

**MODIFICATION NO. 7  
TO OHIO COMMUNITY SCHOOL CONTRACT  
BY and BETWEEN  
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)  
AND  
The Intergenerational 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, 2017; and

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


**NOW THEREFORE**, the parties modify the Contract as follows:

1. **Article IV, Section 4.1.** In the first sentence of the section add “3313.6026,” “3319.318,” “3319.393,” and “5502.703” in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
2. **Article IX, Section 9.7.**
  - a. In the first sentence of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
  - b. In the first sentence of the second paragraph of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
  - c. The rest of Section 9.7 remains as originally written in the Contract.
3. **Article XI, Section 11.5.**
  - a. In the first sentence of the section remove “seven (7)” and insert “eight (8)” in its place.
  - b. In the first sentence of the section remove “June 30, 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  
The Intergenerational 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: 01 / 10 / 2023

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## **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.



**IRN: 133215**

### **Attachment 6.3: Educational Plan**

The Educational Program of The Intergenerational starts with and is derived from the school's Mission Statement. It is based on a shared set of school values and an educational philosophy compatible with understandings about human growth and learning obtained from research in child development including cognitive and developmental psychology.

The curriculum has evolved and been reviewed and revised to align with the Ohio Common Core standards and model curriculum in English Language Arts and Mathematics as well as the new Ohio standards and model curriculum for Social Studies and Science.

#### **Mission Statement**

**The Intergenerational School connects, creates and guides a multigenerational community of lifelong learners and spirited citizens.**

This mission statement is the foundation from which all school decisions are made. There are several key components that are purposively included:

**Community:** First and foremost, TIS wishes to create a true community of individuals that transcends traditional age barriers. This community is organized around the central activity of learning. The community includes children, faculty and staff, family members, community volunteers, and collaborating community organizations.

**Multigenerational:** TIS welcomes learners of all ages to participate together in the learning life of the school. The idea that age is not a relevant variable upon which to base a school structure is evident throughout the design. Students learn in multi-age classrooms, where older students serve as role models and can assist younger students. Younger students can see what their own learning can and will become. The full life span is represented at TIS well beyond the traditional elementary school community of students, staff, and parents. From high schoolers and college age students who come to mentor, to our beloved senior citizens who impart their wisdom and caring, as well as emergent preschoolers through our partnerships, all ages come together.

**Lifelong learning:** TIS strives to develop in its students the inclination for lifelong learning and the tools to be an effective lifelong learner. Every staff member as well as family members and community volunteers are expected to exemplify and model this concept on a daily basis.



**Spirited citizens:** Students of all ages at The Intergenerational School will acquire the knowledge, skills, and habits to be effective and empowered stewards of their community. The school community will make sound and principled decisions, and communicate and advocate effectively for the community good. Students are expected to apply the knowledge gained to the task of understanding and improving their own communities through service learning and other forms of community service.

TIS strives to exemplify a standard of excellence in all its endeavors. This applies to student learning as well as to quality of school life for faculty and staff, community collaborations, and all aspects of how TIS goes about the task of accomplishing its mission. Students will meet rigorous standards of achievement in the core curriculum areas of language arts, mathematics, science, and social studies.

Students learn by participating in a student-centered, experiential learning environment. TIS provides rich and holistic learning experiences so that students can know themselves as learners and can make effective decisions about their own learning. TIS adopts a process-oriented approach to learning, but balances that with the goal to develop in students certain specific skills that are needed for educational and life success.

### **School Values**

The school community learns and lives a distinct set of values. These values include:

**personal integrity, work ethic, choice and accountability, celebration of diversity, interpersonal skills, shared and responsible use of resources, and honoring the interconnected web of life and time.**

These values are a statement of what the school holds important. Having a shared set of agreed upon values is important for a true community of learners. Not only are these school values taught in the classroom, but all members of the school community are expected to honor and demonstrate these values.

### **Educational Philosophy and Instructional Design**

The educational philosophy of the school is grounded in two main beliefs:

- Learning is a life-long developmental process
- Knowledge is socially constructed in the context of culture, experience, and community

TIS believes that all individuals are capable learners. Each individual brings a unique constellation of talent, interest, experience, and cultural heritage to the learning situation. Learning takes place best in an environment where such differences are valued and respected. Individuals in such an environment work together to investigate topics and questions that are personally meaningful and important. Teachers and learners strive together to attain the knowledge, skills and attitudes that enable them to participate powerfully in their families and their communities, both local and global. Such knowledge,



skills and attitudes are broad and encompass literacy, aesthetic appreciation, social responsibility, and a deepening of the understanding of what it means to be human. The pedagogical hallmarks of a classroom with these goals at heart are shared power and choice, explicit modeling, collaboration, and direct teaching in response to observed needs and interests.

The educational design of TIS is unique and innovative. The learning community exists at the conflux of three interactive and interdependent components of the school: the curriculum, the educational philosophy and instructional design, and the values. In other words, the curriculum is derived from and is entirely consistent with both the educational philosophy and with the values of the school. The values by which the school community functions are studied as a part of the curriculum and provide the foundation for the educational philosophy. Every aspect of the functioning of the school as a learning community must be consistent with the values, amenable to study as a part of the negotiated curriculum, and based on the beliefs about learning that form the educational design. This design may be conceptualized as follows:

### **Academic Goals**

With the development and adoption of the Ohio Academic Content Standards (Social Studies, Science) and the Common Core Standards (ELA and Mathematics), Ohio schools have a clear statement of what Ohio school children are expected to learn and be able to demonstrate at certain benchmark points in their education. TIS adopts these standards as the basis for the developmental curriculum (*as Ohio has continued to revise its standards and further develops a model curriculum in each content area, TIS will continue to re-align its own curriculum to be consistent with Ohio expectations*). Students at TIS are expected to attain the benchmark standards within the broad grade-level bands. However, TIS utilizes a framework for instruction based on developmental stages (to be described subsequently) rather than on age-based grade levels. In other words, TIS expects its students to get to the same end-points, but to get there in a different way. This “unconventional way” is, of course, the rationale for Community Schools in the first place.

TIS does not give equal emphasis and equal classroom time to all curriculum areas in each developmental stage. At the earliest stages (Emerging and Beginning), the greatest focus is on English Language Arts (Reading and Writing) and Mathematics. In order to be a lifelong learner and spirited citizen, one must be competent in these areas. Through thematic studies, teachers integrate ideas from social studies and science into classroom instruction, but the focus is on the teaching and learning of literacy and mathematics. Similarly, instruction in the arts, health and wellness, and technology are secondary to literacy and mathematics in these early stages of learning.



In the later stages of development (Developing, Refining, and Applying), TIS students further hone literacy and mathematics skills and understandings and then use this knowledge to study science and social studies in much greater depth. The TIS curriculum encourages less breadth and more depth in how students approach their studies, believing this approach is more valuable to the development of lifelong learners. In the final year at TIS, students are expected to demonstrate their attainment of the school's mission by designing, completing, presenting, and evaluating a community service project.

