



THE
Intergenerational
S C H O O L S

Intergenerational Schools

December Board Meeting

Published on December 6, 2024 at 5:17 PM EST

Date and Time

Wednesday December 11, 2024 at 6:00 PM EST

Location

The Intergenerational School
11327 Shaker Blvd 200E
Cleveland, Ohio 44104

The Intergenerational School creates, connects, and guides a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence.

Agenda

	Purpose	Presenter	Time
--	---------	-----------	------

- | | | | |
|------------|---|--|----------------|
| I. | Board Resolutions | | 6:00 PM |
| | A. Board Resolutions for Schools | | |
| II. | Opening Items | | 6:00 PM |
| | A. Record Attendance | | |
| | B. Call the Meeting to Order | | |
| | C. Mission Moment | | 5 m |

	Purpose	Presenter	Time
III. Fundraising and Marketing Dashboard			6:05 PM
A. Annual Fund--End of Year Appeal	FYI		2 m
B. Major Gifts	Discuss		3 m
C. Grants			2 m
D. Marketing			3 m
IV. Mining for New Supporters			6:15 PM
A. Ways to Grow the Board			5 m
V. Intergenerational Cleveland Governance			6:20 PM
A. New Board Nominations			5 m
		Bikram Roy Erin Figer	
VI. 25th Anniversary Celebration			6:25 PM
A. Overview of Anniversary Celebration Planning			5 m
VII. Sponsor Reports			6:30 PM
A. CMSD/ESCLEW Sponsor Report	FYI		5 m
VIII. Public Comment			6:35 PM
A. Public Comment	FYI		5 m
<p>Any person or group wishing to place an item on the agenda shall register their intent with the Executive Director/CEO (or designee-Chief Operating Officer) no later than five (5) days prior to the meeting and include:</p> <ul style="list-style-type: none"> A. name and address of the participant; B. group affiliation, if and when appropriate; C. topic to be addressed 			

	Purpose	Presenter	Time
IX. Consent Agenda			6:40 PM
A. Approval of October 23, 2024 Minutes	Vote		
Please read Board Resolutions			
B. Contracts and MOUs	Vote		
TIS-East			
<ul style="list-style-type: none"> • Addendum-D&N Transportation—Addendum to the original contract for additional door-to-door transportation service for a student requiring SpEd accommodations. Transportation service is for 125 days at a daily rate of \$75 per day for morning and afternoon services and is not to exceed \$9,375. This is an unbudgeted expense to be paid out of general fund or other monies obtained. 			
TIS-East and Near West			
<ul style="list-style-type: none"> • NEW-BrandPivot--To provide flexible support for any communications/marketing related needs. This is a package of hours that can be used for long term projects, on-call services, or project specific purposes. This contract is for 70 hours and is not to exceed \$10,000 to be split between the schools based on the hours they use. This is a budgeted expense and should be paid out of the general fund or other monies obtained. 			
C. Personnel Actions	Vote		
Listed in each school's Board Resolution			
D. TIS ONLY-ESCLEW Contract Modification			
Below is a summary of the Contract Modifications			
<ul style="list-style-type: none"> • Compliance with Ohio Laws--updated section to include statutory changes in the ORC • In-Service Training Requirements--Schools are required to incorporate training on sexual abuse prevention, as well as in-service training on the use of AED & CPR. • Section 11.5-- Sponsor's expectation for a proposed merger of community schools • Admission Policy--Reflects the recently enacted legislation requiring schools to adopt a policy authorizing students to take up to three days of excused absences per school year for purposes of engaging in religious expression. 			

	Purpose	Presenter	Time
	<ul style="list-style-type: none"> • Financial Plan--Schools must insert the estimated per pupil expenditure for each future school year of the contract. • Performance Accountability Framework--This has been updated to reflect changes in the report card data. 		
E.	Reading Improvement Plans		
F.	Annual Approval of Treasurer's Bond Douglas Mangen-\$25,000-Treasurer's Bond expires 12/16/2026		
X.	Investigation into TIS/NWIS Merger		6:40 PM
A.	Board Discussion and vote on continuing to direct staff time and resources toward investigation of a TIS/NWIS merger.	Vote	20 m
XI.	Governance Advisory Council		7:00 PM
A.	Governance Advisory Council Updates		5 m
XII.	Finance		7:05 PM
A.	Approval of October Financials	Vote Celeste Farmer	10 m
XIII.	Executive Sessions		7:15 PM
	To discuss and consider the purchase of property.		
A.	Executive Session		15 m
XIV.	Closing Items		7:30 PM
A.	Adjourn Meeting	Vote	

The Intergenerational School creates, connects, and guides a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence.

Coversheet

Board Resolutions for Schools

Section: I. Board Resolutions
Item: A. Board Resolutions for Schools
Purpose:
Submitted by:
Related Material: SIGNED-Near West Resolutions.pdf
SIGNED-TIS-East Resolutions.pdf



Intergenerational S C H O O L S

December 11, 2024

BOARD RESOLUTIONS

At the Regular Meeting of the Board of Directors of Near West Intergenerational School on December 11, 2024, the following resolutions were proposed and approved by the board:

WHEREAS the mission of Near West Intergenerational School is to connect, create, and guide a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence;

WHEREAS as a Public Charter School in the State of Ohio, and in accordance with Board policy, the Board of Directors must review and approve all Minutes, Policies, Personnel Actions that were not named specifically in the prior approved budget, Contract Actions, and Expenses over \$25,000, Out of State travel, and transactions between Intergenerational Schools;

IT IS THEREFORE RESOLVED that the Near West Intergenerational School Board has reviewed and approves the following:

Intergenerational Cleveland (Friends of the Intergenerational Schools or FIGS) Governance

WHEREAS as a public charter school in the State of Ohio, the Board of Directors must approve or ratify the election of all board Members and board Officers of its supporting organization, Intergenerational Cleveland.

IT IS THEREFORE RESOLVED, that the School Board has reviewed and approves the following Governance Actions:

Election of Erin Figer and Bikram Roy to serve as At Large members of the Board of Directors of Intergenerational Cleveland with a term expiring on June 30, 2027;

Resignation of Kelly Lytle as the Chair of the Board of Directors of Intergenerational Cleveland; and

Election of Cena Hilliard to serve as the Chair of the Board of Directors of Intergenerational Cleveland with a term expiring on June 30, 2027.

Consent Agenda

1. Minutes of the Board Meeting

www.intergenerationschools.org

The Intergenerational
School - East
11327 SHAKER BLVD. SUITE 200E
CLEVELAND, OHIO 44104

Near West
Intergenerational School
3805 TERRETT AVENUE
CLEVELAND, OHIO 44113

a. Regular Board Meeting, October 23, 2024

2. Contracts

1. BrandPivot--To provide flexible support for any communications/marketing related needs. This is a package of hours that can be used for marketing and design purposes, primarily for enrollment. The total contract is for 70 hours and is not to exceed \$10,000 to be split between the schools and Intergenerational Cleveland based on the hours they use. This is a budgeted expense and should be paid out of the general fund or other monies obtained.

3. Personnel Actions

Stipends:

Dyslexia/Science of Reading/Bookworms training stipend for Alison Arko for the 2024-2025 School Year is not to exceed \$1868. This is a budgeted expense to be reimbursed by the Ohio Department of Education and Workforce payable from General Funds or other monies obtained.

Afterschool programming beginning in September 2024 and ending in December 2024 in the amounts specified below. These stipends are budgeted and to be paid from general funds or other monies obtained.

Name	Amount	Description
Brittany O'Donnell	750.00	Awesome Possums 1 day per week
Zoe Welch	750.00	Awesome Possums 1 day per week
Kori Morris	750.00	Awesome Possums 1 day per week
McKenna Brown	1200.00	Sole Mates Walk/Run 2 days per week
Winter Fraley	1600.00	Survivor Reading 2 days per week
Molly Mizisin	850.00	The Snack Pack 1 day per week
Sarah Tribuzzo	750.00	Sole Mates Walk/Run/Fun 1 day per week

Staff Substitute Pay for Trimester 1:

Pursuant to the Board-approved Policy are budgeted expenses to be paid from General Funds or other monies obtained.

Name	Amount
Theresa Fucile	165.00
Ameila Howard	201.67
Lori Jubell	195.00



Kori Morris	26.67
Jordan North	300.00
Brittany O'Donnell	113.33
Emmet O'Melia	240.00
Nancy Szilagyi	<u>45.00</u>
TOTAL	1286.67

4. Annual Approval of Treasurer's Bond

- a. Douglas Mangen--\$25,000 Treasurer Bond expires 12/16/2026

Finance Actions

IT IS THEREFORE RESOLVED that the Near West Intergenerational School Board has reviewed and approves the following Financial Action Items:

- a. **October Financials**



Joanna Lopez-Inman, Secretary





December 11, 2023

BOARD RESOLUTIONS

At the Regular Meeting of the Board of Directors of The Intergenerational School on December 11, 2024, the following resolutions were proposed and approved by the board:

WHEREAS the mission of The Intergenerational School is to connect, create, and guide a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence;

WHEREAS as a Public Charter School in the State of Ohio, and in accordance with Board policy, the Board of Directors must review and approve all Minutes, Policies, Personnel Actions that were not named specifically in the prior approved budget, Contract Actions and Expenses over \$25,000, Out of State travel, and transactions between Intergenerational Schools;

IT IS THEREFORE RESOLVED that The Intergenerational School Board has reviewed and approves the following:

Intergenerational Cleveland (dba Friends of the Intergenerational Schools-FIGS) Governance

WHEREAS as a public charter school in the State of Ohio, the Board of Directors must approve or ratify the election of all board Members and board Officers of its supporting organization, Intergenerational Cleveland.

IT IS THEREFORE RESOLVED, that the School Board has reviewed and approves the following Governance Actions:

Election of Erin Figer and Bikram Roy to serve as At Large members of the Board of Directors of Intergenerational Cleveland with a term expiring on June 30, 2027;

Resignation of Kelly Lytle as the Chair of the Board of Directors of Intergenerational Cleveland; and

Election of Cena Hilliard to serve as the Chair of the Board of Directors of Intergenerational Cleveland with a term expiring on June 30, 2027.

Consent Agenda

1. Minutes of the Board Meeting

- a. Regular Board Meeting, October 23, 2024

www.intergenerationschools.org

The Intergenerational
School - East
11327 SHAKER BLVD. SUITE 200E
CLEVELAND, OHIO 44104

Near West
Intergenerational School
3805 TERRETT AVENUE
CLEVELAND, OHIO 44113



December 11, 2023

BOARD RESOLUTIONS

At the Regular Meeting of the Board of Directors of The Intergenerational School on December 11, 2024, the following resolutions were proposed and approved by the board:

WHEREAS the mission of The Intergenerational School is to connect, create, and guide a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence;

WHEREAS as a Public Charter School in the State of Ohio, and in accordance with Board policy, the Board of Directors must review and approve all Minutes, Policies, Personnel Actions that were not named specifically in the prior approved budget, Contract Actions and Expenses over \$25,000, Out of State travel, and transactions between Intergenerational Schools;

IT IS THEREFORE RESOLVED that The Intergenerational School Board has reviewed and approves the following:

Intergenerational Cleveland (dba Friends of the Intergenerational Schools-FIGS) Governance

WHEREAS as a public charter school in the State of Ohio, the Board of Directors must approve or ratify the election of all board Members and board Officers of its supporting organization, Intergenerational Cleveland.

