

**MODIFICATION NO. 4
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Summit Academy Secondary School – Canton (“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, 2020; and

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

NOW THEREFORE, the parties modify the Contract as follows:

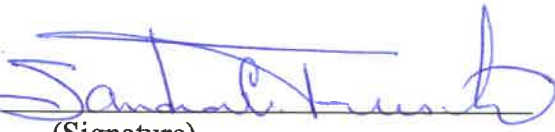
- 1. Article IV, Section 4.1.** In the first sentence of the section add “3313.6026,” “3319.318,” “3319.393,” and “5502.703” in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
- 2. Article IX, Section 9.7.**
 - a. In the first sentence of the section 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 “four (4)” and insert “five (5)” 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.

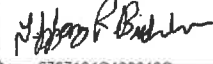
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ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

Educational Service Center of Lake Erie West

Governing Authority of Summit Academy Secondary School – Canton

By: 
(Signature)

DocuSigned by:
By: 
6727104G492646G...
(Signature)

Its: Superintendent

Its: President

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

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

Date: 1-24-2023

Date: 11/16/2022

ATTACHMENT 6.3 EDUCATIONAL PLAN

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

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

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

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

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

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

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

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

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

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

Attachment 6.3

Educational Curriculum

1. Curriculum Plan

- a. *Focus, mission, philosophy, goals and objectives of curriculum:* The mission of Summit Academy schools is to build hope, success and well-being through education and advocacy for children with special needs. Our focus is on enabling students with disabilities to find success in the regular curriculum to the greatest extent of their abilities. Our goal is to provide the needed differentiation and support to enable high school students to graduate ready to start their work life or continue their education in the setting of their choice, preparing them to be active, contributing citizens.
- b. *Characteristics of the students expects to attract, including ages and grades of students:* Our student population is typically 70% students with disabilities and 100% economically disadvantaged. The school serves students who are in grades 9-12, ages 13-22.
- c. *Description of curriculum:* Knowing that students with disabilities present with a wide range of strengths and challenges, we have chosen an instructional model of tiered intervention that is based on Ohio's Learning Standards. Utilizing structured pacing guides following the Ohio Learning Standards, teachers are able to assess student's knowledge and fill in the missing skills while moving forward in the curriculum. All students receive specialized instruction in each content area. Students who are successful working at grade-level are given additional in-depth instruction and enrichment activities in those topics. Students who struggle with basic literacy are provided additional support from our Reading Title teacher. Students who have not passed the most recent state assessments in math are provided additional individualized instruction from our Math instructional team. Intervention time is based on individual student need. Renaissance STAR is used to identify the achievement level of each student and place him or her into appropriate groups for intervention. We deliver most instruction in small, flexible groups based upon frequent assessment of learning to keep students progressing, and to make any needed adjustments or accommodations to the delivery style.

The majority of our students present learning challenges due to varying educational abilities, social-emotional abilities, self-regulation skills, or family/home environmental factors. One measure of ensuring student growth and support is utilizing the state assessments as a measure of student understanding and instructional effectiveness. The Building Leadership Team (BLT) ensures that teachers are providing instruction on concepts tested on the End of Course Assessments (or AASCD when appropriate) for their respective grade level and content area. Furthermore, the BLT actively ensures that test-taking skills are being taught and reinforced for all students.

An additional measure of ensuring student growth and support is the implementation of a tiered intervention process known as Response to Intervention (RTI). RTI is the practice of providing research-based instruction and intervention matched to students' needs, with important educational decisions based on students' levels of performance and learning rates over time. Students are assessed to determine their present level of achievement and then are provided instruction based upon that assessment. Tier 1 students are those at or above grade level. After assessment and placement in instructional groups, instruction is tailored to fill in the gaps in skills and knowledge for Tiers II and III students. Currently, benchmarking assessments are given multiple times during the academic year (August, January, May) to see if instructional methods are working. If positive gains are made, new instruction is planned

and if not, another instructional strategy is tried. The process is repeated with the teachers being supported in their instructional decisions by analyzing data in teacher-based team meetings. This process holds teachers accountable for each student's success. Along with the benchmarking assessments, we are also working towards more consistent progress monitoring checks (bi-weekly) to ensure academic achievement more consistently.