This emphasis on literacy and mathematics first is reflected in the TIS assessment framework as well as in the revised Ohio standardized testing program.

### **Student Outcomes**

Students who complete the TIS curriculum will demonstrate the following broad exit competencies:

#### **A. Core curriculum areas**

1. Literacy
  - Reading: Students will read proficiently with fluency and comprehension for personal enjoyment and to gain knowledge.
  - Writing: Students will write effectively with clarity, correctness, and purpose to accomplish personal and community goals.
  - Communication: Students will use effective listening and speaking skills to both gain and present information in group settings.
2. Mathematics: Students will use mathematics to categorize, quantify, describe, compute, and solve problems related to the real world.
3. Science: Students will use the scientific method as a basis to observe, describe, hypothesize, and investigate questions about natural phenomena in the real world.
4. Social Studies: Students will use the social studies to responsibly participate in democratic communities.

#### **B. Supplemental and enrichment curriculum areas**

1. Artistic Studies: Students will understand and use art and music in the context of history, culture, personal experience, and as self-expression.
2. Technology: Students will gain proficiency in the use of technology for purposes of communication, information access and work force applications.

3. Wellness and Health: Students will become knowledgeable about, value, and participate in a healthy lifestyle.

### **Developmental Stages of Learning and Benchmark Indicators**

Instruction at The Intergenerational School is organized by developmental learning levels rather than by the more arbitrary age-based grade levels that are common in education. As a non-graded, developmental school, benchmarks are based on academic developmental stages that have only approximate correspondence to age/grade. The following chart describes these approximate relationships:

The stages used are:

#### **Primary Cluster (Ohio's K-2 curriculum is taught)**

- Emerging Stage. Children pretend and experiment with the tasks. For example, children turn the pages of a book and “pretend” to read by telling the story. Scribble writing may be the first type of writing that a child experiments with. (Benchmarks are based on end of Kindergarten state expectations.)
- Beginning Stage. Children are just beginning to be able to do learning tasks independently. (Benchmarks are based on end of 2nd grade state expectations.)

#### **Developing Stage: (Ohio's 3-4 curriculum is taught)**

- Developing Stage. Children are now analyzing the task and developing a fuller understanding of the individual skills that are part of the task as a whole. For example, spelling patterns may be analyzed and studied. (Benchmarks are based on end of 4th grade state expectations.)

#### **Refining Stage: (Ohio's 5-6 curriculum is taught)**

- Refining Stage. Children are proficient at the task and are coming to understand the more complex aspects of it. For example, in reading children are learning strategies for understanding different types of fiction and nonfiction text. (Benchmarks are based on end of 6th grade state expectations.)

#### **Applying Stage: (Ohio's 7-8 curriculum is taught)**

- Applying Stage. Students have solid reading, writing, and math skills and apply these to topics of study, particularly in social studies and science. This is the stage at which students are expected to demonstrate a high level of independence and accountability in preparation for success at a high performing high school. (Benchmarks are based on end of 8th grade state expectations.)

- **Capstone Requirements.** Each graduating student from The Intergenerational Schools is expected to demonstrate school leadership and spirited citizenship through community service hours. Each graduating student is expected to give a senior speech to the school community. These requirements are in addition to meeting the Applying Stage benchmarks.

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Students are encouraged to progress through the developmental stages as quickly as is possible. However, it is recognized that students cannot be successful if asked to learn ideas, strategies, and skills for which they are not yet developmentally ready. Children who enter school lacking expected or desirable preparation must be given the time to acquire such prerequisite skills. Just as in other public schools, individual students may require a longer period of time to achieve a given level of proficiency. In each core curriculum area, TIS has established standards for what constitutes “expected progress.” Students who fail to meet such standards may stay in a stage or cluster for additional time and may require more time to complete the TIS curriculum than the expected 9 years (Kindergarten through 8th grade).

Similarly, students who show accelerated learning may progress to advanced levels more quickly than would ordinarily be expected. Such students are given opportunities to study topics of interest in depth, to develop independent learning projects and/or community service learning projects and to explore advanced topics such as Algebra I.

Transition from one stage to the next can occur *at any time of year* based on demonstrated attainment of stage benchmarks (generally at an 80% to 95% standard depending on the assessment). This is in marked contrast to traditional grade levels, where grade promotion or retention occurs only at the end of an academic year and students are often moved ahead without the necessary solid foundation for success. In such a structure, children may be forced to advance when not ready or repeat a grade when they have already mastered a portion of the required curriculum. At TIS, the learning journey is appropriate and continuous for each individual.

Specific learner goals and outcomes are developed to be consistent with the State of Ohio Academic Content Standards, as well as with the standards written by professional educational associations (e.g., NCTM, NCTE). Although listed here as separate items, each strand of the curriculum is interconnected and woven into other strands.

The TIS curriculum document specifies the learner outcomes by developmental stage, the benchmarks or criteria for completing each stage, the instructional strategies teachers should use, the standards for which TIS will be accountable, and the assessment framework.

### **Innovative Strategies for Teaching and Learning**

#### a) Beliefs about Learning

The instructional design is based on fundamental beliefs about how individuals learn. NSIS believes that learning occurs best when

1. Students take risks in a safe, supportive, and stimulating environment
2. Learning is authentic and for meaningful purpose
3. The focus is on what the child can do, not on his/her shortcomings
4. There are explicit and high expectations of excellence, hard work, responsibility, and accountability
5. Learning is conceptualized as a life-long, developmental process
6. Understandings are constructed by the learner over time
7. Learning is thoughtfully reflective.
8. There is a regular, thoughtful and authentic assessment process that involves teachers, students, and parents.

#### b) Instructional Design Elements

1. Non-graded, multi-age groupings

Classroom groupings are based on developmental learning stage rather than on age (i.e., grade level). Since children vary in the age at which skills and competencies are mastered, developmentally based classrooms will span several ages. Classrooms will also incorporate adult and older adult learners who are participating in the intergenerational programming. Decisions about how to group students are made based on developmental needs and learning interests. Groupings are also flexible; students may move into different groupings as learning needs evolve.

2. Individualized learning and instruction

Instruction and frequent assessment go hand in hand, so that teaching is directed to what each individual student needs to know in order to be successful on the particular task at hand.

Teaching may be directed toward the whole class, toward a small group with a common learning need, or toward an individual.

3. Mentoring/apprenticeship model

The predominant teaching model is apprenticeship. The teachers, other adults (including seniors) who participate in the school and more skilled peers all provide the model of a skilled practitioner. Through demonstration, explicit modeling, and mentoring, teachers enable the student to create closer and closer approximations to the target competency.

