

**MODIFICATION NO. 1
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Washington Park Community School (“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, 2019; 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.

- a. In the first sentence of the section add “3313.6024” and “3313.818” in the appropriate numerical order.
- b. In the first sentence of the section remove “3319.074.”
- c. In the fifth paragraph of the section replace “and 3313.614,” with “3313.614, 3313.617, 3313.618, and 3313.6114.”
- d. The rest of Section 4.1 remains as original written in the Contract.

2. Article IV, Section 4.3. Insert the following as a new Section 4.3:

In-Service Training. Each person employed to work in the School as a nurse, teacher, counselor, school psychologist, or administrator shall complete a minimum of four (4) hours of in-service training at least once every two (2) years. In-service training shall include training on the School’s harassment, intimidation and bullying policy; child abuse prevention and intervention; school safety and violence prevention; dating violence prevention; substance abuse prevention; the promotion of positive youth development; and youth suicide awareness and prevention.

3. Article V, Section 5.3. In the second paragraph of the section replace the words “the annual” with “any required.”

The rest of Section 5.3 remains as originally written in the Contract.

4. **Article VII, Section 7.2.** In part (d), division (ii) of the section insert "with responsibility for fiscal operations or authorization to spend money on behalf of the School" after the word "School."

The rest of Section 7.2 remains as originally written in the Contract.

5. **Article VIII, Section 8.1.** Remove the third sentence from the second paragraph of the section.

The rest of Section 8.1 remains as originally written in the Contract.

6. **Article XI, Section 11.15.** Insert the following as a new paragraph at the end of the section: "The School shall notify the Sponsor of any impending merger at least sixty (60) days prior to the effective date of the merger. In the event of a merger, this Contract shall not be assigned to the sponsor of any surviving entity."

The rest of Section 11.15 remains as originally written in the Contract.

7. **Attachment 6.13** shall be replaced in its entirety with the attached.

8. **Attachment 11.6** shall be replaced in its entirety with the attached.

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: 8-20-2020

**Governing Authority of
Washington Park Community School**

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: 10-3-19

ATTACHMENT 6.13 ATTENDANCE POLICIES

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities
2. Truancy Policy, including both the 105 hour automatic withdrawal procedures for students prior to November 1, 2018 and the 72 hour automatic withdrawal procedures for students after that date

NOTE: The School's attendance and participation records shall be made available, upon request, to the Ohio Department of Education, Auditor of State, and Sponsor, to the extent permitted by 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (FERPA), section 3319.321, and any applicable rule or regulations thereto.

ATTENDANCE

Students must attend Washington Park Community School regularly in accordance with the laws of the State. The educational program offered by the School is founded upon the presence and punctuality of the student and requires continuity of instruction and student participation. If a student is not able to attend school, the student's parent/guardian must telephone the school on the day of the absence and provide a written notice indicating the cause of the absence upon the student's return to school. Partial-day absences will be recorded in 1-hour increments (e.g., any absence up to 1 hour will be recorded as a 1-hour absence). A student who, without legitimate excuse, fails to participate in 72 consecutive hours of the learning opportunities provided to that student will be automatically withdrawn from the School.

The principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The school's attendance officer shall investigate possible school attendance violations, and is authorized under Ohio law to serve warrants, enter places where children of compulsory age are employed, and take such actions as necessary to enforce the compulsory education laws.

Reasons for excused absences include, but are not necessarily limited to:

- A. Personal illness (a written physician's statement verifying the illness may be required if beyond 3 days);
- B. Personal mental illness such that the student will not benefit from instruction;
- C. Illness in the family necessitating the presence of the child;
- D. Quarantine of the home;
- E. Recovery from an accident;
- F. Required court attendance;
- G. Death in the family;
- H. Observation or celebration of a bona fide religious holiday;
- I. Necessary work at home due to the absence or incapacity of a parent/guardian; and
- J. An emergency or set of circumstances that, in the judgment of the School, constitutes good and sufficient cause of absence.

If a student is absent from school for the sole purpose of traveling out of state to participate in a school-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of 4 days per school year. The student must complete any classroom assignment he or she misses due to the absence.