We use a co-teaching model that places two adults in each classroom, which typically has no more than eighteen students per class. This low teacher/student ratio allows for close attention to individual student needs and accommodations. All students change classes during the course of the day with each class period taught by a Highly Qualified Teacher who groups the students as necessary for differentiation of instruction as needed for successful attainment of the curriculum. We maintain the required ratio of Intervention Specialist to students on IEPs. We currently have 12 students assigned to each Intervention Specialist. Our instructional day begins at 6:45 AM and ends at 2:45 PM including a 30-minute lunch break. We are scheduled to be open for 169 days in the 2021 – 2022 school year.

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

- i. StudySync by McGraw Hill, both the hard copy and digital versions are used for grades 9-12. Teachers also use novels books for units of study, and high interest selections, differentiating as needed by students.
 - ii. Envision Math – Algebra I, Algebra II, Consumer Math, and Geometry (both the standard and foundation series that is written at a slightly lower readability) and AGS books in the same subjects. The AGS series is high school content written at the 3rd to 4th grade reading level.
 - iii. Holt United States History, Holt World History, Holt United States Government, supplemental AGS materials for intervention support, and our local daily newspaper for Current Events.
 - iv. Holt Physical Science, Holt Biology, Holt Earth Science
 - v. We have a small number of students in this school who have significant intellectual disabilities that participate in a cross-categorical classroom. We have adopted materials from the Attainment Company which align to the Ohio Content Standards – Extended. This class also utilizes Reading A-Z, Edmark, Simplify (TpT), and MathAides (TpT).
 - vi. For MTSS Instructional Block – STAR Custom, Freckle, iXL, StudySync, Envision
- d. *Instructional delivery methods used:* Our main instructional delivery method is tiered intervention as described above. This is a teacher-led, student-centered face-to-face method with one adult delivering a lesson to a small group, while a second adult focuses on individual needs in a small group setting, with a third group of students working independently using either instructional software or hands-on materials.
- e. *Educational program for each grade served:*
- i. Grade nine students are enrolled in English I, Physical Science, World History, and Physical Education (electives of Art and Science)
 - ii. Grade ten students are enrolled in English II, Geometry, Biology, American History, and either Physical Education or Martial Arts (Electives of Art, History and Science)

- iii. Grade eleven students are enrolled in English III, Algebra II, Government, Financial Literacy, either Physical Education or Martial Arts, Zoology (Electives of Art, History and Science)
 - iv. Grade twelve students are enrolled in English IV, Consumer Math, Senior Experience (Electives of Art)
 - v. Electives of Art include: Sensory Based Art, Painting and 2D Draw
 - f. *Evidence/research of viability of curriculum:* The courses that we offer are aligned to Ohio's Learning Standards and the graduation requirements of the state of Ohio. The materials we have chosen were selected to be appropriate to a spectrum of learners. We will be able to continue meeting the needs of learners with these materials as we supplement them as needed to address any standards that they miss. We use a variety of consumable and non-consumable materials well as subscriptions to on-line software to keep up with both changing standards and the needs of our students.
 - g. *Description of how curriculum aligns with Ohio Content Standards:* Summit Academy teachers have created pacing guides that include the exact standard to be taught each quarter and where the resources for this can be found in our selected textbooks. Additional resources are listed where the textbook is not adequate, associated vocabulary is identified and the corresponding extended standards are named. No one resource will be sufficient to help all of our students access the Ohio Content Standards. The Building Leadership Team uses data from weekly Teacher Based Team meetings and the annual completion of the decision framework to analyze the instructional resources to ensure all content is being supported across all of the levels of achievement that our students represent.
2. **Detailed description of preschool operation:** N/A
3. **Blended Learning Plan, if applicable:** N/A
4. **Description of classroom-based and non-classroom-based learning opportunities and explanation of how the learning opportunity ties into curriculum and mission:**
- c. *Classroom-based:* All students receive grade-level instruction aligned with Ohio's Learning Standards. Based on benchmark and diagnostic assessments, many students also receive individual or small group intensive intervention in identified areas of need in reading and math skills. Our teachers vary the format of instruction (whole group, small group, independent work), differentiate and tier instruction according to the needs of students and demands of the content, and provide scaffolding, support and accommodations as appropriate. Our teachers use a wide variety of research-based instructional strategies in order to engage our diverse student population in appropriate, rigorous and relevant learning.
 - d. *Non-classroom-based, including (if applicable):* N/A
 - i. College Credit Plus- opportunities are offered. Students have used this option to earn course credit for independent projects when the needed course is not currently offered, and for credit recovery, students can test out of classes by September 15 each year. College Credit Plus is available to all students in grades 7-12.
 - ii. *Fieldtrips with academic enhancement component-* We offer field trips when academically appropriate, concentrating on college and career ready opportunities. Teachers offer age and course appropriate field trips, focused on expanding student knowledge and experience with specific academic content and college and career ready learning opportunities.
 - iii. *Tutoring*