4. Real-world experiential learning/ Interdisciplinary approach/ Inquiry-generated and project-based learning

Teachers and students learn through engagement in real-world activities. Students learn by doing. They examine all aspects of a theme or topic from an interdisciplinary stance. Teachers develop topics for classroom investigation from student interests and questions, themes, projects, and content areas delineated in the curriculum. Topics may be broad and encompass an entire year of study, or shorter units that are of several weeks duration. In general, the older the student, the more extended and in-depth the study will be.

5. Collaborative curriculum planning

Although the curriculum provides the broad outline of the skills and competencies to be developed, the students and teachers collaborate and negotiate to determine the specific foci of their inquiry. The process of collaboration also extends to the setting of learning goals and the assessment of progress toward those goals.

6. Authentic and normative assessment

Since a developmental learning model requires extensive knowledge of each student, TIS incorporates a great deal of assessment into regular classroom activity. In the earliest years, assessment is largely of an authentic and formative nature. TIS has incorporated key elements of the Ohio Screening and Diagnostic Tests into the TIS assessment framework. From grade level equivalent of 2 through grade 8, students are also assessed three times a year using the NWEA MAP assessment in Math, Reading and Science (for grades 5 & 8). We also use the Bridges math curriculum and assessments. We use these scores and the Linking Data spreadsheet to determine the students who may need to benefit from intervention. Beginning at the third grade equivalent level, TIS students are also assessed by state tests as required by the Ohio Department of Education. Standards of performance for all assessments are included in the curriculum. Finally, students in their last year at TIS are expected to write and deliver a senior speech and complete a prescribed number of community service hours in addition to

meeting academic benchmarks in ELA and Mathematics. Thus students must demonstrate that they have attained the goals of the mission statement as a lifelong learner and spirited citizen.

c) Intergenerational Learning Paradigm

There are mutual benefits to older and younger persons engaged in an intergenerational community. Some of the value for older persons has been described as increased ability to remain productive, applied use of skills accrued over a lifetime, successful interaction with young people, development of new friendships, and decreased loneliness and isolation (Scannell and Roberts 1994). In particular, many older adults have expressed a sense of fulfillment from co-learning experiences and the chance to pass on life experiences and skills to others. In the area of literacy, for example, adults who participate in intergenerational family literacy programs show more growth in literacy skills than do adults who participate in adult only programs. The benefits to children are equally significant, as demonstrated in the many mentoring, tutoring and foster care programs across the country. The multi-age model proposed also has benefit for middle aged members of the learning community. Although the youth and seniors are the most direct participants, the middle aged teachers, researchers, parents, and members of the neighborhood are actively engaged in co-learning relationships that provide a multitude of benefits:

<b>Benefits to young learners:</b>	<b>Benefits to Senior Learners:</b>	<b>Benefits to Middle-aged Participants:</b>
Natural affinity for seniors	Natural affinity for youth	Natural affinity for other generations
Connections to older generations	Contribution to upcoming generation	Adult education opportunities
Personalization of history	Appreciation of own place in history	Appreciation of continuity and change
Greater individual attention	Eager audience for sharing life stories	Greater community involvement
Appreciation of senior wisdom	Appreciation of youth curiosity/expertise	Appreciation of intergenerational sharing
Respect for individual differences	Developing relationships with youth	Intergenerational research opportunities
Knowledge of the human life cycle		

Support for risk-taking	Knowledge of the human life cycle	Knowledge of the human life cycle
Learning through teaching	Support for risk-taking	Support for risk-taking
	Learning through teaching	Learning through teaching

TIS has become recognized for and continues to evolve opportunities for intergenerational learning. Most notably, **TIS won the national Eisner Prize for Excellence in Intergenerational Programming last year.** Many programs are in place and new ideas are always being actively explored and developed. TIS has increasingly developed ways to evaluate and improve on these programs. Programs have been developed to include seniors with diagnosed memory or other cognitive and health impairments.

Some of the signature intergenerational programs include:

- Reading Mentors
- Math Tutoring and Enrichment
- Weekly Clubs-where seniors share their passions with students (knitting, photography, etc.)
- Nursing Home partners-every classroom adopts the residents at a local long term care facility to visit at least once per month
- Intergenerational drama productions
- High school and college student mentors-who do a variety of activities including health fairs, homework help, museum explorers, etc.
- Professional training collaborations (education, nursing, and medicine)

d) Research based

In keeping with the reform goals set forth by the Ohio Department of Education, TIS offers the following educational innovations which are based on current knowledge and theory regarding how individuals learn best:

- Research-based educational practices and instructional methods that enhance student learning
- Flexibility in designing instruction and curriculum that meets a diversity of educational needs
- Assessment practices that contribute to the development of individualized learning plans
- Small class size and school size
- Real world connections and applications to learning
- Multi-age, cross curriculum co-learning experiences
- Strategies and programs to actively engage parents, older adults, and community members in voluntary leadership, learning and mentoring opportunities

e) Non-classroom Instruction

Learning takes place in many settings both in and outside the classroom setting. Following is a list of non-classroom based learning opportunities:

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

- i. *Intergenerational Programming:* As part of fulfilling our mission statement, each classroom will have meaningful experiences involving the elderly members of the community. The multigenerational activities may be on or off campus. The activities may include but are not limited to: reading, singing, drama, dancing, oral history, arts & crafts, and conversing.
- ii. *Mentors:* TIS uses reading mentors to share a love of reading with students. The volunteers range from college age to seniors. The mentors volunteer for one to several hours per week. Mentors offer the students the chance to read and share a book, and much needed one on one time, which enhances the socio-emotional well-being of the both the mentor and mentee. Several times per year the mentors are formally thanked for their service which teaches the students kindness and gratefulness.
- iii. *Community Partnerships:* TIS continuously engages and forges new partnerships with a variety of community partners to enhance the students learning experience and to build community relationships. The largest partnership is with Boys and Girls Club, which shares a portion of our space for their after school programming. We also have had a long standing relationship with CWRU Nursing program, as a field school and the nurses teach our students health lessons as a culmination project.
- iv. *Field Trips with academic enhancement component:* 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. Some trips our students have participated in include visiting the Natural History, the Federal Reserve, the Western Historical Society, and Lake Farm Park.
- v. *Credit Flex or College Credit Plus:* We reach out to parents of our sixth, seventh and eighth grade students every spring to provide information about the College Credit Plus program. To date, we have had no family pursue this option. Credit Flex is available to eighth grade students who are ready to take high school courses. This has not been utilized, as our students are not typically accelerated enough for this option.
- vi. *Tutoring:* Our intervention time is embedded in the school day.



- vii. *Career:* During Social Studies students spend time on career exploration and the options and requirements for a variety of professions. In grades 7 & 8 a speakers are brought in from community businesses to enhance understanding of specific careers in which students have shown an interest.
- viii. *Learning on contingency days or while a student is suspended/expelled:* Students that are out of school for extended illness/hospitalization are placed on home instruction at the school or mutually agreed upon venue for at least 5 hours per week with an HQT teacher.
- ix. *Other:* Enrichment activities are offered throughout the year in multiage format. ‘Club times’ are for students in Developing Stage and up. Teacher or volunteers select activities that students sign up for and participate in – in the past they have included: chess, stock market, dance, color guard, flag football, reading etc.