The School will endeavor to address and ameliorate student truancy problems through a variety of prevention and intervention strategies. These measures may include, but are not limited to, the following:

- A. Notification of a student's parents/guardians of the student's absence;
- B. Development and implementation of an absence intervention plan for students with excessive absences on a case-by-case basis, which may include supportive services for students and families;
- C. Provision of counseling for students who are habitual truants;
- D. Provision of parental involvement programs for parents/guardians of students who are habitual truants;

- E. Provision of truancy prevention mediation programs for parents/guardians of students who are habitual truants;
- F. Notification to the registrar of motor vehicles as appropriate of student absences; and
- G. Legal action as appropriate.

For the purposes of this Policy, "habitual truant" means any child of compulsory school age who is absent without legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year. For the purposes of this policy, a student is "excessively absent" if he or she is absent without legitimate excuse for 38 or more hours in one school month or 65 or more hours in a school year.

If the student is habitually truant and the student's parent/guardians have failed to cause the student's attendance, the school will assign the student to an absence intervention team (AIT) within 10 days. The principal or designee selects the AIT members, who shall include a representative from the school who knows the child, the child, and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within 7 days of the school determination that the school is habitually truant, the school will make at least 3 reasonable, meaningful attempts to secure the child's parent, guardian, or custodial participation at the AIT. If the parent responds to attempts but is unable to attend, the school will notify the parent of the right to participate by designee. In the event that the parent does not respond to the attempts at all, the school will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within 14 days after its formation, the AIT will develop a written plan to reduce or eliminate the student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than 61 days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The school will make reasonable attempts to provide student's parents with written notice of the plan within 7 days of development.

If a student becomes habitually truant during the last 21 days of the school year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT.

The principal or his/her designee is also authorized to establish a parent education program for parents of student who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for parent neglect of education.

TRUANCY and ABSENCE INTERVENTION STRATEGIES

The principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The school's attendance officer shall investigate possible school attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory school age are employed, and take such actions as necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from school with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) hours in one (1) school year. **Medically necessary absences do not count towards excessive absence totals.** Within seven (7) days of a student becoming excessively absent from school, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) hours or more in one school year.

Legitimate excuses for the absence of an otherwise habitually truant include but not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the school will assign the student to an absence intervention team (AIT) within ten (10) days. The principal or designee selects the AIT members, who shall include a representative from the school who knows the child, the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the school determination that the student is habitually truant, the school will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodial participation on the AIT. If the parent responds to attempts but is unable to attend, the school will notify the parent of the right to participate by designee. In the event that the parent does not respond to the attempts at all, the school will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan to reduce or eliminate student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The school will make reasonable attempts to provide student's parents with written notice of the plan within seven (7) days of development.

Non-Classroom-Based Learning

It is recognized that students at Washington Park Community School are not bound by their classroom for learning experiences. On occasion, our students participate in learning enhanced field trips. Students also have tutoring experiences when deemed appropriate. While suspension/expulsion is not a common occurrence with our students, if a student is suspended out-of-school, they will be provided with internet or independent study. Assignments are provided.

The school has purchased various internet-based programs which students can access any place where the internet is available. The Cleveland Municipal Library visits the school to guarantee each student who wants one is given a library card.



Performance Accountability Framework Attachment 11.6

School Name:	Washington Park Community School
School IRN#:	133280
Building Principal/Director	Karil Stohlman
Board President	Margaret McLearnie
Start Date of Current Contract	July 1, 2019
End Date of Current Contract	June 30, 2021
Management Company	None
School Mission:	The mission of Washington Park Community School is to produce scholars who are good citizens in school, in the community and the neighborhood in which they live and the world that they share. Washington Park Community School will be a virtue-centered and child-centered school committed to academic excellence, emphasizing attention to being and becoming just, wise, courageous, persevering, responsible, generous and caring citizens. Emphasis

	will also be placed on the importance of public participation through civic action and community service. These are the values and goals that this community school will instill in the young minds of tomorrow's leaders.
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A.01	ACADEMIC PERFORMANCE STANDARD	CHRONIC ABSENTEEISM
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It is important for Ohio’s students to be in class every day ready to learn. Ohio defines chronic absenteeism as missing ten percent or more of the school year for any reason. A child who is not in school is a child who is missing out on his or her education. Beginning in 2018, the Chronic Absenteeism Improvement Indicator was included in the Academic Performance measures. Schools meeting this goal will have achieved one of the measures indicated below:

1. Meeting or exceeding the annual Ohio goal (11.5 percent for 2019-2020);

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 between 12.6% - 36.7%, your goal will indicate a 1.1% improvement;
- If your current chronic absenteeism rate is between 36.6% - 99% your goal will indicate a 3% improvement

	2017-2018	2018-2019	2019-2020
GOAL	NA	NA	27.8%
ACTUAL	NA	NA	
RATING	NA	NA	

EXPLANATION OF GOAL/ STRATEGIES TO MEET THIS GOAL

EXPLANATION OF GOAL	The chronic absenteeism rate for the 2018-19 school year was 28.9%. We will strive to meet the improvement standard of 1.1%.
STRATEGIES USED TO DECREASE CHRONIC ABSENTEEISM	<p>The school will achieve 11.5% or higher. To achieve this, the school will:</p> <ul style="list-style-type: none"> • Develop an attendance committee to meet monthly, analyze attendance trends, identify areas of concern, and work on providing families documented interventions and plans to help address attendance concerns. • Ensure that all students approaching the thresholds for chronic absenteeism are provided intervention prior to meeting those thresholds. • Inform parents on the negative effects of absenteeism on student academic achievement • Acknowledge and Reward students who meet attendance through assemblies and privileges • Keep school community focused on school goal by displaying current school attendance information on school bulletin board and celebrate with students for meeting those goals.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.02	ACADEMIC PERFORMANCE STANDARD	PERFORMANCE INDEX
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The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them. The Performance Index measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of highest- and lowest-performing students.

Goals set for this standard must address number of points earned out of 120. In the “Explanation...” box you will include the numeric increase. In the “Strategies...” box list the strategies you will use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio’s State Tests.

	2017-2018	2018-2019	2019-2020
GOAL	50% of students will move from Limited to Basic and 50% will move from Basic to Proficient	70 out of 120 points Move 10% of Basic to Proficient and move 10% of Limited to Basic	85 out of 120 points Increase the percent of students proficient from 23.1% in 2018-19 to 35% or higher in 2019-2020
ACTUAL		68.3	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO MEET THIS GOAL

EXPLANATION OF GOAL	Our goal is to increase the number of points received to 85 of 120 points possible. This would improve the component grade for PI from a D to a C.
STRATEGIES TO MEET THE GOAL	<ul style="list-style-type: none"> • All students will be provided with targeted support for ELA and Math through the use of NWEA MAP Skills. • Students falling in the basic and limited will be serviced in the Intervention block for each grade level at minimum of once per week for each subject area • Students will be offered after school tutoring beginning in October

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:



A.03	ACADEMIC PERFORMANCE STANDARD	INDICATORS MET
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The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them.

The Indicators Met measure represents student performance on state tests. They are based on a series of up to 26 state tests that measure the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 27 possible indicators.

Goals set for this standard must address the numeric increase of indicators met. In the "Explanation..." box you will include the numeric increase. If the numeric measure increases by +2 or less, the % of growth in either math or ELA must also be indicated and described. In the "Strategies..." box you will list the strategies you plan to use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.

	2017-2018	2018-2019	2019-2020
GOAL	62%	2 Indicators overall and to increase ELA grades 3-8	3 Indicators overall
ACTUAL	0	0	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	While we did not meet any indicators for the 2018-19 school year we did make significant progress towards meeting indicators. We had 3 indicators that were above 60%. If we continue to make growth with our students, we feel that the goal is attainable.
STRATEGIES TO INCREASE THE NUMBER OF INDICATORS MET	<ul style="list-style-type: none"> Utilize Teacher Based Teams to analyze formative data, implement evidence based instructional strategies, and compare student performance on formative assessments to summative assessments Utilize NWEA Map Skills progress monitoring assessments and modules to give students assistance and additional instruction and practice in specific target areas based on individual results. A minimum of 40 minutes of interventions and enrichment time is built into the daily schedule for all grade levels so that teachers can provide differentiated supports based on student needs.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

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END OF YEAR PERFORMACE SUMMARY:

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A.04	ACADEMIC PERFORMANCE STANDARD	PROGRESS
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Progress looks closely at the growth that all students are making based on their past performances. There are four measures within the component: progress for all students; progress for gifted students; progress for students with disabilities; and progress for students whose academic performance is in the lowest 20 percent of students statewide.