IT IS THEREFORE RESOLVED, that the School Board has reviewed and approves the following Governance Actions:

Election of Erin Figer and Bikram Roy to serve as At Large members of the Board of Directors of Intergenerational Cleveland with a term expiring on June 30, 2027;

Resignation of Kelly Lytle as the Chair of the Board of Directors of Intergenerational Cleveland; and

Election of Cena Hilliard to serve as the Chair of the Board of Directors of Intergenerational Cleveland with a term expiring on June 30, 2027.

Consent Agenda

1. Minutes of the Board Meeting

- a. Regular Board Meeting, October 23, 2024

www.intergenerationschools.org

The Intergenerational
School - East
11327 SHAKER BLVD. SUITE 200E
CLEVELAND, OHIO 44104

Near West
Intergenerational School
3805 TERRETT AVENUE
CLEVELAND, OHIO 44113



2. **Contracts and MOUs**

1. **D&N Transportation**--Addendum to the original contract for additional door-to-door transportation service for a new student requiring special education accommodations. Transportation service is for 125 days at a daily rate of \$75 per day for morning and afternoon services and is not to exceed \$9,375. This is an unbudgeted expense to be paid out of general funds or other monies obtained.
2. **BrandPivot**--To provide flexible support for any communications/marketing-related needs. This is a package of hours that can be used for design and marketing purposes, mainly for enrollment. This contract is for 70 hours and is not to exceed \$10,000 to be split between the schools and Intergenerational Cleveland based on the hours they use. This is a budgeted expense and should be paid out of the general fund or other monies obtained.

3. **Personnel Actions:**

Stipends:

Dyslexia/Science of Reading training stipend for Michela Stupay for the 2024-2025 School Year is not to exceed \$1368. This is a budgeted expense to be reimbursed by the Ohio Department of Education and Workforce payable from General Funds or other monies obtained.

Lead Wellness Coordinator for Tanya Anglen for the 2024-2025 School Year (August 7, 2024-June 30, 2025) and is not to exceed \$5000. This compensation shall be retroactive to August 7, 2024, and shall be paid out in the Lead Wellness Coordinator's regular paychecks for the remainder of the calendar year. This is a budgeted expense, split equally between the schools, to be paid from the General Fund or other monies obtained.

Staff Substitute Pay for Trimester 1:

Pursuant to the Board-approved Policy are budgeted expenses to be paid from General Funds or other monies obtained.

Name	Amount
Jeremy Allen	41.67
Arden Berg	10.00
Deaundra Myers	25.00
Miranda Priah	10.00
Abigail Serrino	<u>113.33</u>
TOTAL	200.00



4. Educational Service Center of Lake Erie West Contract Modifications

3. **Compliance with Ohio Laws**--updated section to include the following statutory changes in the Ohio Revised Code:
 - a. **In-Service Training Requirements**--Schools are required to incorporate training on sexual abuse prevention, as well as in-service training on the use of AED & CPR.
 - b. **Section 11.5**-- Sponsor's expectation for a proposed merger of community schools
 - c. **Admission Policy**--Reflects the recently enacted legislation requiring schools to adopt a policy authorizing students to take up to three days of excused absences per school year for purposes of engaging in religious expression.
 - d. **Financial Plan**--Schools must insert the estimated per pupil expenditure for each future school year of the contract.
 - e. **Performance Accountability Framework**--This has been updated to reflect changes in the report card data.
4. **Reading Achievement Plan**, due to the Department of Education and Workforce no later than December 31, 2024.

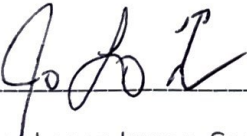
5. Annual Approval of Treasurer's Bond

- a. Douglas Mangen--\$25,000 Treasurer Bond expires 12/16/2026

Finance Actions

IT IS THEREFORE RESOLVED that The Intergenerational School Board has reviewed and approves the following Financial Action Items:

- a. **October Financials**



Joanna Lopez-Inman, Secretary



Coversheet

Annual Fund--End of Year Appeal

Section: III. Fundraising and Marketing Dashboard
Item: A. Annual Fund--End of Year Appeal
Purpose: FYI
Submitted by:
Related Material: IGS EOY Annual Appeal Update 12042024 (1).pdf
IGS Development & Marketing Update 12092024 (1).pdf



Annual Appeals Report – *November 19 - December 6, 2024*

Message Title	Date Sent	Total Recip.	Del.	Del. %	Bounced	Bounced %	Drop'd	Drop'd %	Open	Open %	Unopened	Unopened %	Clicked a Link	Unsubscribed	Marked as Spam	Def'd
Summer 2024 Appeal	9/11/24	1,090	1,045	96%	31	3%	14	1%	504	48%	548	52%	81	9	0	
Summer Appeal Email 2	9/18/24	1,078	1,032	96%	18	2%	28	3%	465	45%	573	55%	23	13	1	
Mailed Appeal																
2024 End of Year Appeal	11/14/24	1,067	1,016	95%	19	2%	32	3%	477	47%	542	53%	59	5	0	
2024 End of Year Appeal Re-Sent	11/26/24	595	548	92%	14	2%	33	6%	62	11%	487	89%	2	2	0	
2024 End of Year Appeal (Giving Tuesday)	12/3/24	1,066	1,007	94%	24	2%	34	3%	318	31%	693	69%	59	5	0	1

Social Media Performance

Facebook Engagement Last 7 Days - -
Through December 4

Content

Views ● **Reach** ●
556 ↑ 467.3% 286 ↑ 535.6%

LinkedIn Engagement Last 7 Days - Through
December 4

1,058 **48**
Impressions Reactions
Up 105% Up 89%

- Raised \$230.18 from 3 gifts, not counting the outlier Sauerland Foundation gift of \$115,000 or Board Giving.
- Counting Board Giving but not Sauerland, they've raised \$1,093.98 across 6 gifts.
- Counting all gifts since 11/14/2024, they've raised \$116,093.98 across 7 gifts.

Not including total results from Mailed Campaign



Development & Marketing Dashboard *As of December 6, 2024*

Objective

• Create and grow IGS fundraising and marketing strategic plan and programs, coordinating and supporting the execution of activities and tactics with the IGS Executive Director, the IGS Staff and the Friends of Intergenerational Schools (FIGS) board.

Key Recent Activities – October-November

Development

- Major gift list engagement, emails and meeting communications ongoing
- Annual Report completed and delivered October 31
- Grant schedule spreadsheet created and ongoing
- End of Year Appeal Emails, Mailing and Mail kick-off completed. Campaign continues through December

Marketing

- Donor Folder Drafted and Centralized to Basecamp – School one Pagers, Donation Form, Volunteer Postcard, Still need approved from IGS – Donor Brochure and FIGS Brochure
- Appeal Marketing – Email Segmentation, 8 story post created for Facebook Instagram, and LinkedIn
- Analytics published and analyzed through November 2024
- Website forms analyzed and downloaded with recommended process for consolidation and updating
- Social Profiles Updated

Major Gift & Grant Highlights

Grants:

- FY25 Grants Pending Decision: \$140k
- Synthomer Foundation, \$30k
 - Lubrizol Foundation, \$25k
 - Dreyfus Foundation, \$20k
 - Fox Foundation, \$10k
 - Nord Family Foundation, \$25k
 - Banks Baldwin Foundation, \$5k
 - Andrews Foundation, \$15k
 - Bonne Bell Family Foundation, \$5k
 - Britton Fund, \$5k

Recent/Upcoming Engagement

- Lynn Carpenter
- John Guinness
- Mark Elliot
- Holly Trifiro
- Catherine Whitehouse
- Peter Whitehouse
- Richaun Bunton
- Lee Trotter
- Barbara Wolfort
- Mark Charvat
- Jane Outcalt

Upcoming Grant Engagement:

- Future Grant applications: \$70k
- Reuter Foundation; \$10k
 - Martha Holden Jennings Fdn, \$30k
 - Charles Lafitte Foundation, \$20k

Key Future Activities – December

Development

- Grant applications and research, process confirmation, reporting considerations
- Focus on top/major prospect list with Brooke: cultivation visits/call and tours
- Activation of new KPIs/goals dashboard for reporting moving forward
- End of Year Appeal – through December 23
- Board engagement work on Engagement Form
- Board Retreat
- 25th Anniversary Fundraising Strategy

Marketing

- Continue appeal marketing and analysis, email segmentation
- Strategies for growing contact list and FIG Board members

FIGS Board Engagement & Goal Tracking

Individual Goals (carried over from last year - new will be determined during rescheduled FIGS board retreat)

- 100% Board Giving by 6/30/24
- Fill 6 School Tours or meetings by end of 23-24 School Year
- Share/Like/Comment on 1 IGS LinkedIn or FB Post each week

Collective Goals (carried over from last year)

- Define board growth plan, governance process and documents
- Plan and host 3 pipeline building events
- Support key gift and donations

Upcoming Tours & Meetings

- Tours:
- Meetings: FIGS Board Retreat, January 7, 2025



Development Insights – *As of December 6, 2024*

FISCAL YEAR - July 1 - June 30												
	FY 2019-2020		FY 2020-2021		FY 2021-2022		FY 2022-2023		FY 2023-2024		FY 2024-2025	
	# Gifts	\$ Raised	# Gifts	\$ Raised	# Gifts	\$ Raised	# Gifts	\$ Raised	# Gifts	\$ Raised	# Gifts	\$ Raised
\$100,000+	1	\$200,000.00	2	\$339,043.00	1	\$200,000.00	2	\$307,951.00	2	\$310,000.00	1	\$115,000
\$50,000-\$99,999	1	\$53,534.00			1	\$64,470.00	1	\$50,000.00	2	\$113,313.90		
\$25,000-\$49,999	1	\$32,000.00	4	\$155,245.00	1	\$40,000.00			0	\$0		
\$10,000-\$24,999	2	\$20,000.00	5	\$64,000.00	2	\$39,600.00	1	\$10,000.00	0	\$0		
\$5,000-\$9,999	4	\$20,000.00	2	\$12,500.00	2	\$12,500.00	4	\$21,000.00	3	\$21,585.00		
\$2,500-\$4,999	4	\$10,025.00	2	\$6,950.00			1	\$2,503.00	2	\$7,000.00		
\$1,000-\$2,499	6	\$10,298.97	7	\$10,525.00	8	\$11,735.55	17	\$17,494.80	2	\$2,000.00		
\$500-\$999	6	\$3,345.18	5	\$2,750.00	2	\$1,025.38	7	\$4,714.19	4	\$2,300.00	2	\$1,011.50
\$250-\$499	6	\$1,507.65	6	\$1,742.69	7	\$1,900.00	38	\$11,292.10	9	\$2,500.75	4	\$1,158.05
\$100-\$249	52	\$7,578.50	49	\$6,578.36	56	\$7,077.57	47	\$6,521.56	19	\$2,514.09	18	\$1,998.75
<\$100	212	\$8,339.60	124	\$4,059.46	128	\$3,279.57	111	\$3,735.15	19	\$551.68	2	\$75.58
Total Raised	295	\$365,629.93	206	\$603,343.51	208	\$381,588.07	229	\$435,211.80	60	\$458,765.42	27	\$119,243.88
Highest Gift		\$200,000.00		\$200,000.00		\$200,000.00		\$200,000.00		\$200,000.00		\$115,000
Lowest Gift		10		10		\$10.00		10		5		\$25.58
Average Gift		\$1,239.42		\$2,928.85		\$1,834.56		\$1,900.49		\$7,646.09		\$4,416.44

Notes on the Numbers:

- FY2021 includes one-time government grants.
- FY2023 includes the Gala where the \$1,000-\$2,499 and \$250-\$499 category increases came from.
- Other smaller gifts in previous years came through peer-to-peer fundraising asks which is something we can explore if/when we have others that want to participate in that kind of activity.
- Non-competitive government grants are not included, and competitive grants are included if they are entered into Bloomerang.