Classrooms also participate in House Groups where the whole school gets mixed up into multiage groups where they have morning meeting. This allows students to interact students from multi ages. Likewise classrooms pair up in multiage partners to be reading buddies. Extracurricular activities are also offered throughout the school year and are open to students in Developing Stage and up. These may include Running Club, Chess Club, Coding Club, Cheerleading, and Basketball.

Learning opportunities which are classroom or non-classroom based are always are considered to be instructional and educational activities as defined in the School’s contract and are: 1) Provided by or supervised by a licensed teacher, 2) goal-oriented, and 3) certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-101-02).

- f) The governing body does not intend to seek designation for the School as a STEM school under O.R.C. 3326.032.
- g) The governing body of the School has not approved a registered blended learning plan for the School





## Student Behavior Strategies

### Expectations for Behavior

A primary goal of The Intergenerational School is to nurture children who share and live their learning lives in accordance with the school's values of personal integrity, choice and accountability, celebration of diversity, interpersonal skills, shared and responsible use of resources, honoring the interconnected web of time and life, and work ethic.

The approach to discipline at The Intergenerational School is intended to develop self-control and self-discipline. An effective school requires that each student be accountable for the choices he or she makes about behavior. We believe that it is possible and desirable for each student to learn to make positive choices that are in the best interest of both him- or herself *and* the learning community as a whole. The discipline policy is intended to help students learn to accept responsibility for their choices and actions; it is not intended to be punitive to a child though undesirable natural consequences may follow from a child's poor choices.

**Students are entitled to learn and the faculty is entitled to teach in an environment that is free from disruption.** All members of the school community are expected to act with consideration for others, and to treat others as they would like to be treated. Any behavior that significantly interferes with an effective and orderly learning environment is considered to be a violation of the discipline code.

The Discipline Policy requires that each student accept these responsibilities and adhere to the policies and procedures presented herein. Furthermore, each student will be held accountable for behavior that is an infraction of this code of conduct. Such accountability includes accepting disciplinary action. Students committing a serious breach of discipline shall be removed from the school setting according to student removal, suspension or expulsion procedures that are in compliance with ORC 3313.66, 3313.661, 3313.662.

### All School Behavior Plan

The Intergenerational School has formulated an all-school plan for promoting positive school behavior. There are five school rules, which are implemented consistently throughout all school settings:

1. Use kind words and actions
2. Follow instructions promptly, the first time given
3. Be where you are supposed to be
4. Keep hands, feet, and objects to yourself

5. Raise your hand and wait to be called on

Teachers review and teach these rules at the beginning of the school year. All students are held accountable for these five rules, no matter what their developmental learning stage. Students are encouraged to view these rules as important to their own learning and the learning of everyone at our schools. Students receive positive feedback from teachers based on showing positive behavior which promotes learning and school citizenship.

The staff uses a strength based positive discipline approach that has 3 parts: positive recognition for following rules, minimizing attention to negative behavior, and consistent consequences for breaking a rule. If a student violates a rule, he/she is directed to complete a brief in-class reset in order to regain self-control and return to the learning activity as quickly as possible. There is no consequence attached to a reset as long as it is completed quickly and correctly by the student.

Failing to do the requested reset properly and without further disruption will lead to progressive disciplinary action and will be document in the Jupiter software system:

1. Removal to “buddy room” to reset.
2. Removal to the Cluster Director classroom to reset.
3. Removal to Assistant Principal to reset.
  - Potential parent contact depending on situation.
3. Emergency removal from school for the remainder of the day.
  - Parent will be notified via Jupiter Grades and/or phone call.
  - Parents are to pick up their child within one hour of initial contact.
    - initial contact means that the school has called emergency contacts listed on student file. Messages left on voicemails/answering machines will count as initial contact.
  - If child is not picked up within one hour of initial contact, they will be suspended for the following school day.
  - Child will not return to class once emergency removal has been initiated.

Students who are not completing proper resets during the school day are likely to be missing important instruction time, not complete required class work, and may not make acceptable academic progress.

These progressive steps do not apply to behavior code violations, which are more serious.

### **The Nurtured Heart Approach**

The Intergenerational Schools use something called The Nurtured Heart Approach (NHA) to build a positive school culture. The basic foundation of this approach is focused on relationships, which perfectly aligns with our mission.

This is not a distinct curriculum or a program that is added on. It is a social emotional strategy that includes acknowledging the inherent goodness within each and every student and transforming negative behaviors into positive behaviors while strengthening the relationship between the student and teacher. The NHA was created and developed by Howard Glasser, who has written several popular books including *Transforming the Difficult Child* (with co-author Jennifer Easley).

All staff are trained on implementing this approach. Parents are invited to learn more about it, and how to implement it at home, in one of the school's evening Life Long Learning sessions. Inquire with the Principal for specific dates.

The Three Main Elements of NHA

1. Refusing to energize negativity (no negative leakage)
  - a. This includes the use of a simple 'reset' to allow the student to stop a negative behavior, focus inward, self-regulate and start fresh, without bringing too much attention to it.
  - b. Resets are NOT punishments, but are simply a moment to regroup and come back to interaction and activity in a better way.
2. Super-energizing success
  - a. "There's always something going right," and we need to bring out the best in our students by reflecting back to them their own inherent goodness to build their inner-wealth.
3. Establishing and implementing clear limits and consequences

All three of these must be used together and with equal emphasis. It is not enough to practice one or two of the three without the other(s).

When students are recognized for their success and positive choices they begin to crave even more recognition for doing the right things, creating a positive culture and strong interpersonal connections where every child is valued.

### **Providing for Individual Differences**

Just as we do not expect all children to crawl or walk at a specific age, we do not expect all children to move through these learning stages on the same timetable. Some children may take longer at a particular stage and then move very quickly through the next stage. We give children the time to fully develop the understandings needed to move successfully to the next stage. Similarly, a child who learns very quickly is encouraged to work at the appropriate level regardless of age.

Teachers will discuss with you the stage at which your child is working in the various areas of the curriculum. Keep in mind that this may not be consistent across curriculum areas; it depends on the child's individual strengths. Each student should be making continuous progress in achieving the learning objectives for their current stage of learning development.



Student assessments include work samples, authentic assessment including teacher-developed assessments of The Intergenerational Schools' learning objectives, classroom tests, Ohio State Diagnostic Assessments, Ohio State Achievement Assessments and some standardized tests. Students actively participate in self-assessment as a means to set goals become more self-directed in their learning.