1. Math Instructional Team available to all students as needed. Our low student to teacher ratio allows more intensive interventions to help struggling students.
 2. Title 1 Reading supports available to all students as needed. Our low student to teacher ratio allows more intensive interventions to help struggling students.
- iv. *Post-Secondary enrollment (See CCP)*
- v. *Career-* All 9-12th grade students use the Ohio Means Jobs website, with the frequency of use and focus on career exploration intensifying in higher grades. Presenters from our community, local business representatives and family members have been invited to share their experience and knowledge with our students. Presenters include Jobcorps, ASVAB, Project Rebuild, Pathways, etc. College representatives are also invited in to share the available courses of study for our students. Interested student can meet with the Opportunities for Ohioans with Disabilities to access career services for Americans with disabilities. There is a variety of vocational training opportunities available through our local city school districts.
- vi. *Learning on contingency days or while a student is suspended/expelled-* Students that are out of school for extended illness/hospitalizations or disciplinary reasons are placed on home instruction at the school or mutually agreed upon, location for at least 5 hours per week with a licensed teacher. Currently we are not planning on the need to use “blizzard bags” for closure due to inclement weather or other emergencies, however, our team has been utilizing Google Classroom for digital “blizzard bag” planning in the event that there would be a need for such plans.
- vii. *Internet or independent study-* Students that are severely credit deficient are given the opportunity to complete credits through credit recovery course options.
- viii. *Other-* Extracurricular activities are also offered throughout the school year and are open to all grade levels. These include Thursday Clubs, Martial Arts Tournaments, Student Council and school dances.

Note: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the school’s contract and are:

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



2022 – 2023 Performance Framework Goals

Contract Attachment 11.6

School Name	Summit Academy Secondary School- Canton
School IRN	000300
Building Principal/Leader	Tiffany George
Board President	Tiffany Biedenbach
Start of Current Contract Date	07/01/2020
End of Current Contract Date	06/30/2024
Management Company, if any	Summit Academy Management
School Mission	Summit Academy Schools builds hope, success, and well-being through education and advocacy for children with special needs.

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

A2. ACHIEVEMENT COMPONENT			
The annual Local Report Card will show an increase in the overall achievement component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	1 Star	
RATING Met (1pt) Not Met (0pt)	NR	N/A	

A3. PERFORMANCE INDEX			
The annual Local Report Card will show an increase in performance index points from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	44.5 of 120	45.1 of 109.1	

RATING Met (1pt) Not Met (0pt)	NOT MET	MET	
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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)	NR	N/A	

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	3 Stars	
RATING Met (1pt) Not Met (0pt)	NR	N/A	

A6. CHRONIC ABSENTEEISM			
<p>1. Meeting or exceeding the annual Ohio goal (8.2 percent or lower for 2022-2023);</p> <p>OR</p> <p>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:</p> <ul style="list-style-type: none"> • 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
Goal	13.5%	9.1%	33.95%
ACTUAL	9.4%	35.0%	
RATING Met (1pt) Not Met (0pt)	MET	NOT MET	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Student attendance is collected each morning. The front office review daily attendance and makes individual parent phone calls to determine reasons for absence. Daily absence is tracked through Progress Book Reports			

for each individual student. Based on student absence, warning letters and/ or truancy letters are sent to parents as applicable and parent meetings are completed to ensure action plans are followed for improvement.