2024 IGS Marketing KPI's Social Media													Goals
	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	
Social Media													
LinkedIn Followers	422	440	448	458	461	466	469	475	481	488	491		500
LinkedIn Impressions	423	2,063	1308	1,455	945	705	851	1,212	1,479	1,109	1,159		750
LinkedIn Engagement	15	144	75	59	55	8	2	49	70	55	56		50
Facebook Followers	309	312	314	341	323	349	360	371	375	378	379		400
Facebook Reach	298	507	1,440	1,748	1,934	2,881	1,295	1750	2,079	3,728	4,556		500
Facebook Engagement	104	282	265	292	308	109	110	226	102	158	177		200
Instagram Followers	585	607	612	644	648	660	673	695	730	745	751		700
Instagram Reach	239	329	1,294	939	1,923	2,401	2,557	3,200	3,870	2,510	3,000		1,000
Instagram Engagement	49	168	226	260	557	128	288	509	361	262	340		300
Total Social Reach	960	2,899	4,042	4,142	4,802	3,687	4,703	6,162	7,428	7,347	8,715		10% Growth
Total Social Engagement	168	594	566	611	920	245	400	784	533	475	573		10% Growth
Total Social Following	1,316	1,359	1,374	1,443	1,432	1,475	1,502	1,541	1,586	1,611	1,621		5% Growth
Total Social FIGS Involvement	22%	33%	18%	22%	33%	0%	0%	10%	20%	20%	30%		90%
Email													
Total Emails	946	937	937	937	937	1,078	1,078	1,078	1,078	1,078	1,067		12% Growth
Email Open Rate	39%	41%	60%	62%	62%	62%	N/A	N/A	47%	49%	49%		50%
Email Click Rate	5%	5%	30%	33%	35%	35%	N/A	N/A	36%	38%	47%		40%



Donor Thank You Call List – *November 1 - December 6, 2024*

Name	Donation Amount	Primary Email Address	Primary Phone Number
Dan Toussant*	\$25.58	dan.toussant@gmail.com	–
Denise Davis	\$100.00	ddavis@thenationalteacherscollege.org	(216) 381-5445
Marie Dietrich	\$100.00	mcdtbr@peoplepc.com	(440) 250-9307
Bonnie Lindberg	\$100.00	blindb5321@aol.com	–
Terri Garfinkel	\$102.30	tegarfinkel@gmail.com	(216) 374-6144
Kelly Lytle	\$250.00	kelly.lytle@gmail.com	(419) 307-0996
Joanna López Inman	\$511.50	jolo.esq@gmail.com	(216) 659-6653

*New/First Time



Annual Appeals Report – *November 19 - December 6, 2024*

Message Title	Date Sent	Total Recip.	Del.	Del. %	Bounced	Bounced %	Drop'd	Drop'd %	Open	Open %	Unopened	Unopened %	Clicked a Link	Unsubscribed	Marked as Spam	Def'd
Summer 2024 Appeal	9/11/24	1,090	1,045	96%	31	3%	14	1%	504	48%	548	52%	81	9	0	
Summer Appeal Email 2	9/18/24	1,078	1,032	96%	18	2%	28	3%	465	45%	573	55%	23	13	1	
Mailed Appeal																
2024 End of Year Appeal	11/14/24	1,067	1,016	95%	19	2%	32	3%	477	47%	542	53%	59	5	0	
2024 End of Year Appeal Re-Sent	11/26/24	595	548	92%	14	2%	33	6%	62	11%	487	89%	2	2	0	
2024 End of Year Appeal (Giving Tuesday)	12/3/24	1,066	1,007	94%	24	2%	34	3%	318	31%	693	69%	59	5	0	1

Social Media Performance

Facebook Engagement Last 7 Days - -
Through December 4

Content

Views ● **Reach** ●
556 ↑ 467.3% 286 ↑ 535.6%

LinkedIn Engagement Last 7 Days - Through
December 4

1,058 **48**
Impressions Reactions
Up 105% Up 89%

- Raised \$230.18 from 3 gifts, not counting the outlier Sauerland Foundation gift of \$115,000 or Board Giving.
- Counting Board Giving but not Sauerland, they've raised \$1,093.98 across 6 gifts.
- Counting all gifts since 11/14/2024, they've raised \$116,093.98 across 7 gifts.

Not including total results from Mailed Campaign

Coversheet

CMSD/ESCLEW Sponsor Report

Section: VII. Sponsor Reports
Item: A. CMSD/ESCLEW Sponsor Report
Purpose: FYI
Submitted by:
Related Material: December TIS - sponsor update .docx
NWIS Fall 2024.pdf



Educational Service Center of Lake Erie West Community Schools Center

ESC of Lake Erie West Community Schools Center Sponsor Update

School Name: The Intergenerational School

Month: December

Presented by:	Joyce Lewis	In person
<p>Governing Authority Highlights / Important updates from ESCLEW</p>	<ul style="list-style-type: none"> ● The ESC of Lake Erie West issued its Annual Performance Report to support high educational standards for Ohio’s public school students. The report aimed to: <ol style="list-style-type: none"> 1. Inform community schools about their past performance based on federal, state, and contractual standards. 2. Highlight strengths and identify areas needing improvement. 3. Help the public understand each school's achievements and compliance with its public obligations. <p>School leaders and governing bodies received these evaluations in October. The report’s final section provided a summary of school performance and an initial outlook for renewal. This outlook was only a preliminary indication, not a guarantee, as renewal decisions depended on each school's renewal application and consistent performance over time.</p> ● On November 13, 2024, the Ohio General Assembly passed Senate Bill 104, introducing changes to the College Credit Plus program and the Protect All Students Act, which addresses restroom access in K-12 schools and higher education. The bill is awaiting Governor DeWine’s signature, with provisions taking effect 90 days after approval. Schools are encouraged to review the requirements and prepare for compliance. 	
<p>Recent Site Visit Highlights</p>	<p>During the December site visit, the following areas were reviewed:</p> <ul style="list-style-type: none"> ● Epinephrine Auto-Injectors: School policies and compliance with statutory requirements. ● In-Service Training: Adoption and implementation of training programs on child abuse prevention, violence, substance abuse, and positive youth development. ● Inhaler Use: Policies on student possession and use of metered dose or dry powder inhalers. 	



Educational Service Center of Lake Erie West Community Schools Center

	<ul style="list-style-type: none"> ● Automated External Defibrillators (AED): Presence of AEDs, staff training, and the adoption of an emergency action plan. ● Glucagon Procurement: Compliance with policies for injectable or nasally administered glucagon, including governing board approvals. ● Food Service Safety: Training for food service staff in choking prevention and the Heimlich maneuver.
Financial Update	<p>The ESCLEW Community Schools Financial Consultant held a monthly meeting with the school’s treasurer, a completed report was emailed following the meeting. If you have any concerns with your school’s financials, please contact your school’s treasurer.</p>
Any questions asked by the Governing Authority for the Sponsor?	
Follow up provided	

School Governance Performance Targets and Metrics					
Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)



Educational Service Center of Lake Erie West Community Schools Center

School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
Evidence: Joanna- Summer Cookout, Fall Festival Danielle- October Dance Stacey- Fall Festival Richaun- Lynn- Fall Festival Carolyn-					
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
Evidence: August October					
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
Evidence: August- 5 October-8					
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
Evidence: In compliance					
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
Evidence: Joanna- Danielle- Stacey- completed Richaun- Lynn- Carolyn-					



Educational Service Center of Lake Erie West Community Schools Center

School Governance	Board Member Attendance	Overall member attendance is <input type="checkbox"/> 90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <input type="checkbox"/> 70%
Evidence: October: 7/8					



Charter School Site Visit Report

Name of school: Near West Intergenerational School

Date of visit: 11/20/24

Sponsor representatives present: Curtis Hutchison (Director, Non-Public Services), Matt Rado (Executive Director, Charter Schools), Jamal Sulaiman (Curriculum & Instruction Specialist),

School representatives present: Sarah Alonso (Chief Operating Officer), April Maimone (Principal), Emma Monaghan (Assistant Principal)

Current overall compliance score: 27/27

(includes all compliance items collected through the date of the site visit)

A. Background

As a charter school sponsor, CMSD is legally and contractually obligated to monitor and evaluate the charter school's compliance with all applicable law and rule. Pursuant to state law, sponsors must conduct comprehensive site visits of each sponsored school while class is in session at least twice a year.¹ Sponsors must also make written reports of information obtained during site visits and provide these to the Ohio Department of Education upon request.

The purpose of these visits is to verify contractual, federal, state, and local compliance in a variety of areas, including health and safety, the educational program (including provision of student learning opportunities), state-required assessments, fiscal operations, governance and administration, and other assessment and accountability measures as defined in the charter contract. The comprehensive site visits help inform the performance of the school according to the Organizational Performance Framework, which is part of the charter contract.

CMSD's comprehensive site visit protocol meets the criteria for exemplary sponsors as defined in the Ohio Department of Education's Quality Practice Rubric.² Exemplary sponsors collect data from a variety of school employees and other stakeholders, such as board members, students, parents, and management company staff, during site visits.

Exemplary sponsors also provide written reports following each site visit that details the information collected during the site visit, summarizes the findings, and notes areas of improvement and strength.

¹ See <http://codes.ohio.gov/oac/3301-102-04>

² See 2024-25 sponsor evaluation rubric here: <https://education.ohio.gov/Topics/Community-Schools/Sponsor-Ratings-and-Tools/2024-2025-Sponsor-Evaluation-Tools>

B. Summary of Visit

During the fall 2024 Near West Intergenerational School site visit, CMSD staff checked school compliance to date, conducted a building walkthrough, reviewed SPED and student records, and conducted classroom visits. More specific information about these areas can be found later in this report.

C. Areas of Strength

CMSD staff identified a number of strengths of the school during the visit. These include:

- No major compliance issues were identified during the building walkthrough or Epicenter compliance collection through the date of the visit
- In all but one area (Assessment Strategies), the average rating by classroom observers was Mostly Effective
- In four areas, classroom observers rated items between Mostly Effective and Effective
- Please review the attached special education writeup for strengths, growth areas, and recommendations

D. Growth and/or Improvement Areas

CMSD staff also identified a number of areas for growth and/or improvement during the visit:

- Observers rated Assessment Strategies, Feedback, and Higher-Order Thinking somewhat lower than other areas. Please review the classroom visit report for more information
- Please review the attached special education writeup for strengths, growth areas, and recommendations

E. Information Reviewed

1. State of the School

**Most recent state report card and sponsor accountability ratings
2023-24**

School Name	Overall	Achievement	Progress	Gap Closing	Early Literacy	Gap Closing- ELA and Math Goals	Chronic Absenteeism

Near West Intergenerational School	4.5 Stars	3 Stars	4 Stars	5 Stars	4 Stars	Meets	Meets
------------------------------------	-----------	---------	---------	---------	---------	-------	-------

Green=met sponsor standards. Red=did not meet sponsor standards.