If a child does not make consistent progress, yet the child is putting in the necessary classroom effort, including turning in satisfactory completed homework, and attends school regularly and on time, the school will first evaluate how the teaching approach or the environment can be changed to better meet that individual child's learning needs. If such interventions do not improve the situation, further assessment of the child's learning strengths and needs will be done. Any child who is identified to have special education needs will receive the appropriate services in accordance with all federal and state law.

### **Intervention and Special Education Plan**

The unique developmental curriculum of The Intergenerational School helps meet the individual learning needs of all children whether they learn differently than most others, have a disability or not, or are accelerated or 'gifted.' In this approach the educational environment supports multiple learning styles and students are not relegated to an arbitrary age- and time-based lock-step system. Learning allows for human variations as opposed to taking the form of an industrialized factory where all children are expected to master things at the same rate. The goal is for each child to receive instruction exactly where they are in their learning and move ahead at their own pace, thus eliminating the need for many of the labels that are traditionally used, and often overused, in schools.

Identifying and labeling a student as having a disability is a last step in our intervention and monitoring process. **TIS uses a tiered approach to intervention.** Tier 1 and Tier 2 interventions are utilized in the classrooms based on formative assessment and close monitoring of student progress. The TIS model understands that, just as children do not learn to walk or talk at the same time, learning is also an individual process. Classroom instruction utilized a workshop environment so that each child is working within his/her Zone of Proximal Development as much as possible. Highly differentiated instruction is the norm. When a child is not progressing, that student receives more intensive classroom based instruction, and more time during the school day to learn the needed skills. Tier 3 interventions may include additional one-to-one or small group work through the Title I program, delivered as push-in and/or pull-out intervention.

If Tier 1-3 interventions have been exhausted and the student is still not making adequate progress, the formal evaluation process outlined by ODE and IDEA is implemented. Thus, TIS start with increasingly intensive interventions and close monitoring prior to considering a special education evaluation. **TIS follows IDEA and adopts all procedures and practices (FAPE, confidentiality, procedural safeguards, evaluations, delivery of services, etc.) from the most current Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities.** The *Ohio Operating Standards* identifies the state requirements and federal Part B Individuals with Disabilities Education Improvement Act (IDEA)



requirements that apply to the implementation of special education and related services to students with disabilities

The evaluation process rarely discovers any information about the student that the classroom teacher does not already know in greater detail from daily individualized instruction and assessment. Moreover, even with identification and development of an IEP, the approach to instruction is generally not changed much. Since the pedagogy is based on best practice teaching and individualization, this is still the best way to teach any child, disabled, gifted or typical. Generally additional services and working with the intervention specialist are specified in the IEP as well as classroom learning objectives.

Progress is monitored for special student populations through assessments linked to the developmental stage of each child, and to the student's IEP goals. Students and their families receive written progress reports based on individual IEP goals each trimester. If students are not making progress, or if the IEP team determines that the IEP needs revision before the yearly review, the IEP is amended so that it meets the child's specific needs.

When walking into any TIS classroom, it is rare to see every child working on the same activity or lesson. Each classroom is composed of an average of 17 multi-age students across a several year age span. This makes implementing a true inclusion model seamless. Both non-disabled and special students are working within a developmental and individualized curriculum, and cannot be distinguished from one another in the classroom setting. This also helps to instill tolerance and acceptance into the school culture.

The intervention staffing at TIS depends on the number of students found eligible for Special Education services, and is in keeping with state mandated staffing levels. Intervention specialists work with Special Students in their general education classroom, small groups, and individually, to insure progress is being made on IEP goals. They also work closely with the general education teachers since Special Education students are educated within inclusive classrooms to the full extent possible. Contracted services also include a social worker, speech therapist, school psychologist, school nurse, ESL teacher/tutor and occupational/physical therapists, based on the services specified in the IEP and/or student need.

The Intervention Specialists, along with at least one administrator, maintain close links to ODE's Office for Exceptional Children to ensure access to all the laws, regulations, and compliance information. Classroom teachers and the Intervention Specialist work together in as a formal team to meet the needs of all students. All teachers have access to professional development opportunities to help tailor the curriculum to each child. In the past year, there has been an increased interest in trainings focused on using technology to accommodate various learning styles, including children with special education needs.

Similarly, the developmental curriculum allows gifted students opportunities to move ahead naturally, once they have demonstrated mastery. Children are not confined to a curriculum solely based on grade



level and age. Gifted students can move ahead in any academic discipline and/or dive deeper into any content areas once they have met the benchmark for their stage of learning, without ‘skipping’ a grade into a new class. With an individualized design all student are being met where they are in their learning, and guided to the next logical step in their own educational process.

The majority of TIS students enter as Emerging stage learners (5-6 years old). All students are screened for language proficiency upon enrollment. Those answering any questions positively on the language screening questionnaire are assessed by a qualified ELL service provider, contracted or staff. Subsequently a plan is developed to meet the needs of that individual student. The goal would be to address the curriculum content the child needs to be successful, as well as the need to achieve English proficiency as quickly as possible.

In the event that TIS has homeless students, or students in or entering foster care, enrolled, the school will work to ensure consistency in the child’s life and staff is trained to provide educational supports and other related opportunities available as well as necessary referrals to health care, dental care, and other health and human services. Homeless and foster children will have the same access to an education at TIS as other children and once identified, barriers such as providing proof of residency, required to enroll, will be waived until the family attains a stable residence or the necessary paperwork. The contracted social worker provides training and assistance to staff (teaching and administrative) to support families in crisis (beyond counseling for the child). A team approach is used to ensure students experience the least amount of disruption possible in these crisis situations, and that they feel supported and encouraged to accept any help that can be provided.

### **Instructional Leadership**

Recognizing that the intergenerational learning model is unique and innovative, TIS looks to its educational leadership and experienced teachers (as well as to the retired founder) to provide mentoring and instructional leadership for the teaching staff.

TIS has identified individuals as Cluster Directors, who participate in hiring decisions, mentoring of new teachers, and teacher evaluation. The cluster director is responsible for ensuring that the TIS model and curriculum are consistently and faithfully implemented throughout each classroom of the cluster. Clusters meet regularly to ensure collaboration among faculty.

Individuals who are both interested in and demonstrate the qualities to move into leadership roles work with school and model leadership to proactively design a program for leadership development.

### **Calendar and Schedule**



School is scheduled to be in session a minimum of 163 days. The instructional day is from 8:00 to 3:00, providing 6.5 hours daily of instruction time ( ½ hour for lunch). This totals 1059.5 hours of instruction which is more than the 920 hours required for Ohio community schools. This may be reduced in the event that the school is closed for weather or other emergency situations. However the number of hours of instruction will never be less than the 920 required for Ohio community schools.

In addition, up to 6 weeks of additional intervention may be offered to students in need of extra assistance: 1 week in October during fall break, 1 week in March during spring break, and 3 to 4 weeks during summer. Approximately 20-30 students are offered this intervention. These hours are not counted in the 1059.5 figure. This intervention is based on the availability of Title I funding.

