2008). *Transformative assessment.* Alexandria, VA: ASCD.
[24] Popham, W. James. (2009). *Instruction that measures up.* Alexandria, VA: ASCD.

course of unit instruction, as prompted by evidence from the building block assessments or summative assessments. If learning progresses more quickly than expected, then instruction moves at an accelerated rate through the unit plan. However, if learning progresses more slowly than expected, then more time is spent delivering instruction within the unit. Because students track their own progress, they know precisely what they need to focus on to improve their learning. Teachers consider end-of-instruction assessment evidence as they develop subsequent units of instruction.

Daily Planning
Daily planning allows teachers to connect Educational Objectives with instructional resources, effective teaching strategies, and instructional methods that best support student learning. Daily planning includes developing strategies to check for understanding on an ongoing basis and determining if learning activities are provided intellectual engagement for each student. Teachers work backward from the unit plan to structure instruction in the way that best leads to mastery of Educational Objectives. In addition, the teacher's daily instructional objectives are presented in student-friendly language through *I Can* statements. These *I Can* statements are incorporated into lessons so that students know precisely what their learning goal is and can articulate it in their own terms.

2022 – 2023 Performance Framework Goals

Contract Attachment 11.6

School Name	Pathway School of Discovery
School IRN	000138
Building Principal/Leader	Cathy Miller
Board President	Kevin Robie
Start of Current Contract Date	07/01/2012
End of Current Contract Date	06/30/2025
Management Company, if any	National Heritage Academies
School Mission	Working in partnership with parents and the community, the Pathway School of Discovery mission is to become one of the finest K-8 schools in the country. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations. Our school prioritizes the academic and instructional time so each student reads, computes and writes at or above grade level. We expect our students to master basic skills and realize their full academic potential in preparation for higher education and adulthood.

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	2 Stars	
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	70.2	71.9	
RATING Met (1pt) Not Met (0pt)	NA	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	5 Stars	
RATING Met (1pt) Not Met (0pt)	NA	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	23.2%	39.4%	

RATING Met (1pt) Not Met (0pt)	Not Met	Not Met	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			

Pathway has taken a supportive and preventative approach to student attendance, which is tracked using a centralized system. To reduce chronic absenteeism, we have implemented perfect attendance awards for students. In addition, we have been focused on involving parents more by conducting parent meetings, making phone calls home, and creating attendance corrective action plans when necessary.

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	NR	NR	
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	NA	NA	NA
RATING Met (1pt) Not Met (0pt)	NA	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
ACTUAL	NA	NA	NA
RATING Met (1pt) Not Met (0pt)	NA	NA	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
ACTUAL	NA	NA	NA
RATING Met (1pt) Not Met (0pt)	NA	NA	NA

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
ACTUAL	NR	2 Stars	
RATING Met (1pt) Not Met (0pt)	NA	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
ACTUAL	NR	60%	
RATING Met (1pt) Not Met (0pt)	NA	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
ACTUAL	NR	94.9%	
RATING Met (1pt) Not Met (0pt)	NA	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
ACTUAL	21.7%	28.1%	
RATING Met (1pt) Not Met (0pt)	NA	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
ACTUAL	NA	NA	
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
ACTUAL	No	No	
RATING Met (1pt) Not Met (0pt)	Not Met	Not Met	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			

Pathway has implemented a positive intervention behavior and support framework.

We track and monitor data using our school wide behavior management system. The monitoring system provides a summary of both positive behavior entries and negative behavior entries and tracks a variety of trends such as behavior type, timing, etc.

To encourage students to make good choices, we have implemented Bobcat Bucks. Bobcat Bucks are earned when staff members observe students doing the right thing and making good choices. Students can use Bobcat Bucks to purchase various items or gain entrance to special events.

Additionally, individual classroom teachers use ClassDOJO. Students may earn positive DOJO points during class to use for class stores and entrance into grade-level events.