A goal set for this standard must identify the amount of growth for one of the four individual measures listed above (This will be indicated by a positive change in the "Single Year Index" number.) In the "Explanation..." box you will include the numeric increase. In the "Strategies..." box you will list the strategies you plan to use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.

	2017-2018	2018-2019	2019-2020
GOAL	Limited-4% Basic-7% Proficient-47% Accelerated- 26% Advanced-11% Advanced Plus-3%	D: Overall Overall	Increase the grade for Progress for all students to a C
ACTUAL	F: Overall (-2.45 index) C: Lowest 20% (-0.22) C: SWD (- 0.92)	D: Overall (-1.41) C Lowest 20% (-0.72) C: SWD (-0.92)	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	Increase the single year index from -1.41 to - 0.70
STRATEGIES TO MEET THIS GOAL	<ul style="list-style-type: none"> • Targeted small group intervention during Intervention and Enrichment time • Differentiated Support through the use of MAP Skills for all students grade 3-8 in both ELA and Math • Guided Math/Guided Reading approach to instruction in core content

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.05	ACADEMIC PERFORMANCE STANDARD	GAP CLOSING
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Schools must close the gaps that exist in the achievement between “all Ohio Students” and those groups who are more vulnerable. The Gap Closing component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation rate. Gap Closing compares the academic performance of nine student groups (American Indian/Alaskan Native; Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; Multiracial-White, Non-Hispanic; economically disadvantaged; Students with Disabilities; English Learners) against the performance of a 10th group: all students in Ohio.

A goal set for this standard must address the increase in overall gap closing (Indicated by a decrease in the gap.). In the “Explanation...” box you will indicate the numeric change. In the “Strategies...” box you will include a description of the strategies you will use to meet this goal. This goal must relate to one or more of the nine subgroups of students (listed above) and must indicate the targeted area of math, ELA or graduation rate for the selected subgroup.

	2017-2018	2018-2019	2019-2020
GOAL	48% F	60% D	80% B
ACTUAL	46.2% F	75% C	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	Our goal is to improve our overall component score from a 75% (C) to an 80% (B) or higher with a focus on the White, Non-Hispanic subgroup. This subgroup has the greatest variance from the achieved performance index to the goal performance index for their subgroup.
STRATEGIES TO MEET THIS GOAL	<ul style="list-style-type: none"> • Ensure that students in subgroup categories are reported accurately • Provide differentiated learning opportunities through the use of MAP Skills a minimum of 4 times weekly • Provide small group target interventions during designated intervention and enrichment block per each grade level at least 4 times weekly

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.06	ACADEMIC PERFORMANCE STANDARD	GRADUATION RATE
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The Four-Year Graduation Rate counts as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate counts those students who graduate within five years of entering ninth grade for the first time.

The Graduation Rate Component Grade is determined in the following manner: 60% - the letter grade for the four-year graduation rate; and 40%- the letter grade for the five-year graduation rate.

A goal set for this standard must list an increase in the overall graduation rate percentage. In the "Explanation..." box, schools must identify one of the two specific measures targeted (4-year or 5-year) and the increase in percentage. In the "Strategies..." box, specific strategies being implemented to increase this rate should be listed.

	2017-2018	2018-2019	2019-2020
GOAL	NA	NA	NA
ACTUAL			
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL	
EXPLANATION OF GOAL	
STRATEGIES USED TO MEET THIS GOAL	

THESE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:



A.07	ACADEMIC PERFORMANCE STANDARD	IMPROVING AT-RISK K-3 READERS
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Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. Improving at-risk K-3 Readers looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

The measure and component relate to Ohio’s Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Through this initiative, districts and schools diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions. Specifically, this measure tracks the following:

1. Students who were not on track in reading last year in kindergarten and now are on track in first grade;
2. Students who were not on track in reading last year in first grade and now are on track in second grade;
3. Students who were not on track in reading last year in second grade and now are on track in third grade; and
4. Students who were not on track in reading last year at the beginning of third grade who scored “Proficient” on Ohio’s third grade English language arts test.

Improving at-risk K-3 Readers scoring uses results from two assessments: a reading diagnostic given to all students in kindergarten through grade 3 at the beginning of the school year and Ohio’s state third grade English language arts test given to third-graders twice during the school year.

A goal addressing this standard must identify the expected increase in the overall percentage. In the "Explanation..." box, the school should state which one of the four items listed above will be targeted for improvement. In the “Strategies...” box you will describe the targeted strategies aimed at meeting this goal.