A sample daily class schedule for all classes is shown as Attachment 7B. The time spent in each core subject area varies with the cluster as follows:

	<b>Math</b>	<b>Literacy</b>	<b>Soc. Studies</b>	<b>Science</b>	<b>PE/Art.Music/Spanish</b>
<b>Primary</b>	1.5hrs/day	3.0 hrs/day	N/A*	1.875 hrs/week	1.5hrs/day
<b>Dev/Ref</b>	1.5hrs/day	1.5 hrs/day	1.5 hrs/day	1.875 hrs/week	1.5hrs/day
<b>Applying</b>	1.5hrs/day	3.0 hrs/day	N/A *	1.13 hrs/day	1.5hrs/day

\*For Primary and Applying Stage cluster, social studies concepts are integrated in literacy instruction. The amount of time spent in each of PE, Art, Music or other “specials” may vary from year to year but the total time will be 1.5 hours daily for all classes.

All classrooms hold Morning Meeting from 8-8:30 daily. This is part of the character education and community building activity of the classroom and, as such, is a core classroom instructional activity. While the activities included (morning message, sharing) involve ELA (through reading and speaking), this time is not specifically included in the literacy hours listed in the chart.

### **Curriculum**

The Intergenerational School utilizes the developmental curriculum that was designed by the founders. This curriculum has a 16-year track record of implementation at TIS.



Just as the school, the students and the staff are works in progress, so is the curriculum. It is a “living document” and will continue to be reviewed, revised, and improved over time.

Less than a “how to” manual, the curriculum is intended to be an empowering tool for teachers. It sets forth the broad strokes of the philosophy, pedagogy and learning and goals and objectives of the school for this information. It is left to the teaching professionals to create the details of lesson planning that makes each classroom both consistent with the curriculum and school model, and a unique example of the curriculum being implemented. Differentiation of instruction is a core expectation for all Intergenerational School teachers. The curriculum describes the desired endpoints or educational outcomes expected of each student for each content area and stage of learning. It is the responsibility of the teacher, as a professional, to design whole class, small group, and individual instruction that enables each student to make sustained and continual progress toward achieving end of stage benchmarks.

TIS adopts the Ohio Academic Content Standards (Common Core Standards in English Language Arts and Mathematics) and model curriculum the basis for the school curriculum. While striving to achieve the same end points, the strands, topics and standards are organized into the 5 developmental stages of learning. All instruction in literacy (reading, writing and speaking), social studies, and science is delivered in the multi-age cluster classrooms. A class size of 16 to 18 (at the older ages) along with a looping model wherein a student generally stays with the same teacher for 2-3 years means that each teacher has intimate and thorough knowledge of each student’s learning, and can plan instruction specifically targeted to the needs of that student. Math instruction is leveled (more similar to grade levels) and each student attends an assigned math class based on math level. Usually this matches the assigned grade equivalent, but not always. All Junior and Senior cluster math classes are held at the same time, as are all Primary cluster math classes to ensure that each student may be placed in the correct math level.

For each core subject, the instructional guide includes the following sections:

- Rationale and background information
- Elements of instruction
- Relationship to other curricular areas
- Meeting individual needs
- References and resources
- Optional: Non-negotiables

ELA and Social Studies are taught by the classroom teacher in an integrated manner. Social studies concepts are often incorporated in literacy through the books that are read and discussed, as well as in the dynamic intergenerational programs. Students read about and write about social studies often. Each classroom teacher also teaches one math class, in the Primary and Junior Clusters. At Senior Cluster, a middle school organization model is used with student rotating to classes for content-specific

instruction. At all levels, reading and writing instruction is integrated across all curriculum areas including art, music and PE.

Science instruction takes a hands-on approach and integrates technology often. Classroom teachers are free to supplement this instruction; Primary cluster teachers especially incorporate science topics into literacy instruction, especially non-fiction reading and writing.

Special classes teachers (PE, Art, Music, and Spanish) are expected to plan instruction based on their own interests and expertise and in alignment with content standards in those fields. In addition, special classes teachers are encouraged to collaborate with classroom teachers in order to broaden and deepen the learning in the core subjects. Special teachers are given broad leeway in instructional planning.

### **Instructional Materials**

Teachers are given broad latitude to select materials that will enable them to meet their students' individual learning needs. However, the following materials are incorporated with supplementation at the teacher's discretion:

#### *Reading*

Fountas and Pinnell Guided Reading Program, Lucy Calkins Workshop Approach to Reading, Jennifer Serravallo , The Reading Strategies Book supplemented by a large selection of leveled trade books in school and classroom at all the guided reading levels

#### *Writing*

Writing Workshop, Mentor text writing using trade books

#### *Math*

Bridges to Mathematics program (Math Learning Center), Primary  
Eureka. Engage NY Math Curriculum for Grades 3 – 8  
Khan Academy online Math program

#### *Science and Social Studies*

Trade and non-fiction books based on topics of study

In all areas, teachers are encouraged to use the myriad of resources available through the Ohio Department of Education website as this is a comprehensive source of lesson plans and other resources.

### **Assessments and Testing**

The following assessment instruments are used to evaluate progress:

Emerging Stage:

- Upper and Lower Case Letters
- Concept of Print Reading and Writing
- Concept of Word
- Writing Portfolio
- K Readiness Assessment
- Guided Reading Level
- Math Comprehensive Assessment [Bridges Comprehensive Assessment]

Beginning Stage:

- Concept of Print Reading
- Dolch Sight Words
- Reading Fluency
- Guided Reading Level
- Math Comprehensive Assessment [Bridges Comprehensive Assessment]
- Ohio Diagnostics Assessments: Reading, Writing, and Math
- NWEA MAP Assessment: Reading and Math
- Writing Portfolio

Developing Stage:

- Reading Fluency
- Guided Reading Level
- Ohio Diagnostic Assessments: Reading, Writing
- NWEA MAP: Reading and Math
- Khan Academy
- Math Comprehensive [Bridges Comprehensive Assessment]
- Writing Portfolio
- Ohio State Test: ELA, Math, and Social Studies (GLE4)
- National Assessment of Educational Practice NAEP (Grade 4: ELA and Math)

Refining Stage:

- Guided Reading Level
- NWEA MAP: Reading, Math, Science (GLE5)
- Khan Academy
- Writing Portfolio
- Ohio State Test: ELA, Math, Science (GLE 5), Social Studies (GLE6)

Applying Stage:

- Guided Reading Level
- NWEA MAP: Reading, Math, Science (GLE8)

- Khan Academy
- Writing Portfolio
- Ohio State Test: ELA, Math, Science (GLE8)
  - National Assessment of Educational Practice NAEP (Grade 8: ELA and Math)

### Diagnostic Assessments

Diagnostic Assessments are assessments aligned with the Ohio academic content standards and model curriculum designed to measure student comprehension of academic content and mastery of related skills for relevant subject areas. Diagnostic assessments shall be administered by the School at least once annually for kindergarten through second grade in reading, writing, and mathematics, and for grade three in reading and writing to the following students:

- Any Student who transfers to the School if his/her former school did not administer each applicable diagnostic assessment to the Student in the current school year (must be administered within thirty (30) days from the date of transfer).
- Previously home-schooled Students enrolling at the School will be given a diagnostic assessment in order to determine their appropriate grade level placement.
- Each kindergarten student will complete the Kindergarten Readiness Assessment. The school will administer the Readiness Assessment not earlier than the four weeks before the start of the school year and not after November 1.
- As required pursuant to the Third Grade Reading Guarantee.