When working with a family on improving attendance, the following supports are provided:

- Providing student with a personal alarm clock
- Working with students to plan their morning with checklists
- Provide bus passes for parent and student (as appropriate)
- Connection to local agencies to support identified family need (food, bedding, transportation, etc.)
- Consistent check-ins (phone calls/ texts/ home visits) from Community Resource Officer
- Employment connections

Some strategies being used at the school include:

- Identifying At-Risk students through the year and providing interventions as appropriate
- Collaborating with community resources to problem solve
- Parent/staff communication
- Absentee Intervention Team (AIT) regular monitoring
- Consistently building relational currency between staff and students to support attendance and learning
- Restorative practices to limit punitive consequences and help establish a positive culture that student enjoy
- Multi-modal lessons and accommodations to support learning and encourage participation by students
- Implementation of PBIS programming to support learning and encourage participation by students.

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	4 yr. – 88.9% 5 yr. – 81%	3 Stars	
RATING Met (1pt) Not Met (0pt)	MET	MET	

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	88.9%	88.9%	
RATING Met (1pt) Not Met (0pt)	MET	MET	

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	81%	94.4%	
RATING Met (1pt) Not Met (0pt)	MET	MET	

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

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

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

A16. – POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

Goal: The school will continue to implement a positive intervention behavior and support framework.

Year(s)	2020 - 2021	2021 - 2022	2022 – 2023
GOAL	Minimum of 4 PBIS events during the 2020-2021 school year.	Yes	
ACTUAL	4 PBIS events held.	6 PBIS events held.	
RATING Met (1pt) Not Met (0pt)	MET	MET	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Our goal is to increase the percentage of students fully participating in an effective behavior system. The PBIS system will be supplemented with Restorative Practices.

- The Behavior Specialist trains instructional staff on how to effectively utilize and implement the PBIS system within their classrooms.
- The Behavior Specialist completes classroom walk-throughs to ensure implementation of PBIS with fidelity.
- Behavior tracking is completed using PBIS Rewards.
- Behavior Specialist reviews points earned and student write-ups and communicated student tiers with the BLT.
- MTSS is utilized with the PBIS tiers to provide individualized supports to students.
- Staff not using the system with fidelity will be supported with more professional development opportunities and coaching sessions.

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	Summit Academy Secondary-Canton will perform higher or equal to Canton Harbor in graduation rate. Summit Academy Secondary-Canton will perform higher or equal to Stark High School in performance index.	Summit Academy Secondary-Canton will perform higher or equal to Canton Harbor in graduation rate. Summit Academy Secondary-Canton will perform higher or equal to Stark High School in performance index.	Summit Academy Secondary-Canton will perform higher or equal to Canton Harbor in graduation rate. Summit Academy Secondary-Canton will perform higher or equal to Stark High School in performance index.
ACTUAL	Summit Academy PI (graduation)- 88.9% Canton Harbor PI (graduation)-44.8% Stark High School PI; NR	Summit Academy PI (graduation)- 88.9% Canton Harbor PI (graduation)- 39.7% Summit Academy PI (Gap Closing)- 33.3% Stark High School PI (Gap Closing)- 44.5%	
RATING Met (2pt) Not Met (0pt)	MET	N/A	

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

	% POVERTY	% MINORITY	Graduation Rate	Performance Index
Summit Academy Secondary-Canton	100%	45.7%		
Canton Harbor	83.6%	41.9%		X
Stark High School	100%	44.1%	X	

B. OTHER ACADEMIC MEASURE GOALS

B1. SUB - GROUP			
GOAL: Based on the STAR Math Assessments, at least 5% of students with disabilities will increase their Scaled Score from fall benchmarking to spring benchmarking.			
Year(s)	2020 - 2021	2021- 2022	2022 - 2023
GOAL	70% of students with valid test scores will show fall to spring increases on math and ELA benchmark assessments via Renaissance STAR 360.	Using the Renaissance STAR Reading Assessment, 60% of SWD will improve reading scaled scores by 5 or more points form the fall to spring screening.	Based on the STAR Math Assessments, at least 5% of students with disabilities will increase their Scaled Score from fall benchmarking to spring benchmarking.
ACTUAL	Math increase: 80% ELA increase: 64%	75%	
RATING Met (1pt) Not Met (0pt)	Not Met	MET	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Strategies to implement this goal:</p> <ul style="list-style-type: none"> ● RTI through the MTSS framework focusing on overall improvement in Tier 1 instruction <ul style="list-style-type: none"> ● Tier 1 curriculum ● Tier 2 interventions ● Tier 3 interventions ● MTSS documentation forms ● IAT/BLT/TBT meetings/agendas/protocols ● Renaissance Star Assessment Screenings/ Progress Monitoring ● Role of Title/ IS ● Improve teacher quality through PD opportunities <ul style="list-style-type: none"> ● PD plan (embedded PD) ● Coaching cycles ● Implement the Science of Reading Strategies <ul style="list-style-type: none"> ● Reading Framework goals ● Discuss strategies targeted in Reading Framework ● Using decision rules and diagnostic assessments to focus on specific skill deficits and target interventions 			