- 2. Classroom Visits (see attached)**
- 3. Special Education file review (see attached)**
- 4. Compliance Review**

Matt Rado reviewed the school's Epicenter submissions to that point and ensured that all submissions were correct.

Per the organizational framework, all items for the site visit must be turned in for the school to receive credit. Please see the attached framework scoring document for a full review of the school's score.

- 5. Walkthrough Sheet (see attached)**

F. Organizational Framework scoring sheet

Overview

The purpose of the Organizational Performance Framework is to establish and communicate the compliance-related standards by which CMSD will monitor and evaluate its sponsored schools. The items included in the framework come from Ohio Department of Education (ODE) requirements, contract requirements, and state law. When a number is listed in the Item column, it refers to the number from ODE's School Compliance worksheet, available online and updated annually. CMSD staff consulted with all of its sponsored schools to prioritize and organize these items. Items are weighted according to their importance and are organized into nine categories: Access and Student Rights, Health and Safety, Human Capital, Governance, Admissions, Educational Program, Fiscal, Site Visit, and Other.

CMSD aims to maximize school operational autonomy by articulating the base set of state and federal laws, rules, regulations, and contractual obligations that apply to its sponsored schools.

CMSD will primarily use Epicenter to track compliance. Items not submitted by Epicenter deadlines will result in lost points for those items. Policies/compliance items will be reviewed on due dates.

Some compliance-related requirements cannot be assessed via Epicenter. CMSD will also conduct fall and spring site visits, as required by law. CMSD will provide schools with advance notice of site visits. Please review the CMSD Comprehensive Site Visits: Purpose and Protocol document for detailed information on site visits. The bulk of Epicenter due dates are aligned with the fall and spring site visits. For example, CMSD will review all special education policies in the fall and all admission policies in the spring.

To be considered for contract renewal, a school will be expected to have no outstanding notices of

breach or concern. A notice is outstanding if the school has failed to submit a remedial action plan that has been approved by CMSD.

Scoring

100 points possible

Exceeds Expectations: 90 to 100 points

Meets Expectations: 80 to 89 points

Does Not Meet Expectations: Below 80 points

1. Access and Student Rights (18 points possible)

1A) Subcategory: Special Education (13)

Item	Description	Points possible
171, 172, 174, 175, 176, 178	Written policies for special education as required by Ohio Revised Code: <ul style="list-style-type: none"> • Provision of services (171) • Individualized Education Program (IEP) development and implementation (172) • Confidentiality (174) • Identification and evaluation of homeless students with disabilities (175) • Free appropriate public education (176) • Ensuring compliance with IDEIA (178). 	6/6
172	IEPs implemented as written.	2
173	Standards/procedures for identification and evaluation of students with disabilities consistent with federal and state law. FALL SITE VISIT	2/2
177	Services delivered in the least restrictive environment while also allowing for a continuum of services. FALL SITE VISIT	2/2
182	School submitted plan to ODE for serving students with disabilities. END OF YEAR COLLECTION (CERTIFICATION ONLY)	1

1B) Subcategory: Student Rights (3)

Item	Description	Points possible
405 and 406	School provides due process for students suspended, expelled, removed AND school follows the policy. END OF YEAR COLLECTION (POLICY, BOARD APPROVAL, EVIDENCE OF DUE PROCESS, ANNUAL SUSPENSIONS REPORT)	2

901	School has adopted policy on Positive Behavioral Intervention and Supports that complies with Ohio requirements. END OF YEAR COLLECTION (POLICY, EVIDENCE POSTED ON WEBSITE, EVIDENCE OF ANNUAL NOTIFICATION IN ADDITION TO WEBSITE POSTING)	1
-----	---	---

1C) Subcategory: Access

Item	Description	Points possible
432	School will achieve racial and ethnic balance reflective of community it serves. END OF YEAR COLLECTION (EVIDENCE BOARD REVIEWED DATA AND DISCUSSED)	2

2. Health and Safety (14 points possible)

2A) Subcategory: Food safety (3)

Item	Description	Points
705	School has adopted a policy to protect students with peanut or other food allergies. END OF YEAR COLLECTION (POLICY AND BOARD APPROVAL)	1
778	School ensures that at least one employee is present during food service who is trained in the Heimlich maneuver.	2/2

2B) Subcategory: Facilities (5)

Item	Description	Points possible
752	School does not apply lead-based paint and complies with all orders and requirements for inspection, maintenance, and prevention of lead-based poisoning. END OF YEAR COLLECTION (CERTIFICATION ONLY)	2
759	School timely submitted an emergency management plan in the form required by ODE and the plan was approved.	1/1

Safety drills	School held all of its required rapid safety and dismissal drills, including tornado drills, in appropriate months and a drill within first 10 days of school. DRILL LOGS DUE MONTHLY IN EPICENTER-REVIEW IN TOTALITY AT END OF YEAR	2
---------------	--	---

2C) Subcategory: Student wellness (6)

Item	Description	Points possible
703	School has screened pupils enrolled in either kindergarten or first grade prior to Nov. 1 for hearing, vision, speech and communications, or medical problems and developmental disorders AND notified parents of the screening before August 1.	2
706	School has adopted policies and procedures regarding child abuse reporting and training of all staff and volunteers as to their obligation to report and consequences for failure to do so. Requires policy and training records. END OF YEAR COLLECTION (POLICY AND TRAINING	2
755	School’s governing authority reviewed policies and procedures to ensure safety of students, employees and other persons using a school building from any known hazards in the building or on building grounds that pose an immediate risk to health or safety. END OF YEAR COLLECTION (BOARD MINUTES SHOWING POLICIES REVIEWED)	1
761	School adopted required policy prohibiting harassment, intimidation, and bullying. END OF YEAR COLLECTION (POLICY AND EVIDENCE OF BOARD APPROVAL)	1

3. Human Capital (12 points possible)

3A) Subcategory: Licensure/Professional

Item	Description	Points possible
118	School sees that students on reading monitoring improvement plans (applies to grades 3 and 4 only) are taught by teachers with the appropriate license, endorsements, and/or qualifications. END OF YEAR COLLECTION (CERTIFICATION ONLY)	1

603	School will suspend a person from all duties that require the care, custody, or control of a child during the pendency of the criminal action against the person-applicable when an employee was subject to criminal action. END OF YEAR COLLECTION (CERTIFICATION ONLY)	1
611	School has a local professional development committee to determine coursework and other professional development needed by licensed educators to satisfy the renewal of such licenses. END OF YEAR COLLECTION (MEETING CALENDAR AND	1
607 and 612	All school teachers, aides, and providers are properly licensed by the State Board of Education.	2/2
Teacher retention	School has submitted annual reports on staff and teacher turnover, if requested by sponsor.	2

3B) Subcategory: Background checks

Item	Description	Points possible
622, 623, 624, 625, 626	School has done all required criminal background checks.	5/5

4. Governance (14 points possible)

Item	Description	Points possible
655	School has posted on its website the names of school's governing authority and provides, upon request, the name and address of each member of the governing authority to the sponsor and ODE. END OF YEAR COLLECTION (WEBSITE SCREENSHOT); SITE VISITS-REVIEW POSTING IN PERSON	1
664	School's meetings of its governing authority are public meetings, provide public advance notice, and follow all laws with respect to proper public meeting protocol. END OF YEAR COLLECTION (WEBSITE SCREENSHOT); SITE VISITS- REVIEW POSTING IN PERSON	3
667	School's governing authority members, fiscal officer, administrators and supervisory staff are annually trained on the public records and open meetings laws. END OF YEAR COLLECTION (CERTIFICATES FOR APPLICABLE STAFF)	1
316/668	School fills public records requests in a timely manner, and at least one person, as designated by school, has attended training approved by the Ohio attorney general about school's obligations pertaining to public records. END OF YEAR COLLECTION (COPIES OF POLICES)	3

658	Governing authority members have no interest in public contracts or other unaddressed ethical conflicts of interest, etc.	1/1
659	No member of governing authority also serves on a district board of education.	1/1
661	School uses independent counsel when required. END OF YEAR COLLECTION (CERTIFICATION ONLY)	1
662	School has submitted current and complete Comprehensive Plan, or verified that sponsor has it on file; has submitted all policies and procedures on internal financial controls; and has adhered to Comprehensive Plan and these policies and procedures and ensured compliance by any contractor.	3

5. Admissions, Enrollment, and Attendance (8 points possible)

Item	Description	Points possible
401	School provides parents with the proper notice of truancy, utilizes an intervention strategy, and/or files a complaint in juvenile court when appropriate for students that are truant. School’s governing authority has adopted policy regarding habitual truancy and intervention strategies. END OF YEAR COLLECTION (POLICY AND EVIDENCE OF BOARD APPROVAL)	2
426	School has admission procedures that specify the items outlined in ORC 3314.06. END OF YEAR COLLECTION	2
427	School has an admission policy that addresses students residing outside the district of residence. END OF YEAR COLLECTION	1
429	School maintains complete and accurate reporting of student enrollment data used to calculate payments, and school’s borrowing and expenditures are consistent with legal requirements. END OF YEAR COLLECTION (CERTIFICATION ONLY)	1
436	School provides parents or guardians with a copy of the most recent Ohio state report card during the admissions process. SITE VISITS AND END OF YEAR COLLECTION (DIGITAL COPY OF PACKET WITH REPORT CARD)	1
Lottery	If required by ORC 3314.06, and subject to any preferences allowed under that provision, school has selected students for admission using a random lottery.	1

6. Education Program (10 points possible)

Item	Description	Points possible
101	School provides at least 920 hours of learning opportunities to at least 25 students. END OF YEAR COLLECTION (CERTIFICATION) AND CALENDAR REVIEW (OPENING ASSURANCES)	1
105	School has adopted a policy, updated annually, governing academic prevention and intervention services covering requirements of law, which include but are not limited to measuring student progress, identifying students not attaining proficiency thresholds, collect and using student performance data, and provision of prevention/intervention services. END OF YEAR COLLECTION (POLICY AND EVIDENCE OF BOARD APPROVAL)	1
116	School promotes students to fourth grade when all criteria outlined in ORC 3313.608 are met. END OF YEAR COLLECTION (CERTIFICATION ONLY)	1
117	School continues any required intervention services for students not promoted to 4th grade, consistent with the requirements of ORC 3313.608. END OF YEAR COLLECTION (CERTIFICATION ONLY)	1
217	School provides intervention services to students not meeting certain proficiency level. END OF YEAR COLLECTION (CERTIFICATION ONLY)	2
220	School administers state diagnostic tests to students in required categories and to all students in the appropriate grade level at least once annually, providing the information to parents and ODE.	1
309	School administers all required assessments and submits all data required to calculate the report card to ODE. ASSESSMENTS PLAN AND CALENDAR, END OF YEAR COLLECTION (CERTIFICATION)	1
902	School has adopted a grade promotion and retention policy that prohibits the promotion of a student to the next grade level if the student has been truant for more than 10% of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level. END OF YEAR COLLECTION (POLICY AND EVIDENCE OF BOARD APPROVAL)	1