After the administration of any diagnostic assessment and upon a Parent's request, the School shall provide a Student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment to the Student's Parent.

### State Mandated Assessments:

The Intergenerational Schools recognize the need to prepare students to be successful standardized test takers. Starting at the 3<sup>rd</sup> grade level equivalent year, Ohio State Tests are administered in accordance with Ohio state law. These scores become a part of the students' permanent record.

All of our schools are required to and will administer all state-mandated tests at the time and in the manner prescribed by law.

### **Evidence of Effectiveness**

The evidence that the intergenerational learning model is an effective design for achieving a high level of student achievement is demonstrated by the TIS state report cards since it became eligible for ratings. TIS received only "Excellent with Distinction," "Excellent" & one "Effective" ratings on their Ohio State Report Cards during the use of that system in Ohio. Of the over 300 charter schools in Ohio, TIS is



the ONLY K-8 charter school to have received 8 "Excellent" or better ratings. The Intergenerational School continued its remarkable achievements under the new state report card for 2012-2013, receiving grades of A in value-add and gap closing and a B in achievement. Although ratings have slipped in recent years (as have most schools in the state due to new and more rigorous tests), in 15-16 TIS was found to be one of the top 20 public charter/district schools with similar enrollments in the City of Cleveland.

The challenge of three different types of statewide assessments over the last three years has been just as challenging for the TIS community as it has been for other schools across the state. The TIS team is looking forward to the state continuing with the AIR assessments into the future. With the results of the 2015-16 assessment, TIS has seen a decrease in its overall academic achievement results. The administration and teaching staff are working to determine how to make the needed changes within our curriculum and school environment in order to support our teachers and students work and learn to their greatest potential.



## 2022 – 2023 Performance Framework Goals

### Contract Attachment 11.6

School Name	The Intergenerational School
School IRN	133215
Building Principal/Leader	Mario Clopton-Zymler, Ed.D
Board President	Lynn Carpenter
Start of Current Contract Date	07/01/2017
End of Current Contract Date	06/30/2023
Management Company, if any	None
School Mission	Intergenerational Schools connect, create, and guide a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence.

### 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 <b>increase</b> 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)			

A2. ACHIEVEMENT COMPONENT			
The annual Local Report Card will show an <b>increase</b> 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)			

A3. PERFORMANCE INDEX			
The annual Local Report Card will show an <b>increase</b> in performance index points from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	66.4 points	



RATING Met (1pt) Not Met (0pt)			
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<b>A4. PROGRESS COMPONENT</b>			
The annual Local Report Card will show an <b>increase</b> in the Progress Component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	4 stars	
RATING Met (1pt) Not Met (0pt)			

<b>A5. GAP CLOSING COMPONENT</b>			
The annual Local Report Card will show an <b>increase</b> in the Gap Closing Component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	5 stars	
RATING Met (1pt) Not Met (0pt)			

<b>A6. CHRONIC ABSENTEEISM</b>			
<p>1. Meeting or exceeding the annual Ohio goal (<b>8.2</b> percent or lower for 2022-2023);</p> <p><b>OR</b></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"> <li>• If your current chronic absenteeism rate is <b>36.7% or higher</b>, the goal will indicate a 1.1% improvement;</li> <li>• If your current chronic absenteeism rate is <b>36.6% or lower</b>, the goal will indicate a 3% improvement</li> </ul>			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	36.6%	35.5%
RATING Met (1pt) Not Met (0pt)			
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
<p>Goal for 2022-2023 is 35.5% based on the 3% improvement formula.</p> <p>The Assistant Principal, Tomika Tate, oversees the monitoring of daily attendance for all students. If a student is absent, the school's administrative assistant calls or sends an automated message to families</p>			

before 9am each school day. If a student becomes habitually truant or is at risk, the family receives a letter informing them of their child's truancy status and an attendance intervention plan is created to address any barriers preventing the student from regularly attending school. This is all monitored within our SIS, PowerSchool.

**A7. GIFTED PERFORMANCE INDICATOR**

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

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

**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
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
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RATING Met (1pt) Not Met (0pt)	NA	NA	NA
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**A11. EARLY LITERACY COMPONENT**

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

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

**A12. PROFICIENCY IN THIRD GRADE READING**

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

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	20.7% proficient	38.5% proficient	

**A13. PROMOTION TO FOURTH GRADE**

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

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NA 100% promoted to 4th	91.3% promoted to 4th	

**A14. IMPROVING K–3 LITERACY**

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

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NA 35.1%	20%	

**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
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RATING Met (1pt) Not Met (0pt)	NA	NA	NA
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<b>A16. – POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS</b>			
The school will implement a positive intervention behavior and support framework.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	YES	YES	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
<p>We use Responsive Classroom as the framework for Phase One of their PBIS plan. Phase Two is integrating the Five Five curriculum for Responsive Classrooms, which is an SEL curriculum that helps teach the expectations in the building. We will progress monitor using the progress monitoring tools, rubrics and assessments each trimester (every 12 weeks).</p> <p>We will also progress monitor using disciplinary action data to inform the need for change in PBIS strategy school-wide.</p>			

<b>A17. COMPARATIVE DATA FROM SIMILAR SCHOOLS</b>				
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			The Intergenerational School will perform higher than or equal to Dublin Preparatory Academy in Gap Closing. The Intergenerational School will perform higher than or equal to Wings Academy in Achievement.	
ACTUAL	Met	Met		
RATING Met (2pt) Not Met (0pt)				
<b>CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA</b>				
	<b>% POVERTY</b>	<b>% MINORITY</b>	<b>Gap Closing</b>	<b>Achievement</b>
<b>The Intergenerational School</b>	100%	84.1% Black Student Enrollment		
<b>Dublin Preparatory Academy</b>	100%	82.8% Black Student Enrollment	X	

<b>Wings Academy</b>	100%	99.4% Black Student Enrollment		X
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## B. OTHER ACADEMIC MEASURE GOALS