B2. READING			
GOAL: Overall, students will show growth in their scaled score in Reading between fall benchmarking and spring benchmarking as measured by Renaissance STAR testing.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	N/A	Using Renaissance STAR Reading	Overall, students will show growth in their

		Assessments, all students will improve Reading scaled scores by 5 or more points from the fall to spring screening.	scaled score in Reading between fall benchmarking and spring benchmarking as measured by Renaissance STAR testing.
ACTUAL	N/A	All students showed growth on their reading scaled scores from fall to spring	
RATING Met (1pt) Not Met (Opt)	N/A	MET	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Strategies to implement this goal:</p> <ul style="list-style-type: none"> ● RTI through the MTSS framework focusing on overall improvement in Tier 1 instruction <ul style="list-style-type: none"> ● Tier 1 curriculum ● Tier 2 interventions ● Tier 3 interventions ● MTSS documentation forms ● IAT/BLT/TBT meetings/agendas/protocols ● Renaissance Star Assessment Screenings/ Progress Monitoring ● Role of Title/ IS ● Improve teacher quality through PD opportunities <ul style="list-style-type: none"> ● PD plan (embedded PD) ● Coaching cycles ● Implement the Science of Reading Strategies <ul style="list-style-type: none"> ● Reading Framework goals ● Discuss strategies targeted in Reading Framework ● Using decision rules and diagnostic assessments to focus on specific skill deficits and target interventions 			

B3. MATH			
GOAL: Overall, students will show growth in their scaled score in math between fall benchmarking and spring benchmarking as measured by Renaissance STAR testing.			
Year(s)	2020 – 2021	2021 - 2022	2022 - 2023
GOAL	N/A	Using the Renaissance Star Math assessments, all students will improve math scaled scores by 5 or more points from the fall to spring screening.	Overall, students will show growth in their scaled score in math between fall benchmarking and spring benchmarking as measured by Renaissance STAR testing.
ACTUAL	N/A	All students showed growth on their math	

		scaled scores from fall to spring.	
RATING Met (1pt) Not Met (0pt)	N/A	MET	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Strategies to implement this goal:</p> <ul style="list-style-type: none"> ● RTI through the MTSS framework focusing on overall improvement in Tier 1 instruction <ul style="list-style-type: none"> ● Tier 1 curriculum ● Tier 2 interventions ● Tier 3 interventions ● MTSS documentation forms ● IAT/BLT/TBT meetings/agendas/protocols ● Renaissance Star Assessment Screenings/ Progress Monitoring ● Role of Title/ IS ● Improve teacher quality through PD opportunities <ul style="list-style-type: none"> ● PD plan (embedded PD) ● Coaching cycles ● Implement the Science of Reading Strategies <ul style="list-style-type: none"> ● Reading Framework goals ● Discuss strategies targeted in Reading Framework ● Using decision rules and diagnostic assessments to focus on specific skill deficits and target interventions 			

C. NON-ACADEMIC / ORGANIZATIONAL AND OPERATIONAL GOALS

C1 – MISSION STATEMENT	
State the School’s Mission: Summit Academy Schools builds hope, success, and well-being through education and advocacy for children with special needs.	
Year	2022 - 2023
GOAL	The school will conduct a minimum of 6 family engagement events during the 2022-2023 school year.
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>We recognize that in order to support a student’s total well-being, we have to bridge the gap between home and school.</p> <p>Strategies implemented to reach this goal:</p> <ul style="list-style-type: none"> ● Family engagement events that vary in location and focus and incorporate varied interests ● Community Resource Coordinator on staff 	

- Provision of resources for basic human needs provided by CRC at school and at family engagement events
- Provision of academic resources provided by Instructional Coach at school and at family engagement events
- Clear and open communication between school and home: One Call, Facebook Page, Monthly Newsletters, Class Dojo
- Parent Resource Center at the school
- Parent Resource Bulletin