	2017-2018	2018-2019	2019-2020
GOAL	43% F	50% C	50% C
ACTUAL	33% D	31.7% D	
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	Our goal is increase the percentage of students moving on track from 31.7% to 50%
STRATEGIES USED TO MEET THIS GOAL	<ul style="list-style-type: none"> • All K-3 students will be assessed at benchmark dates using the NWEA MAP assessment. • students will also be assessed to pinpoint exact areas they are lacking in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension in this progression that is identified on his or her RIMP plan. • K-3 students receive one hour of intervention and/or enrichment instruction for four days per week in small group settings.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:			

A.08	ACADEMIC PERFORMANCE STANDARD	PREPARED FOR SUCCESS	
<p>The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities. Using multiple measures to determine college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school.</p> <p>A Prepared for Success letter grade is based on how well the students performed on these six measures: ACT or SAT remediation-free scores; an Honors Diploma; twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields; at least one Advanced Placement test score of 3 or higher; International Baccalaureate test scores of 4 or higher; and earning at least three College Credit Plus credits.</p> <p>A goal for this standard must identify the increase in the overall percentage of the school's "Prepared for Success" score. In the "Explanation..." box you will identify one of the six measures listed above as a target area. In the "Strategies..." box you will list specific strategies you will utilize to positively impact the targeted area you have chosen.</p>			
	2017-2018	2018-2019	2019-2020
GOAL			
ACTUAL			
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL:			
STRATEGIES USED TO MEET THIS GOAL			

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.09	ACADEMIC PERFORMANCE STANDARD	OTHER ACADEMIC MEASURE
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Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.

Goals set for this standard must include the name of the assessment and the expected increase. In the "Explanation..." box, you will include a brief description of the assessment, the metrics used to determine growth, and the increase you intend to see. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change.

	2017-2018	2018-2019	2019-2020
GOAL	75% Proficient on IOWA Test of Basic Skills in reading and math	70% on target or above in ELA and math using NWEA in all grades	70% on target or above in ELA and math using NWEA in all grades
ACTUAL			
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL:	Students will improve achievement scores in the NWEA MAP assessments in ELA and Math by the Spring Benchmark date.
STRATEGIES USED TO MEET THIS GOAL	To increase scores, teachers, administrators, Intervention Specialists, and Title instructors will monitor student data by tracking students who fall below proficient scores and implementing targeted evidence-based interventions that follow a RTI model. All students, grades K-8 will receive no new instruction, or intervention four days a week to target suggested skills and to help close the gap. Students who are below target will be closely monitored using our redesigned tracking form to assist in areas of need in ELA and math. Teachers, administrators, and support staff will review student data every 6 weeks to determine progress and make decisions based on student output. By continually monitoring student learning and intervening to fill gaps, we are looking to increase achievement.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

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END OF YEAR PERFORMACE SUMMARY:

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A.10	ACADEMIC PERFORMANCE STANDARD		OTHER ACADEMIC MEASURE-SPECIFIC SUBGROUP
<p>Schools serving specific subgroups of students (e.g., schools serving at-risk students) must identify additional measures and targets relevant to the particular subgroup served to evaluate student performance beyond the gap closing measures.</p> <p>Goals set for this standard must include the subgroup of students being targeted, the name of the assessment and the percentage of increase for the specific subgroup. In the "Explanation..." box, schools should include a brief description of the assessment and the increase in scores expected for that specific sub-group of students. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change for the sub-group of students.</p>			
	2017-2018	2018-2019	2019-2020
GOAL			All Students – ELA – PI 75 All Students – Math – PI 70
ACTUAL		All Students – ELA – PI 71.9 All Students – Math – PI 64.2	
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	We will increase the performance index score of our All Students subgroup in ELA from 71.9 to 75 and in Math from 64.2 to 70.		
STRATEGIES USED TO MEET THIS GOAL	Tier 1 instruction will focus on differentiation strategies to reach learners from all levels. Tiered 2 support will be provided by our Title teachers. Students will be pulled for small group intervention focused on improving student performance based on NWEA MAP Assessment data. Regular and consistent Data Team meetings will be held to ensure that instructional strategies and lesson planning are focused on the most current classroom based assessments aligned to state standards.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMACE SUMMARY:			



A.11	ACADEMIC PERFORMANCE STANDARD	COMPARATIVE GOAL
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In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare on the same data.