7. Fiscal (7 points possible)

Item	Description	Points possible
308	School follows all guidelines and timely submitted complete and accurate EMIS data, using a software package certified by ODE. Each fiscal officer appointed under ORC 3314.011 is responsible for annually reporting the community school's data under ORC 3301.0714. END OF YEAR COLLECTION (CERTIFICATION ONLY)	1
502	School that receives funding under Title I maintains the required level of expenditures on an annual basis as outlined in federal regulations.	1
503	School reports all financial information in an easily understood format and by the reporting categories and subgroups required by ODE. END OF YEAR COLLECTION (CERTIFICATION ONLY)	1
504	Annually, school provides a financial plan detailing an estimated budget and the per pupil expenditures.	1
506	School has filed annual financial reports with the Auditor of State that are prepared using generally accepted accounting principles.	1
509	School has liability insurance sufficient to cover any risks to the school.	1/1
Audit	Audit of school is devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; no ongoing concerns. REVIEW AFTER	1

8. Site Visit (8 points possible)

Item	Description	Points
Fall Site Visit	On its Fall Comprehensive Site Visit, school cooperates with observations/focus groups; does not require a return site visit on special education; does not require a follow-up enrollment record review; and has fewer than three items of concern on its walkthrough.	4/4
Spring Site Visit	On its Spring Comprehensive Site Visit, school cooperates with observations/focus groups; does not require a return site visit on special education; does not requires a follow-up enrollment record review; and has fewer than three items of concern on its walkthrough.	4

9. Other (9 points possible)

Other ODE requirements	<p>School complies with any items included in latest annually updated ODE School Compliance worksheet, available online at http://education.ohio.gov/Topics/Community-Schools, but not listed elsewhere in this Organizational Performance Framework.</p> <p>OTHER SPECIFIC ITEMS WE WILL COLLECT THIS YEAR WERE DISCUSSED AT THE COMPLIANCE MEETING AND SHARED IN THE ASSOCIATED SPREADSHEET. PLEASE REVIEW EPICENTER FOR SPECIFIC ITEMS.</p>	5
Corrective Action Plans	School has not had to develop and implement a corrective action plan (refers to sponsor evaluation corrective actions).	2
Intervention Protocol	School has never required sponsor intervention under the Intervention Protocol.	2

Near West Intergenerational School Fall 2024 Report

Top Two Indicators

1. Structured Learning Environment

- **Average Rating:** 3.55
- **Observations:**
 - The observed classroom learning environments supported consistent classroom management and student engagement. Transition from one learning activity to the next was often seamless with minimal loss of instructional time. Effective classroom management strategies, such as clear routines and procedures, helped create a structured environment that maximized instructional time and student engagement.

2. Behavioral Expectations

- **Average Rating:** 3.55
- **Observations:**
 - The school exhibited strong behavioral expectations, promoting a disciplined and positive classroom environment. Teachers used positive reinforcement and clear instructions to maintain order and focus during activities. Teachers implemented positive behavior support strategies, such as reinforcement and clear expectations, helped maintain a conducive learning environment, and encouraged desirable student behaviors.

Lowest Two Indicators

1. Assessment Strategies

- **Average Rating:** 2.91
- **Observations:**
 - The team rated this area lower than all others. A score of 3 means that:
 - Assessment strategies check the understanding of most, but not all, students
 - Assessment strategies are mostly, but not fully, effective at measuring student understanding
 - In almost one-third of classrooms, visitors rated the classrooms with a 2, meaning Partially Effective assessment strategies were evident. This means that:
 - Assessment strategies check the understanding of less than half of students
 - Assessment strategies measure some, but not all, students' understanding

2. Higher Order Thinking

- **Average Rating:** 3.27
- **Observations:**
 - A rating of 3 in this area means that:
 - Most of the lesson requires most students to engage in grade-level appropriate tasks that involve critical thinking skills – not just summary or recall. Most, but not all students:
 - Interact with complex text or tasks but are not required to apply their new knowledge or skills to new situations.
 - Ask or answer challenging questions using academic language (either orally or in writing).
 - Justify their thinking or reasoning.
 - In almost one-third of classrooms, visitors rated the classrooms with a 2, meaning Partially Effective. This means that:
 - Only some of the lesson requires students to engage in grade-level appropriate tasks that involve critical thinking skills

Demographic Data as of December 2024	NWIS
Total enrollment	220
Students with disabilities (excluding speech only)	40
Students receiving speech services only	4
% Special Education	18%
# of intervention specialists	3
Student:staff ratio	13:1
Students with Section 504 accommodation plans	3
Specialized classrooms	0
Students alternatively assessed	0

Strengths

- + Common template for Present Levels of Performance noted in all IEPs. The template prompts the IEP team to include information on baseline data, previous progress, comparison to peers, Ohio Learning Standards, and successful strategies/interventions.
- + Use of Goalbook Toolkit to create standards-based learning goals and objectives is evident.
- + Timelines and signatures are in order.
- + Progress reports completed consistently and on time.
- + There is a school counselor in place to address social-emotional and behavioral needs.
- + Intervention Specialists observed providing specially designed instruction to students in both the general education classroom and in the resource room.

Growth Areas

- Inconsistent across ISs in the amount of information included in the present levels of performance.
- Inconsistent across ISs as to whether objectives or benchmarks are used to support each annual goal. Progress reports look different from student to student as a result.
- No PR01 included for SM's annual IEP.
- 504 plan related to "generalized anxiety disorder" and "ocular disorder" did not address "inability to see" that was noted in Section 1 as an impairment. However, the accommodations address "skin issues/eczema" even though this is not noted as an impairment that is impacting one or more major life activities.
- Postsecondary goals and transition activities for student CM were broad (research colleges and research jobs). Only one age appropriate transition assessment was administered, with the goal of identifying preferences for work based on personality. There was no age appropriate transition assessment identifying skills, strengths, interests, or needs.

- For student NH, MAP and BAS information in the student Profile had blanks where the student's scores should be. There is also a blank area in Section 6, Present Levels of Performance (Reading), under "Ohio Learning Standards."
- For student LP, parent completed a questionnaire from "The Intentional IEP" in which they stated very specifically that executive functioning was one of the top three concerns for the new IEP year, but the IEP did not address executive functioning.

Recommendations

- Put consistent expectations in place for the content of IEPs, particularly present levels of performance.
- Determine whether NWIS Intervention Specialists will consistently use benchmarks or objectives to support IEP goals.
- For Intervention Specialists working with 7th and 8th grade students, professional learning around secondary transition planning is recommended. The online course, "Secondary Transition for Students with Disabilities," is offered for free in the Learning Management System for Ohio Education (<https://education.ohio.gov/Topics/Teaching/Professional-Development/Learning-Management-System-LMS>).
- Put in place a consistent set of age-appropriate transition assessments (AATAs) to administer to all 13- and 14-year olds in order to inform the transition plan component of the IEP.
- Consider as a team how executive functioning and success skills might be addressed through specially designed instruction for those students for whom these areas are of concern.

CMSD Site Visit Building Walkthrough

School: Near West Intergenerational School

Date: 11/20/2024

CMSD Staff Member: Matt Rado

Building and grounds	Yes	No	Somewhat	N/A	Notes
1. Name of school is outside building.	X				
2. Walkways to school entrances are cleared of snow, ice, and other potential hazards.	X				
3. The office is easy to find.	X				
4. Classrooms appear clean.	X				
5. Classroom furniture (desks, chairs) appear to be in good working order and are relatively clean.	X				
6. Bathrooms are clean and have needed supplies.	X				
7. Hallways are clean and create an inviting environment (through student work, posters, etc.).	X				
8. Floors throughout building are clean and not slippery.	X				
9. Stairwells appear safe (e.g., they have handrails, lighting is sufficient, etc.).	X				
10. Play areas are cleared of debris and any playground equipment is in good order.	X				

Culture	Yes	No	Somewhat	N/A	Notes
1. The school's mission is apparent throughout the school building and through interactions with staff and students.	X				
2. The school environment seems calm and safe.	X				
3. Interactions between students and teachers seem respectful.	X				
4. Visitors are welcome and treated with respect.	X				

Other Compliance	Yes	No	Somewhat	N/A	Notes
1. Verify that the National Flag, which is not less than five feet in length, is displayed over, near, or within the school. (R.C. 3313.80, ODE Item 957)	X				
2. If a copy of the official motto of the U.S. or Ohio has been donated, ensure it has been accepted and is displayed in accordance with law. (R.C. 3313.801, ODE Item 958)				X	
3. Verify that information about Governing Authority members and meetings is posted and current. (Charter Contract, R.C. 121.22)	X				
4. Verify that the Worker's Compensation Certificate is posted and current. (R.C. 4123, ODE Item 153)	X				
5. Verify that the public records policy is displayed and that a records custodian has been designated. ((R.C. 149.43 (E) (2))	X				
6. Review permission forms for medication, including EpiPens and inhalers, and review storage of medication. (R.C. 3313.716, 3313.718, ODE Items 211-212)	X				

Other Compliance, Ctd.	Yes	No	Somewhat	N/A	Notes
7. Review care plan for students with diabetes. Check for physician letters with instructions and ensure that not later than 14 days after receipt of an order, the school informs parent or guardian that student might be entitled to a 504 Plan. Also ensure that the school is tracking the number of students with diabetes and the number of errors associated with medication administration. (R.C. 3313.7112, ODE Item 213)				X	
8. Report card verification. Pursuant to Ohio law, schools must provide parents or guardians with a copy of the most recent record card during the admissions process. CMSD staff will check the enrollment package during the site visit to verify. (R.C. 3313.6411, ODE Item 436)				X	No paper enrollment
9. Verify that the Public Employment Risk Reduction Program (PERRP) poster is displayed. ((R.C.3314.03(A)(11)(d))	X				
10. The school's attendance and participation policies are available for public inspection. ((R.C. 3314.03(A)(27))	X				
11. Verify that the school's policy regarding suspension, expulsion, removal, and permanent exclusion is posted in a central location. (R.C. 3313.661)	X				
12. If the school had any students absent without legitimate excuse on the day of the site visit the school made an attempt, within two hours of the start of the school day, to contact the student's parent, guardian or caregiver. (R.C. 3321.141)	X				

Notes:

Coversheet

Contracts and MOUs

Section: IX. Consent Agenda
Item: B. Contracts and MOUs
Purpose: Vote
Submitted by:
Related Material: TIS-ADDENDUM-D&N Transportation.pdf
NEW-BrandPivot-Flexible Hours.pdf

Addendum to TIS School Transportation Agreement

This Addendum is made and entered into as of 10/23/24, by and between:

D&N Transportation

2400 Orange Ave
Cleveland, OH 44101
(hereinafter referred to as "Contractor")

and

The Intergenerational School

11327 Shaker Blvd, Ste. 200 E
Cleveland, OH 44104
(hereinafter referred to as "School")

WHEREAS, the Contractor and School are parties to a transportation contract dated [Original Contract Date] (the "Contract"); and

WHEREAS, the School has requested an additional door-to-door transportation service for a student requiring special education (SPED) accommodations; and

WHEREAS, the parties now wish to amend the Contract to reflect this addition.

NOW, THEREFORE, in consideration of the mutual covenants and conditions herein, the parties agree to amend the Contract as follows:

1. Addition of SPED Door-to-Door Service

Effective [Start Date], the Contractor shall provide door-to-door transportation service for the designated special education (SPED) student as follows:

- Morning pickup from the student's home address.
- Afternoon drop-off at the student's home address.

2. Service Duration and Rate

This service will be provided for a total of 125 days, at a daily rate of \$75, for both morning and afternoon transportation.

- Total cost for the added service: \$75/day x 125 days = **\$9,375.00**.

3. All Other Terms Unchanged

Except as specifically amended by this Addendum, all terms and conditions of the original Contract shall remain in full force and effect.