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	Pathway will perform higher or equal to Wright Brothers Elementary School in overall value-added. Pathway will perform higher than or equal to C F Holiday Elementary School in Performance Index.	Pathway will perform higher or equal to Horizon Science Academy Dayton Downtown in Performance Index and Improving At-Risk K-3 Readers. Pathway will perform higher than or equal to Kiser PreK-8 School in Performance Index and Improving At-Risk K-3 Readers.	Pathway will perform higher than or equal to Central Point Preparatory Academy in Performance Index. Pathway will perform higher than or equal to Marshall STEM Academy in Improving K-3 Literacy.
ACTUAL	NA	Pathway PI: 71.9 Pathway K-3: 28.1% Horizon Science PI: 51.6 Horizon Science K-3: 4.5% Kiser PI: 55.9 Kiser K-3: 18.5%	
RATING Met (2pt) Not Met (0pt)	NA	Met	

CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA				
	% POVERTY	% MINORITY	Performance Index	Improving K-3 Literacy
Pathway	79.8%	60%		
Central Point Preparatory Academy	98.9%	70%		X
Marshall STEM Academy	95.1%	77%	X	

B. OTHER ACADEMIC MEASURE GOALS

B1. SUB - GROUP

GOAL: The percent of students with disabilities at/above grade level in reading will increase from the fall to spring benchmark.

Year(s)	2020 - 2021	2021- 2022	2022 - 2023
GOAL	NA	21%	17%
ACTUAL	20%	16%	
RATING Met (1pt) Not Met (0pt)	NA	Not Met	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

We will utilize the NWEA reading assessment to evaluate our progress towards this goal. We will progress monitor students regularly for growth and to ensure that we provide the necessary intervention.

To support students with disabilities, we will implement the Corrective Reading intervention program for use in grades 3-5, and the Reading Mastery intervention program for grades K-2. In addition, students with disabilities will have an opportunity for additional reading instruction outside of school hours in the form of after-school tutoring and Saturday school. To increase access to diverse literature, students in grades K-8 have access to the online library SORA. Finally, Lexia, an online reading intervention program, will be implemented in grades K-8 for student use at school and home.

B2. READING

GOAL: The percent of students at/above grade level in reading will increase from the fall to spring benchmark.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	49%	42%
ACTUAL	48%	41%	
RATING Met (1pt) Not Met (0pt)	NA	Not Met	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

We will utilize the NWEA reading assessment to evaluate our progress towards this goal. We will progress monitor students regularly for growth and to ensure we provide the necessary intervention.

Students will have an opportunity for additional reading instruction outside of school hours in the form of after-school tutoring and Saturday school. To increase access to diverse literature, students in grades K-8 have access to the online library SORA. Finally, Lexia, an online reading intervention program will be implemented in grades K-8 for student use at school and at home.

B3. MATH

GOAL: The percent of students at/above grade level in math will increase from the fall to spring benchmark.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	38%	40%
ACTUAL	37%	39%	
RATING Met (1pt) Not Met (0pt)	NA	Met	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

We will utilize the NWEA math assessment to evaluate our progress towards this goal. We will progress monitor students regularly for growth and to ensure we provide the necessary intervention.

Students will have an opportunity for additional math instruction in the form of after-school tutoring and Saturday school. In addition, we have secured additional math support for students in the form of a paraprofessional and academic specialist focused solely on math. To provide additional math intervention, we have implemented Bridges Math intervention tools for use at school and an online math intervention program called Dreambox for student use at school and at home.

B4. IMPROVING EARLY LITERACY

GOAL: The percent of K-2 students scoring above the 25th percentile will increase from the fall to spring benchmark.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	56%	60%
ACTUAL	53%	59%	
RATING Met (1pt) Not Met (0pt)	NA	Met	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

We will utilize aimswebPlus to evaluate our progress towards this goal. We will progress monitor students regularly for growth and to ensure we provide the necessary intervention.

Students will have an opportunity for additional reading instruction outside of school hours in the form of after-school tutoring and Saturday school. To increase access to diverse literature, students in grades K-8 have access to the online library SORA. Also, Lexia, an online reading intervention program will be implemented in grades K-8 for student use at school and home. Finally, we will progress monitor students using AimsWeb to ensure student growth in reading.