The method for use on Ohio’s Local Report Cards starts with any given district and identifies up to 20 districts that are most similar according to six criteria. Statistically speaking, these are the "nearest neighbors" of the selected district. Recognizing that community schools are unique, goals in this area should identify performing at rates “higher or equal to” at least two “similar” schools in one (each) of the following areas reported on the LRC: Performance Index; Progress; Gap Closing; Improving at-risk K-3 Readers; or Graduation Rate. “Similar” schools should be comparable in percent poverty, and percent minority students.

Goals set for this standard must identify the two areas for comparison and the verbiage “higher than or equal to”. In the chart below, “similar schools” will be listed in the far left column with the data to show similarity (percent poverty and percent minority student) Next, you will enter the LRC data to show comparability (your choice of two LRC measures).

	2017-2018	2018-2019	2019-2020
GOAL			Washington Park Community School will perform higher or equal to school #1 in LRC category. Washington Park Community School will perform higher than or equal to school #2 in LRC category.
ACTUAL			
RATING			

CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA

	% POVERTY	% MINORITY	Performance Index	K - 3 Literacy
Washington Park Community School	99.8%	31.6%	68.3 D	31.7 D
Cleveland College Prep	91.0%	77.4%	67.8 D	27% D
Fullerton	100%	83.4	58.8 F	27.3 D

THESE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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NA.01	NON-ACADEMIC PERFORMANCE STANDARD		MISSION SPECIFIC GOAL
<p>State the School's Mission: The mission of Washington Park Community School is to produce scholars who are good citizens in school, in the community and the neighborhood in which they live and the world that they share. Washington Park Community School will be a virtue-centered and child-centered school committed to academic excellence, emphasizing attention to being and becoming just, wise, courageous, persevering, responsible, generous and caring citizens. Emphasis will also be placed on the importance of public participation through civic action and community service. These are the values and goals that this community school will instill in the young minds of tomorrow's leaders.</p> <p>This goal must include mission-specific performance measures and targets.</p>			
	2017-2018	2018-2019	2019-2020
GOAL			
ACTUAL			
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	Students will participate in a unit study related to citizenship and present their unit project at a school assembly.		
STRATEGIES USED TO MEET THIS GOAL	Teachers will design an interdisciplinary unit related to citizenship that will be implemented and taught with in the following grade band clusters: K-3, 4-5, and 6-8		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMACE SUMMARY:			

NA.02	NON-ACADEMIC PERFORMANCE STANDARD		PARENT SATISFACTION
<p>The ESCLEW recognizes parents/caregivers as key stakeholders in the success of community schools. Increasing communication and soliciting feedback from parents is key to making programming changes within the school in order to create an atmosphere where all students are growing academically.</p> <p>Goals in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) <u>and</u> identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>			
	2017-2018	2018-2019	2019-2020
GOAL		97% of parents participate in the survey	90% of parents participate in the survey
ACTUAL		90%	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	The school will create and distribute parent and family surveys that will provide information on ways to become involved at Washington Park.		
STRATEGIES USED TO MEET THIS GOAL	<p>In the FACE (Family And Community Engagement) survey, will be administered in the fall. Questions to gain feedback in the areas of volunteer interest (library, recess, lunch, classroom), special events to help facilitate or volunteer time including classroom field trips, field day, monthly PRIDE reward activities, school celebration, and/or parent learning opportunities on instructional strategies that can help their children succeed. To receive feedback, we will offer this survey in a variety of ways including paper, online, face-to-face, and by making phone calls if necessary. From this initial survey, the school can gain a better sense of interests that families have expressed in wanting to become involved in our school. From the survey results, we can then create focus groups based on needs and create an action plan to either gather additional information or reach out to parents and families for opportunities to help support our students. By mid-year, the FACE Team will evaluate parental and family involvement and adjust according to building needs and feedback received.</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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NA.03	NON-ACADEMIC PERFORMANCE STANDARD	GOVERNING BOARD PERFORMANCE
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The ESCLEW expects a sponsored community school to comply with all rules and regulations regarding a Governing Board. To this end, it is the expectation that the Governing Board will take on roles and responsibilities in order to complete the work efficiently and effectively.

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.