4. Signatures

This Addendum shall be effective upon execution by both parties.

D&N Transportation
By: *Gino Hinton*
Name: Gino Hinton
Title: President
Date: 10 / 25 / 2024

The Intergenerational School
By: *Brooke King*
Name: Brooke King
Title: CEO
Date: 10/25/24

Title	Addendum to the School Transportation Agreement
File name	Addendum_to_the_D..._TIS_10.25.24.pdf
Document ID	e548c9adf51a929fbde4eae666df9a1a36dfee99
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History

 SENT	10 / 25 / 2024 18:41:20 UTC	Sent for signature to Gino Hinton (grimytoshinyllc@gmail.com) from cdewerth@igschools.org IP: 204.110.222.41
 VIEWED	10 / 25 / 2024 18:57:15 UTC	Viewed by Gino Hinton (grimytoshinyllc@gmail.com) IP: 174.196.111.186
 SIGNED	10 / 25 / 2024 18:59:53 UTC	Signed by Gino Hinton (grimytoshinyllc@gmail.com) IP: 174.196.111.186
 COMPLETED	10 / 25 / 2024 18:59:53 UTC	The document has been completed.

brandpivot

BRAND & DESIGN STUDIO

Your partners in
transformative
brand experiences.

Project Agreement

Intergenerational Schools

Flexible Communications + Marketing Support

November 12, 2024

BrandPivot

brandpivotinc.com

Phone: (216) 400-8004

Mail: 19525 Hilliard Blvd. #16588 / Rocky River, OH 44116

Project Agreement: Flexible Marketing Support
November 12, 2024

November 12, 2024

Brooke King
CEO, Intergenerational Schools
bking@igschools.org

Dear Brooke,

For your convenience, I have prepared a project agreement for flexible, as-needed marketing & design execution capacity as detailed in the proposal I sent on November 4. If you're ready to move forward, please choose the level of support you'd like to commit to and return the signed agreement. As always, contact me with any questions—looking forward to continuing to work together!

Thanks again,

Reanna Karousis
Senior Vice President, Communications Director
BrandPivot

Project Agreement: Flexible Marketing Support

November 12, 2024

Project Agreement

Project Scope

Flexible, as-needed Marketing + Design Execution Capacity

Flexible, tactical execution support for immediate-term design, content and marketing support. Select one:

- \$5,000 for up to 35 hours or
- \$10,000 for up to 70 hours

Scope Details

Flexible support for any communications + marketing related needs as directed by the client. A package of hours can be reserved to jump-start a longer-term partnership, serve as an on-call technical surge capacity for tactical (design, social, strategy, content, etc.) execution, or to tackle a specific project or priority.

Payment Terms

A 50% deposit on the package is required upon approval, with the balance due when half of the allocated time has been used. Time reserved in this package can be used up at whatever pace the client needs, though is subject to availability of the team based on other time-bound projects at any given time.

Portfolio Use

BrandPivot reserves the right, to display client work developed through this project in case studies, portfolios, articles on websites and in other promotional materials, after such works have been made public by the client, or with prior written consent from the client to display works in progress or internal work products.

Brooke King, Intergenerational Schools	Date
<i>Darcy Zehe</i>	
Darcy Zehe, BrandPivot	Date

Coversheet

TIS ONLY-ESCLEW Contract Modification

Section: IX. Consent Agenda
Item: D. TIS ONLY-ESCLEW Contract Modification
Purpose:
Submitted by:
Related Material: Fall 2024 Modification Summary.pdf
The Intergenerational School Mod 1.pdf



Educational Service Center of Lake Erie West Community Schools Center

Fall 2024 Community School Modification Updates

Below, please find a description and explanation of the major updates to your community school contract in this contract modification. Your school's modification may also include school-specific changes. If you have any questions about these changes or your school-specific updates, please contact Kurt Aey or Julie Kadri.

Section 4.1 – Compliance with Ohio Laws. We updated this section to include statutory changes to the language of R.C. 3314.03 required by legislation passed by the General Assembly. R.C. 3314.03 states a number of laws that community schools are required to follow.

Section 4.3 – In-Service Training Requirements. Schools are required to incorporate training on sexual abuse into in-service trainings. Trainings must be provided by either a prosecutor or law enforcement officer who has experience in handling cases involving child sexual abuse or child sexual violence. Schools must also require training in the use of an automated external defibrillator (“AED”) and cardiopulmonary resuscitation (“CPR”) by all teachers, principals, administrative employees, coaches, athletic trainers, any other person that supervises interscholastic athletics, and any other employee subject to in-service training requirements.

Section 11.15 – The contract reflects the Sponsor's expectation for a proposed merger of community schools.

Attachment 6.12 – Admission Policy. Monthly student residency reviews are no longer required. Schools must upload the current admission policy, which no longer is required to specify that such reviews will occur.

Attachment 6.13 – Attendance Policies. Recently enacted legislation requires that schools adopt a policy authorizing students to take up to three days of excused absences per school year for purposes of engaging in religious expression. In addition to the existing requirements of Attachment 6.13, Schools must insert the policy for excusals for religious expression days.

Attachment 9.5 – Financial Plan. The Financial Plan has been updated. Schools must insert the estimated per pupil expenditure for each future school year of the contract.

Attachment 11.6 – Performance Accountability Framework. The Performance Accountability Framework has been updated to reflect changes to report card data.

MODIFICATION NO. 1
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, 2024; and

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

NOW THEREFORE, the parties modify the Contract as follows:

1. Article IV, Section 4.1.

- a. In the first sentence of the section insert “3313.753,” “3319.614,” and “3320.04.” in the appropriate numerical order.
- b. In the first sentence of the section delete “3313.6015.”
- c. Delete “including division (E) of that section to the extent possible,” from the third paragraph.
- d. Delete the final sentence in its entirety at the end of the third paragraph of the section.
- e. In the fourth paragraph remove “(A)(4)(b)” and replace with “(B)(2).”
- f. The rest of Section 4.1 remains as originally written in the Contract.

2. Article IV, Section 4.3. Insert the following new sentences at the end of the section:

The School shall also require in-service training on child sexual abuse, which shall be presented by either a prosecutor or law enforcement officer who has experience in handling cases involving child sexual abuse or child sexual violence. The School shall require training in the use of an automated external defibrillator (“AED”) and cardiopulmonary resuscitation (“CPR”) by all teachers, principals, administrative employees, coaches, athletic trainers, any other person that supervises interscholastic athletics, and any other employee subject to in-service training requirements. AED and CPR training shall be incorporated into in-service training.

The rest of Section 4.3 remains as originally written in the Contract.

- 3. **Article IX, Section 11.15.** Insert “and receive prior approval of” after the word “notify”. The rest of Section 11.15 remains as originally written in the Contract.
- 4. **Attachment 2.1** shall be replaced in its entirety with the attached.
- 5. **Attachment 6.12** shall be replaced in its entirety with the attached.
- 6. **Attachment 6.13** shall be replaced in its entirety with the attached.
- 7. **Attachment 8.3** shall be replaced in its entirety with the attached.
- 8. **Attachment 9.2** shall be replaced in its entirety with the attached.
- 9. **Attachment 9.5** shall be replaced in its entirety with the attached.
- 10. **Attachment 10.1** shall be replaced in its entirety with the attached.
- 11. **Attachment 11.6** shall be replaced in its entirety with the attached.

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

Educational Service Center of Lake Erie West

Governing Authority of The Intergenerational School

By: _____
(Signature)

By: _____
(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: _____

Date: _____

Coversheet

Reading Improvement Plans

Section: IX. Consent Agenda
Item: E. Reading Improvement Plans
Purpose:
Submitted by:
Related Material: NWIS-24-25-Reading Improvement Plan.pdf
TIS Reading-Achievement-Plan-2024-25.pdf

Near West Reading Improvement Plan 2024-25

This year at Near West we adopted a new ELA curriculum for our students. Adopted is a nice way of saying that our old curriculum wasn't getting the job done, and we had been looking for a change. We spent months researching the Science of Reading and looking at past assessment data to try to figure out why we weren't seeing the growth that we expected.

The science of reading focuses on understanding how the brain learns to read and applies this knowledge to effective teaching strategies. SOR stresses the importance of phonemic awareness, phonics, vocabulary, fluency, and comprehension, all of which are key to becoming a proficient reader. The science of reading trainings brought back to the top of mind, something that we as educators already inherently knew, but we couldn't access with our previous curriculum. Students need to be able to understand the relationships between letters and sounds, build word recognition, and develop the skills needed to decode and comprehend text. The strategies behind SOR help to support all students; including those who may struggle with the "traditional approach," or pathway to becoming a reader.

As a school we felt that our previous curriculum expected students to come in with prior knowledge, worldly experiences, and background knowledge that they couldn't come up with on their own. Our students needed help with the foundational parts of reading- phonics, exposure, shared learning experiences, engaging texts and the chance to learn and grow with and from their peers.

The Bookworms curriculum that we chose to pilot this year is a K-5 reading and writing program that emphasizes comprehension and language development through exposure to high-quality *trade books*; not just a mentor text like we had used previously. Trade books are something that we have in our classroom libraries, but the ones that we've had were not aligned with students doing any kind of exploration of various texts, word study or vocabulary. We ordered trade books to accompany our curriculum and help provide students with more robust (and relevant!) texts. Trade books cover a wide range of topics; think fiction, nonfiction, narrative, history, science, and much more. This range of materials and topics, and the integration of the Bookworms curriculum, is helping students to build vocabulary and boost background knowledge.

This program is designed around three instructional blocks—**shared reading**, ELA, and differentiated small-group instruction—to support diverse learners at different stages of development. Through explicit phonics instruction and close reading practices, students develop both foundational reading skills, and advanced comprehension strategies, which

is where we were lacking. This small-group component allows for targeted support for students' individual needs and promotes even more personalized instruction. By participating in a shared, or group reading experience, students can focus on understanding the story, or information rather than struggling alone with difficult words. *That piece was huge for us; helping our students to close gaps, while gaining confidence.* Through more interaction with peers and with their teacher, students are developing social learning skills (which we love!), and making connections to the texts right along with their peers.

Reading Achievement Plan

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT OR COMMUNITY SCHOOL NAME: The Intergenerational School

DISTRICT IRN: 133215

DISTRICT ADDRESS: 11327 Shaker Blvd., Cleveland, Ohio 44104

PLAN COMPLETION DATE: Monday, December 9, 2024

LEAD WRITERS: Aziz Ahmad

**Section headings marked with an asterisk are required by state law.*

1 | Reading Achievement Plan | 2024

Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing the [ReadOhio initiative](#) an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers, and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

Culturally Responsive Practice*

*“**Culturally Responsive Practice**” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

**Section headings marked with an asterisk are required by state law.*

Section 1: District Leadership Team Membership, Stakeholders, Development Process and Plan for Monitoring Implementation*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Aziz Ahmad	Principal	The Intergenerational School	aahmad@tisonline.org
Sydney Brewster	RTI Coordinator/Title Teacher	The Intergenerational School	sbrewster@tisonline.org
Destiny Pawlus	RTI Coordinator/Title Teacher	The Intergenerational School	dpawlus@tisonline.org
Jen Orbash	Curriculum Specialist	The Intergenerational School	jorbash@tisonline.org
Kiana Clark	Intervention Specialist	The Intergenerational School	kclark@tisonline.org

*Section headings marked with an asterisk are required by state law.