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	Given a minimum of 5 varied opportunities, families will participate in satisfaction surveys and provide feedback on school programs, instruction, communication methods, and support for parents through the school year. Once survey results are compiled, the building leadership team and administrative team will use the data to address concerns and make adjustments as needed.
RATING Met (1pt) Not Met (0pt)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Strategies implemented to support this goal:

- Each month, our school creates a newsletter for parents to highlight events, fieldtrips, and important information for families and students
- We will host monthly family engagement events to improve the connection between school and family
- Parents will receive consistent updates about the school via our school’s website, Facebook page, and One Call notices
- Opportunities for family input will be provided at parent-teacher conferences, open houses, and family engagement events
- To continue strengthening the bond between school and community, we will continue to partner with local agencies to support varying learning opportunities for our students as well as provide community service for our partners

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	At least THREE members of the governing board will engage our staff, students, and families by attending at least ONE school event during the school year.
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>It is important for our stakeholders to interact with each other and having the members of the board more visible to our students and families helps to improve the cohesiveness of our community. The board can be more effective and influential if our students and families realize that they are indeed invested in our school and their culture.</p> <p>Strategies for implementing this goal:</p> <ul style="list-style-type: none"> • The school will communicate with board members about family engagement events, and all school events • The school will keep the board apprised of schedule updates/ added event opportunities • Board members will be in attendance and engaged with students and families at various family engagement events or school events 	

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). <i>**Detailed documentation is required to determine if OSS meets the requirements of the law**</i>				
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	9-12	8	9-12	15
ACTUAL	9-12	11	9-12	
	9-12	NOT MET	9-12	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY				
Grades	Previous year's Actual OSS	This year's goal for OSS		
9-12	11	15	When determining the suspension goal for the 2022-2023 school year, several factors were considered. First, when looking at the data from the 2020-2021 school year, the goal was "9" suspensions with an actual of "0". This number was unreliable because students were learning remotely due to COVID-19 and no students were present in the building for suspensions to occur. The 2021-2022 goal was drafted as an educated guess based on the unreliable data point from the previous year. With new school leadership and PBIS implementation, the "estimated goal" was not achieved due to the non-tolerance behaviors of students. Students have only received suspensions for non-tolerance behaviors that include physical fighting and drugs. All other behaviors are	

		<p>being addressed through PBIS systems, restorative practice, and counseling sessions.</p> <p>Currently, for the 2022-2023 school year, CANSEC has already given out 6 suspensions for non-tolerance behaviors (physical fighting and drugs). Additionally, the majority of the teaching team is brand new to the school and PBIS implementation. Due to the previous data trends and the current school data, the goal of 15 suspensions (while higher than previous goals) for the 2022-2023 school year is an appropriate educated estimate and reasonable goal.</p> <p>Strategies to accomplish this goal:</p> <ul style="list-style-type: none"> ● Tier 1 behavior supports <ul style="list-style-type: none"> ● Behavior and classroom positive behavior ● Tier 2 and Tier 3 behavior interventions <ul style="list-style-type: none"> ● Check-in/ check-out ● Restorative circles ● Counseling sessions ● MTSS documentation behavior forms ● Behavior Specialist ● PBIS/IAT meetings ● Walkthroughs and observations ● SEL- daily block for every student where specific targeted skills are addressed in a group setting ● Newsletters with parents ● Weekly positive contact with parents (phone calls or Class Dojo) ● Family Engagement events ● PBIS events <p>The school will utilize the Zones of Regulation and restorative practice measures, mindfulness, student engagement, the use of PBIS system and more positive parent contact to reduce the number of out of school suspension occurrences.</p>
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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: at least 55; AND 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days).	
Year	2022- 2023
GOAL	Student Enrollment – Student enrollment will remain within 75% of projected student count for this year’s budget (61) Days Cash Reserve - Per the management agreement, all revenues are paid to Summit Academy Management as a purchased service cost. SAM then uses these funds to pay the expenses of the school, therefore, there is no cash reserve balance for each school, however, SAM does maintain a cash reserve balance that meets the minimum of 15 days.
ACTUAL	

RATING Met (1pt) Not Met (0pt)	
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