	2017-2018	2018-2019	2019-2020
GOAL			Two completed board training opportunities for each board member
ACTUAL			
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	All board members will participate in two board training opportunities throughout the year.
STRATEGIES USED TO MEET THIS GOAL	Training may include but are not limited to the following: legal updates, state and/or district assessments, school selected curriculum. The board will pass resolution acknowledging receipt of and participation in training opportunities

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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NA.04	NON-ACADEMIC PERFORMANCE STANDARD	ORGANIZATIONAL/OPERATIONAL
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Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected organizational/operational outcomes. Goals must measure the organizational and operational performance of the school with specific annual metrics and targets.

Goals set for this standard should be the ON-TIME and ACCURACY PERCENTAGES of compliance (requirements in statute), community school contract, governing authority, school, and financial requirement submissions within Epicenter. (If percentages are at 97% or above, maintenance is allowed.)

	2017-2018	2018-2019	2019-2020
GOAL			ON-TIME % -95% ACCURACY % - 95%
ACTUAL		ON-TIME % -80% ACCURACY % - 90%	ON-TIME % - ACCURACY % -
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	Washington Park Community School will average ON-TIME and ACCUARACY percentages of 95% or higher for the 2019-2020 school year
STRATEGIES USED TO MEET THIS GOAL	Assigning responsibilities of specific tasks to key office/administrators. Seeking support from ESCLEW for tasks as needed. Attendance at annual compliance training meeting

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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NA.05	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL PERFORMANCE
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Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial performance outcomes with annual clear, measurable metrics and targets.

Goals set for this standard must address audits, debt reduction, or the submission of accurate and on-time financials into Epicenter.

	2017-2018	2018-2019	2019-2020
GOAL	No findings	No findings	No findings
ACTUAL	No findings	No findings	
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	Washington Park Community School will receive a clean yearly audit by the Auditor of the State.
STRATEGIES USED TO MEET THIS GOAL	Staff will maintain a thorough understanding of what is required to have a clean audit. When and if questions arise the auditor will be contacted for clarification. All fiscal procedures are outlined and followed exactly.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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NA.06	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL SUSTAINABILITY
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Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial sustainability outcomes with clear and measurable metrics and targets. This refers to the ability of the administrators to maintain the organization over the long term.

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)

	2017-2018	2018-2019	2019-2020
GOAL		Student enrollment	Student enrollment = 182
ACTUAL		207	
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	<p>Student Enrollment: Keep our FTE within 95% of the budget by boosting our enrollment by 5% and maintaining a retention rate of at least 85%</p> <p>Cash Reserve Balance: We will maintain a cash reserve balance of no less that 15 days</p>
STRATEGIES USED TO MEET THIS GOAL	<p>Student Enrollment Strategies: Build community engagement with our school, creating and distributing information flyers/ pamphlets with school information/ Establish relationships with local Pre-Schools</p> <p>Unrestricted Cash Reserve Strategies: Board individually established reserve levels with which they are comfortable. Procedures are in place to have a single point of expenditures. Manage receipts and expenditures with appropriate steps as defined by the auditor. Monitor spending and receipt to ensure that expenditures do not exceed and deplete the cash reserve</p>

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:



NA.07	NON-ACADEMIC PERFORMANCE STANDARD		STUDENT DISCIPLINE	
<p>Beginning with the 2019-2020 school year, schools are required to report and evaluate the number of out-of-school suspensions issued for students in grades pre-K through 3 on an annual basis. The ESCLEW expects each school's number of out-of-school suspensions to decrease each year as alternative methods of student discipline are implemented.</p> <p>A. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades K-3.</p> <p>B. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades 4-8.</p> <p>C. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades 9-12.</p>				
	2017-2018	2018-2019	2019-2020	
GOAL	N/A	N/A	K-3	<2
			4-8	<35
			9-12	
ACTUAL	N/A		K-3	
			4-8	
			9-12	
RATING				
DESCRIPTION OF MEASURE AND MONITORING STRATEGY				
	Previous year's out-of-school suspensions	This year's goal for out-of-school suspensions	Strategies to accomplish this goal	
K-3		<2	We will not suspend students except as required by ORC; small group and individual guidance sessions	
4-8		<35	Establish Restorative Discipline Practices, community service, small group and individual guidance sessions with school guidance counselor	
9-12				
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR				
MONTH	EVIDENCE PRESENTED BY SCHOOL		TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:				