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

The 2024-2025 Reading Achievement Plan was collaboratively developed by the District Leadership Team, comprised of the principal, RTI Coordinators, intervention specialist, and curriculum specialist. The team utilized a data-driven approach to analyze performance trends from the past two years, leveraging insights from NWEA MAP Growth Assessments, state test results, and teacher-reported classroom data.

From the analysis, we have identified 3 primary goals:

1. Increase proficiency in grade 3 English Language Arts to exceed 51% proficiency.
2. Achieve a minimum of three stars on the Early Literacy measure by year-end.
3. Strengthen culturally responsive instructional practices to meet the diverse needs of all learners.

To achieve these goals, we have identified the following implementation components:

UNIVERSAL SCREENING AND TIERED INSTRUCTION

- **Screening Process:**
 - All K-3 students will complete the NWEA MAP Growth Assessments for Reading and Math at the start, middle, and end of the academic year.
 - Intervention Specialists will ensure appropriate accommodations for students with IEPs and 504 Plans.
- **Tiered Instruction:**
 - **Tier 1 (On Grade Level):** RIT score within 9 points of grade level. Students receive grade-level instruction with support as needed.
 - **Tier 2(Slightly Below Grade Level):** RIT score 10-15 points below grade level. Students receive targeted small-group instruction 2x/week for 30 minutes.
 - **Tier 3 (Significantly Below Grade Level):** RIT score 15+ points below grade level. Students receive intensive intervention 3-4x/week for 30 minutes.
 - **Enrichment:** RIT score 10+ points above grade level. Students participate in enrichment activities 2x/week.

**Section headings marked with an asterisk are required by state law.*

INSTRUCTIONAL STRATEGIES

1. Evidence-Based Systems:

- a. Leverage the ReadOhio initiative by implementing high-quality instructional materials aligned with the science of reading.
 - i. CKLA Amplify offers a science of reading and OH standards aligned curriculum
- b. Integrate multisensory strategies in GLE groups to address decoding, fluency, and comprehension deficits.
- c. Offer weekly PD opportunities to introduce and practice Tier 1 instructional strategies
- d. Implement a high-quality MTSS system that identifies a group for enrichment (Group 1), a group to be supported by RTI coordinators (Group 2) for at least 60 minutes a week, and a group to work with the lead instructor on foundational skills (Group 3).
 - i. RTI Coordinators, lead teachers, Intervention Specialists, and other teachers are attending a MTSS PD offered by ESCLEW

2. Culturally Responsive Practices:

- a. Use culturally relevant texts to reflect students' lived experiences and linguistic diversity.
- b. Engage students in identifying desired relevant topics to embed into learning experiences
- c. Engage families as literacy partners through accessible resources and workshops.

3. High-Quality Professional Development:

- a. All literacy teachers required to complete Science of Reading and Dyslexia training provided by the state of Ohio.
- b. Offer PD opportunities weekly during Staff Meeting time.
- c. Offer PD opportunities regularly through ESCLEW and other Ohio-based resources
- d. Conduct quarterly learning walks to observe and refine teaching practices.
- e. Curriculum Specialist to offer daily onsite support, resources, and coaching.

DATA ANALYSIS AND TARGETED INTERVENTIONS

• Analysis:

- Teachers identify deficit areas using MAP Growth Reports and align interventions with Ohio's state standards.
- Teachers assign CKLA Boost and IXL modules targeting the specific deficits in foundational skills, comprehension, or vocabulary.

**Section headings marked with an asterisk are required by state law.*

- **Implementation:**

- Weekly collaboration within Teacher-Based Teams (TBTs) to review progress and refine strategies.
- Progress-tracking tools (e.g., RTI Tracker, IXL Smart Scores) are used to document and monitor student improvement.

PROGRESS MONITORING

- After every 4 intervention sessions, teachers report on progress using CKLA Assessment or IXL Smart Scores.
- Students achieving 80% mastery are advanced to the next skill set, while students below 80% receive adjusted interventions.
- Biweekly reviews by instructional coaches ensure alignment with goals and timely adjustments.

MONITORING AND COMMUNICATION

PLAN MONITORING

- **District Leadership Oversight:**
 - The DLT meets monthly to review aggregated progress data and evaluate plan implementation.
- **School-Level Monitoring:**
 - Grade-level teams analyze classroom-level data during biweekly team meetings.
 - Individual student growth is tracked through quarterly reviews of MAP scores and IXL progress.

PLAN COMMUNICATION

- **Staff Communication:**
 - Updates are shared during monthly professional development sessions and weekly staff meetings.
- **Parent and Community Engagement:**
 - Progress reports are sent home each trimester, detailing individual student mastery and growth.
 - Weekly newsletters that contain curricular updates and tips for supporting at home are posted weekly by teachers on their Bloomz pages

**Section headings marked with an asterisk are required by state law.*

This Reading Achievement Plan reflects our commitment to equipping every learner with the foundational skills necessary for lifelong literacy success. By integrating evidence-based strategies, fostering culturally responsive environments, and engaging all stakeholders, we aim to surpass our literacy goals and empower students to thrive.

**Section headings marked with an asterisk are required by state law.*

7 | Reading Achievement Plan | 2024

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement and Equity Efforts*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section [3302.04](#), [3302.10](#), [3301.0715\(G\)](#) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

The 2024-2025 Reading Achievement Plan aligns with the district's continuous improvement and equity goals by using data-driven decision-making, high-quality instructional materials, and culturally responsive practices. Universal screening and progress monitoring ensure targeted interventions for all students, addressing disparities in literacy outcomes and supporting state-mandated improvement strategies. The plan integrates evidence-based instruction with family and community engagement, providing equitable access to resources and fostering inclusion. By aligning with local equitable access plans and state improvement efforts, the RAP ensures cohesive strategies to enhance literacy, close achievement gaps, and promote high-quality education for all students.

**Section headings marked with an asterisk are required by state law.*

Section 3: Why a Reading Achievement Plan is Needed in our District or Community School*

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and**
- **Benchmark assessments, as applicable.**

The Kindergarten Readiness Assessment

Ohio's State Test for English language arts assessment for grades 3-8

3rd Grade Fall 2024 ELA OST:

- 14 students- 56% Limited
- 5 students- 20% Basic
- 2 students- 8% Proficient
- 3 students- 12% Accomplished
- 1 student – 4% Advanced

ELA OST SPRING 23-24

**Section headings marked with an asterisk are required by state law.*

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 3 English Language Arts	Ohio's State Tests	3	Fall 2023 (OST)	24	665		11/01/2023
Grade 3 English Language Arts	Ohio's State Tests	3	Spring 2024 (OST)	24	682		04/16/2024
Grade 4 English Language Arts	Ohio's State Tests	4	Spring 2024 (OST)	24	677		04/17/2024
Grade 5 English Language Arts	Ohio's State Tests	5	Spring 2024 (OST)	20	717		04/17/2024
Grade 6 English Language Arts	Ohio's State Tests	6	Spring 2024 (OST)	20	703		04/17/2024
Grade 7 English Language Arts	Ohio's State Tests	7	Spring 2024 (OST)	24	701		04/18/2024
Grade 8 English Language Arts	Ohio's State Tests	8	Spring 2024 (OST)	11	682		04/18/2024

K-3 Reading diagnostics (include subscores by grade level)
(please find attached at end)

The Ohio English Language Proficiency Assessment (OELPA)
 (not applicable)

The Alternate Assessment for Students with Significant Cognitive Disabilities
 (not applicable)

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

Internal factors contributing to low reading achievement include inconsistent implementation of evidence-based instructional practices, which result from insufficient training or lack of alignment with proven literacy strategies like the science of reading. Limited professional development opportunities leave educators underprepared to address the diverse needs of students, particularly those with language barriers or learning disabilities. Additionally, gaps in differentiated instruction often occur due to limited resources, making it challenging to tailor instruction to each student's specific needs. Even more, poor teacher credentialing and high turn-over in previous years have an impact on reading achievement as well.

****Section headings marked with an asterisk are required by state law.***

External factors include socioeconomic challenges, such as poverty, which can limit students' access to books, technology, and stable learning environments outside of school. Families may lack early literacy resources or the knowledge to effectively support their children's reading development. Language barriers and demanding work schedules can also prevent families from actively engaging with their children's education, further exacerbating gaps in literacy skills. Additionally, general health and well being, such as poor nutrition, inadequate and inconsistent access to resources, poor sleep, or lead exposure have a significant impact in learning and retention.

Together, these internal and external factors create a compounding effect that impacts students' ability to achieve reading proficiency.

SECTION 3 PART C: ROOT CAUSE ANALYSIS *

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

The root cause analysis for the 2024-2025 school year highlights critical factors contributing to the low 42% reading proficiency on the Ohio State Test (OST). Ineffective teaching methods, including inconsistent use of evidence-based strategies and limited differentiation, fail to meet the diverse needs of students. High teacher turnover and insufficient training in literacy instruction reduce the quality of interventions, while some educators lack credentials or experience necessary to drive student success. Learner performance data shows significant deficits in foundational literacy skills, with many students performing below grade level in comprehension and vocabulary. Socioeconomic challenges, such as limited access to books at home and barriers to family engagement, further exacerbate these issues, especially in a Title I context. Low motivation and engagement among students, paired with a lack of culturally relevant and interactive reading materials, contribute to limited growth. Additionally, health-related challenges like poor nutrition and inadequate healthcare access negatively affect focus and participation. These factors demand targeted professional development, equitable resource allocation, and strategies to improve engagement and address holistic student needs.

**Section headings marked with an asterisk are required by state law.*

To address foundational literacy skill deficits, the school will implement universal screening through NWEA MAP assessments and provide tiered interventions tailored to individual student needs. Socioeconomic challenges will be tackled by increasing access to books and literacy resources through school-based lending libraries, opportunities for family engagement, and partnerships with community organizations. To improve student engagement, culturally relevant and interactive reading materials will be integrated into the curriculum, and incentives for student participation in literacy activities will be introduced. Health-related challenges, such as poor nutrition and inadequate healthcare access, will be supported by expanding access to school meal programs and connecting families with local health services. Teacher efficacy will be developed through intentional and consistent professional development, a prioritization of hiring fully licensed teachers, and increased coaching for the implementation of tier 1 and 2 teaching strategies.

These targeted solutions aim to address the root causes of low reading achievement, improve instructional quality, and provide equitable support to meet the holistic needs of all students.

Section 4: Measurable Learner Performance Goals and Adult Implementation Goals*

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals. Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Overarching Goal Addressing Learners' Needs:

By the end of the academic year at least 50% of students in K-3 will meet their NWEA MAP Reading diagnostic goal. Additionally, each grade level will have the following sub-goals that will be measured by Spring NWEA MAP Growth Data analyzed in May 2025

Subgoals by Grade Level:

- **Kindergarten:** 80% of students will meet or exceed grade-level benchmarks in phonemic awareness and letter-sound correspondence
- **Grade 1:** 75% of students will achieve proficiency in decoding and fluency skills
- **Grade 2:** 70% of students will demonstrate proficiency in reading comprehension and vocabulary on NWEA MAP Growth

**Section headings marked with an asterisk are required by state law.*

- **Grade 3:** The percentage of students scoring proficient or higher on the OST in English Language Arts will increase from 16% to 30% by the end of the school year.

Overarching Goal Addressing Adult Implementation:

By the end of the school year, at least 80% of the adults will be rating Skilled on the OTES rubric for the categories of High-Quality Student Data, Use of Assessments, and Monitoring Student Progress. This will be achieved through ongoing short-cycle coaching, professional development, and a promotion of collective efficacy through TBTs.