B5. PRESCHOOL SPECIFIC GOAL			
GOAL: NA			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	NA	NA
ACTUAL	NA	NA	
RATING Met (1pt) Not Met (0pt)	NA	NA	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
NA			

C. NON-ACADEMIC / ORGANIZATIONAL AND OPERATIONAL GOALS

C1 – MISSION STATEMENT	
State the School's Mission: Working in partnership with parents and the community, the Pathway School of Discovery mission is to become one of the finest K-8 schools in the country. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations. Our school prioritizes the academic and instructional time so each student reads, computes and writes at or above grade level. We expect our students to master basic skills and realize their full academic potential in preparation for higher education and adulthood.	
Year	2022 - 2023
GOAL	Each classroom teacher will provide a moral focus lesson for 15 minutes, three times a week, using the moral focus curriculum.
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
To ensure that we are meeting our mission of offering a challenging character-based education, each classroom teacher will provide a moral focus lesson for 15 minutes, three times a week, using the moral focus curriculum. We will ensure this goal is being met through reviewing teacher lesson plans and conducting classroom observations.	

C2 – PARENT SATISFACTION	
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.)	
Year	2022 - 2023
GOAL	Our parent satisfaction survey will be administered and reviewed annually.
RATING Met (1pt) Not Met (0pt)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
To ensure our parents are satisfied, it is important to have accurate results on our parent satisfaction survey. The more parents that participate in our survey, the more accurate results we will receive. To ensure this accuracy, parents will receive a unique link via email. This will allow for a more convenient opportunity for our parents. Upon completion of the Parent Satisfaction Survey, the results will be reviewed with the Building Leadership Team to identify three areas with the lowest results. From there, action items will be created that will be implemented in the short term, mid-term, and long term. We will monitor our progress through successive Parent Satisfaction surveys. To encourage parents to provide feedback we will make multiple attempts to collect survey information. All parents are invited to take a parent satisfaction survey each fall and spring. Parents are notified and encouraged to participate in the surveys through four direct emails, three text messages, and weekly reminders in school newsletters during the survey window. The survey is also given during the same time period as parent-teacher conferences to ensure that parents are reminded of the survey during these meetings with classroom teachers.

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	Each Board member will complete two Professional Developments per year.
RATING Met (1pt) Not Met (0pt)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
This goal will be measured by using the Board Member Profile that is reviewed by Board members annually.

Strategy:

1. Board Members will conduct Open Meetings and Public Records training during a board meeting or will complete this training independently through online resources (i.e. Office of the Attorney General).
2. Board Members will conduct an additional training session during a board meeting or will attend trainings outside of these meetings (i.e. NHA Board Symposium, National Charter Schools Conference).

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	38	4-8	174
	9-12	NA	9-12	NA
ACTUAL	K-3	102	K-3	
	4-8	181	4-8	
	9-12	NA	9-12	NA
RATING Met (1pt each grade level) Not Met (0pt)	K-3	Not Met	K-3	
	4-8	Not Met	4-8	
	9-12	NA	9-12	NA
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	102	**0**	Behavior data is tracked in a centralized system, for both positive and negative behaviors. We have implemented PBIS to encourage positive behaviors and, as part of that, we have various incentive programs for students. In addition, we have implemented Saturday school in lieu of disciplinary action.	
4-8	181	174	Behavior data is tracked in a centralized system, for both positive and negative behaviors. We have implemented PBIS to encourage positive behaviors and, as part of that, we have various incentive programs for students. In addition, we have implemented Saturday school in lieu of disciplinary action.	
9-12	NA	NA	NA	

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	1. Student Enrollment - Each year, the enrollment variance will not deviate by more than 85% of the enrollment number used to create the fall Amended Budget (Budgeted enrollment = 784 students). 2. Unrestricted Cash - The school will end the year with a positive cash balance. Pathway is financially supported by National Heritage Academies through its

	services agreement which guarantees that NHA will pay school expenses and that the school will not operate in a deficit.
RATING Met (1pt) Not Met (0pt)	