<b>B1. SUB - GROUP</b>			
<b>GOAL: Using NWEA Math Assessment, 5% of K-4 students who identify as Black will increase their score by 5 points from the Fall Benchmark to the Spring Benchmark</b>			
Year(s)	2020 - 2021	2021- 2022	2022 - 2023
GOAL	NA	NA	
ACTUAL	NA	NA	
RATING Met (1pt) Not Met (Opt)	NA	NA	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
<ul style="list-style-type: none"> <li>Teachers will use Bridges for Mathematics Baseline, Pre and Post-Assessments data to guide small group instruction with students who have not mastered concepts during whole group instruction.</li> <li>Teachers will use MAP growth reports to determine interventions or enrichment.</li> <li>Students will do a MAP assessment in January and will use that data to monitor growth.</li> </ul>			

<b>B2. READING</b>			
<b>GOAL: Using NWEA Reading Assessment, 5% of 5-8<sup>th</sup> grade students will increase their score by 5 points from the Fall Benchmark to the Spring Benchmark.</b>			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL			
GOAL			
RATING Met (1pt) Not Met (Opt)			

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

THE INTERGENERATIONAL SCHOOL has hired a reading specialist and education aides who will serve alongside our teachers in implementing interventions for students who are not meeting proficiency on OST and who are not meeting growth goals as identified on MAP assessment scores. The Reading specialists will focus on students considered off-track and will be assessed using the instructional areas of focus on the MAP assessment as well as Fountas and Pinnell Classroom Assessments to determine appropriate interventions. All interventions will be evidence-based reading strategies and will be progress monitored every two weeks using Fountas and Pinnell.

Progress Monitoring will be done using analysis and growth reports from the winter MAP assessment.

**B3. MATH**

**GOAL:** Using the NWEA assessment, the percentage of students scoring at or above grade level when comparing fall to spring benchmarking will increase by 1%.

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

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

K-4 teachers will use Bridges for Mathematics Baseline, Pre- and Post-Assessments to monitor progress in between MAP assessments. 5-8 teachers will use Envision for Mathematics assessments to monitor progress in-between MAP assessments.

MAP assessment will be given to students in January. Teachers will use MAP growth reports to determine personalized plans to improve student growth.

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**B4. IMPROVING EARLY LITERACY**

**GOAL:** Using the NWEA assessment, the percentage of K-3 students who are off-track when comparing fall to spring benchmarking will decrease by 1%

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

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

THE INTERGENERATIONAL SCHOOL has hired a reading specialist and education aides who will serve alongside our teachers in implementing interventions for students who are not meeting proficiency on OST and who are not meeting growth goals as identified on MAP assessment scores. The Reading specialists will focus on students considered off-track and will be assessed using the instructional areas of focus on the MAP assessment as well as Fountas and Pinnell Classroom Assessments to determine appropriate interventions. All interventions will be evidence-based reading strategies and will be progress monitored every two weeks using Fountas and Pinnell.

Progress Monitoring will be done using analysis and growth reports from the winter MAP assessment.

**B5. PRESCHOOL SPECIFIC GOAL**

**GOAL: NA**

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	NA	NA
ACTUAL	NA	NA	NA

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

### C. NON-ACADEMIC / ORGANIZATIONAL AND OPERATIONAL GOALS

C1 – MISSION STATEMENT	
<p><b>State the School's Mission:</b> Intergenerational Schools connect, create, and guide a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence.</p>	
Year	2022 - 2023
GOAL	One successful student-led initiative will be planned and implemented by the newly created student council.
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>We will foster spirited citizenship in our students by creating a student council that will work on behalf of the student body.</p>	

C2 – PARENT SATISFACTION	
<p>The goal in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) <b>and</b> identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>	
Year	2022 - 2023
GOAL	At the November and December parent group meeting, the school will solicit feedback from the parent group focused on revising our schools



	homework policy. The feedback will be collected at the meeting and used by the administration team to change the homework protocol starting in January.
RATING Met (1pt) Not Met (0pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	
<p>By the December 15, the Principal will solicit feedback by attending the monthly parent group meeting. The Principal will collect the feedback and synthesize it along with teacher and student feedback and will announce an update on the homework policy to starting after the Winter Break.</p>	

<b>C3 – GOVERNING AUTHORITY</b>	
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	Board member attendance will improve for the 2022-2023. Our goal is for board members to attend 75% of the year’s board meetings.
RATING Met (1pt) Not Met (0pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	
<p>Calendar invitations will be sent out at the beginning of the month. Two weeks before the meeting an email will go to all board members reminding them of the date, time, location of the board meeting asking them to RSVP. The Friday before the board meeting another reminder will go the board members along with the meeting agenda and resolutions. Those members that have not responded will be individually emailed and/or called.</p>	

<b>C4 – STUDENT DISCIPLINE</b>	
<p>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). <b>**Detailed documentation is required to determine if OSS meets the requirements of the law**</b> All students will be required to show a <b>decrease</b> in out-of-school suspensions (OSS) from the previous year.</p>	

Year(s)	2021 - 2022		2022 - 2023	
GOAL	K-3	0	K-3	0
	4-8	10	4-8	15
	9-12	NA	9-12	NA
ACTUAL	K-3	18	K-3	
	4-8	30	4-8	
	9-12	NA	9-12	
RATING Met (1pt each grade level) Not Met (0pt)	K-3		K-3	
	4-8		4-8	
	9-12		9-12	

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

Grades	Previous year's Actual OSS	This year's goal for OSS	Strategies to accomplish this goal
K-3	18	0	The Principal is responsible for all out-of-school suspensions and will not suspend a student in grades K-3 unless the rationale is in alignment with the current state law.
4-8	30	15	<p>First, the administration set-up schoolwide behavior expectations this year: Be Safe, Be Respectful, Be Responsible. The teachers use Responsive Classroom to remind students of behavior expectations around the school. The school is piloting the use of Class Dojo as part of a school-wide PBIS program.</p> <p>The Intergenerational School contracts with Ohio Guidestone and The Centers for mental health and counseling services. The school is implementing an SEL curriculum called "Fly Five". Fly Five is a kindergarten to eighth grade social and emotional learning curriculum developed on the core belief that, in order for students to be academically, socially, and behaviorally successful in, out of, and beyond school, they need to learn a set of social and emotional competencies, namely cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.). The Fly Five lessons are intentionally designed to be easy to follow and implement so that teachers can place their attention on the important work of noticing a student's academic, social, and emotional growth and progress and creating conditions for that progress to continue.</p> <p>Discipline data will be analyzed monthly by the school administration team to determine how to best prevent student behaviors that could result in out-of-school suspensions.</p>

9-12			NA

## D. LEGAL COMPLIANCE

<b>D1 – LEGAL COMPLIANCE – ON-TIME SUBMISSIONS</b>	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for <b>ON-TIME</b> percent of legal submissions.	
Year	2022 - 2023
ACTUAL	83%
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

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

## E. FINANCIAL

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

**E2– FINANCIAL SUSTAINABILITY**

Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); **AND** 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days).

Year	2022- 2023
GOAL	Student Enrollment – 221 Days Cash Reserve - 4.42 months
RATING Met (1pt) Not Met (0pt)	