The Intergenerational School (TIS) 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 who have Reading Improvement Monitoring Plans (RIMP) TIS will analyze MAP assessment data and will train teachers on the use of the Learning Continuum and Quadrant Chart Student Growth Reports to inform decisions on instructional goals. We will also do teacher-based team-level analysis of Ohio State Test data and curriculum-based assessment to inform teaching and instruction for the rest of the school year. Based on MAP instructional areas students will receive additional intervention or enrichment in the suggested area of focus recommended by NWEA or in an area recommended by the teacher

Section 5: Action Plan Map(s) for Action Steps*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans (RIMPs). Include a description of the professional development activities provided for each goal.

Goal # _1__ Action Map

Goal Statement:

By the end of the academic year at least 50% of students in K-3 will meet their NWEA MAP Reading diagnostic goal.

Evidence-Based Strategy or Strategies:

TIS uses a workshop approach, which allows students to learn what they need to learn at a pace and with materials that match their needs. RTI is the part of the reading workshop where a teacher individualizes their instruction to meet the needs of students. Skills blocks pull together students at GLE with similar needs and provide them with quick, targeted instruction that, along with extended time to practice independently and time to enjoy books with

**Section headings marked with an asterisk are required by state law.*

others, teaches them to read. CKLA gives teachers both books and lessons rooted in the science of reading to use with students. The research-based set of materials connect to the reading assessment already consistently used at TIS as part of our Benchmark assessments.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement Tier I instructional curriculum with fidelity and consistency	Implement coaching cycles for all	Teachers Utilize Winter MAP scores to recalibrate RTI process
Timeline	October 2024-May 2025	October 2024-May 2025	January -May 2025
Lead Person(s)	Principal	Curriculum Specialist	RTI Coordinators
Resources Needed	CKLA Curriculum MAP and Benchmark Data PD Decks	Coaching Observation Tools Conversation Template Follow Up Form	RTI Data Tracker MAP and Benchmark Data
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	PD Sessions on analyzing MAP Data Coaching Cycles TBT Meetings with Cluster Director leading student growth discussions	Coaching Cycles to be determined by the Lead Coach based on need and available resources	PD Sessions on analyzing MAP Data Coaching Cycles TBT Meetings with Cluster Director leading student growth discussions
Measure of Success	OTES Observations and Walkthroughs	Coaching Observational Notes	RTI Tracker
Description of Funding	General Funds	General Funds	General Funds
Check-in/Review Date	January 2024- Week 2 March 2024- Week 2 May 2024 Week 2	Bi-Weekly	Bi-Weekly

Section 6: Process for Monitoring Progress and Implementation of the Plan’s Strategies*

Describe the process for monitoring the progress and implementation of the plan’s strategies.

**Section headings marked with an asterisk are required by state law.*

Monitoring the progress and implementation of the Reading Achievement Plan involves a structured, collaborative approach that leverages data, accountability, and communication to ensure success. Weekly teacher-based team (TBT) meetings provide a forum for educators to analyze student progress, share strategies, and address challenges. These meetings focus on data-driven discussions and refinements to instructional practices to better meet student needs.

The Principal and Curriculum Specialist conducts regular teacher evaluations to ensure accountability and assess the fidelity of the plan's implementation. These evaluations include observations of instructional strategies, assessment usage, and progress monitoring practices. Bi-weekly check-ins with the RTI Coordinators allow for targeted discussions on the effectiveness of Title program strategies and adjustments to interventions based on real-time data.

A centralized RTI tracker in a shared Google Drive enables efficient data collection and sharing. Teachers, administrators, and support staff update the tracker regularly, ensuring all stakeholders have access to up-to-date information about individual student progress and the overall effectiveness of the plan. The data from the RTI tracker is analyzed collaboratively during TBT meetings and check-ins, informing adjustments to strategies and interventions.

Open communication channels are maintained among all stakeholders, fostering a collaborative environment where insights and updates are shared. Professional development opportunities are identified based on data and observations, addressing challenges, and enhancing strategy implementation.

By combining these elements, the monitoring process ensures a responsive, data-driven approach to achieving the plan's goals and improving student outcomes.

**Section headings marked with an asterisk are required by state law.*

Section 7: Expectations and Supports for Learners and Schools*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

***Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

***Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

The Reading Achievement Plan incorporates evidence-based strategies aligned with the science of reading to address specific learner needs and improve instruction. These strategies are designed to support all students, with emphasis on Reading Improvement and Monitoring Plans (RIMPs).

1. Structured Literacy Instruction

Structured literacy focuses on explicit, systematic, and cumulative instruction in phonics, phonemic awareness, fluency, vocabulary, and comprehension. This approach ensures that students, especially those with reading deficiencies, receive targeted support in foundational skills. For learners on RIMPs, structured literacy provides the scaffolding needed to close skill gaps and develop reading fluency.

2. Small-Group Guided Reading

Teachers will conduct differentiated, small-group guided reading sessions to address specific skill deficits identified through assessments like NWEA MAP, curricular benchmarks, and the RTI tracker. These groups allow for personalized instruction tailored to the needs of students on RIMPs, ensuring targeted interventions in areas such as decoding, comprehension, and vocabulary building.

3. Progress Monitoring with Data-Driven Adjustments

**Section headings marked with an asterisk are required by state law.*

Frequent progress monitoring, using tools such as CKLA Benchmarks and IXL Smart Scores, provides actionable data to track the growth of students on RIMPs. Teachers use this data to adjust instruction and interventions in real time, ensuring that learners are progressing toward their reading goals. Teachers reflect collectively on this data during TBTs weekly and make collective plans for growth.

4. Culturally Responsive Practices

Incorporating culturally relevant texts and materials engages students by connecting reading content to their lived experiences. This strategy motivates learners on RIMPs by fostering a sense of relevance and inclusion while building comprehension and critical thinking skills.

5. Multisensory Learning Techniques

Multisensory instruction, which integrates visual, auditory, and kinesthetic learning, helps students on RIMPs strengthen their decoding and word recognition skills. Activities such as phonics games, tracing letters, and sound mapping ensure engagement and reinforce memory retention.

6. Vocabulary Development through Explicit Instruction

Explicit vocabulary instruction focuses on teaching high-frequency and content-specific words that support comprehension. For students on RIMPs, vocabulary enrichment activities enhance their ability to understand and engage with grade-level texts.

7. Parent and Family Engagement

Family literacy nights and take-home reading kits provide resources for parents to support their child's progress at home. This strategy is critical for students on RIMPs, as it extends learning beyond the classroom and creates consistent literacy support.

HOW THESE STRATEGIES SUPPORT STUDENTS ON RIMPS

These evidence-based strategies directly address the learning gaps identified in RIMPs by providing structured, personalized, and engaging interventions. The focus on explicit skill-building ensures that students receive targeted instruction to improve specific areas of need. Progress monitoring ensures accountability and responsiveness, while culturally responsive and multisensory approaches create an inclusive and engaging environment. By integrating these strategies, the Reading Achievement Plan supports accelerated growth for students on RIMPs, helping them achieve grade-level proficiency and beyond.

**Section headings marked with an asterisk are required by state law.*

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

To ensure the proposed evidence-based strategies are effective, show progress, and improve upon past practices, the district will implement a comprehensive system of monitoring, evaluation, and refinement. Effectiveness will be ensured through targeted professional development in the science of reading, with a focus on practical strategies such as structured literacy, multisensory instruction, and culturally responsive teaching. Instructional walkthroughs and classroom observations will monitor fidelity to these practices, while regular data analysis from NWEA MAP Growth, CKLA Benchmarks, and IXL Smart Scores will ensure alignment with student needs. Weekly Teacher-Based Team (TBT) meetings will provide teachers with a platform to review data, share best practices, and make necessary adjustments to instruction. TBT participants will share summary reports of each meeting with the Principal and Curriculum Specialist weekly.

Progress will be tracked through robust monitoring systems, including biweekly updates to the RTI tracker to document individual student growth, particularly for those on Reading Improvement and Monitoring Plans (RIMPs). Short- and long-term goals, such as fluency benchmarks for K-1 students and comprehension proficiency for grades 2-3, will be reviewed quarterly to ensure continuous improvement. Progress updates will be shared each trimester with stakeholders, including families and the school board, to maintain transparency and accountability.

Improvements upon prior strategies include a stronger emphasis on practical, hands-on professional development and the integration of culturally responsive practices, such as using culturally relevant texts to engage students. Family engagement efforts will be expanded through initiatives like family literacy nights, take-home reading kits, and bilingual resources to address barriers that limited engagement in previous years. Technology tools, such as IXL and the RTI tracker, will be leveraged more effectively to allow for real-time data tracking and timely intervention adjustments, addressing slower response times observed in prior years. Through these measures, the district aims to ensure that strategies are effective, demonstrate measurable progress, and significantly improve upon those used in the past two school years.

**Section headings marked with an asterisk are required by state law.*

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

***Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

***Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

GOALS OF THE PROFESSIONAL DEVELOPMENT PLAN

1. Equip all instructional staff with evidence-based literacy strategies aligned with the Science of Reading.
2. Build capacity in addressing the diverse needs of learners, including those with dyslexia, through intensive, targeted training.
3. Foster culturally responsive teaching practices to improve engagement and equity in literacy instruction.

PARTICIPANTS

- **K-3 Classroom Teachers:** Responsible for delivering foundational literacy instruction.

**Section headings marked with an asterisk are required by state law.*

- **Special Education Teachers (K-12):** Providing interventions and support for students with learning challenges, including dyslexia.
- **School Administrators:** Monitoring and supporting the implementation of strategies in classrooms.
- **Title Teachers:** Providing targeted instruction aligned with the Reading Achievement Plan.

KEY PROFESSIONAL DEVELOPMENT ACTIVITIES

1. Science of Reading Training

- Description:** All teachers and administrators will complete the Department-provided Science of Reading professional development course by June 30, 2025, as required by Ohio law. This course covers structured literacy, phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Delivery:** Online modules and in-person workshops provided by the Ohio Department of Education.
- Sustainability:** Follow-up sessions during trimester professional learning days will focus on applying these principles in classroom settings.

2. Dyslexia Training

- Description:** Kindergarten through third grade teachers and special education teachers will complete 18 hours of training on identifying dyslexia characteristics and using effective pedagogical strategies to support these learners.
- Delivery:** Approved providers, such as Orton-Gillingham or Wilson Reading System, will deliver the training through workshops and virtual sessions.
- Sustainability:** Teachers will receive ongoing coaching from intervention specialists to implement strategies effectively.

3. Culturally Responsive Practice Workshops

- Description:** Monthly workshops will guide teachers in integrating culturally relevant texts and practices into literacy instruction. These workshops will focus on selecting diverse reading materials, fostering inclusive discussions, and creating an equitable learning environment.
- Delivery:** Led by district equity coordinators and external consultants specializing in culturally responsive education.
- Sustainability:** Lesson plan reviews and peer observations will provide continuous opportunities for refinement and feedback.

4. Progress Monitoring and Data Analysis Training

- Description:** Teachers will learn how to use NWEA MAP Growth, CKLA Benchmarks, and the RTI tracker to analyze student performance data and adjust interventions.

**Section headings marked with an asterisk are required by state law.*

- b. **Delivery:** Two full-day sessions at the start of the year, with bi-monthly follow-up training during TBT meetings.
- c. **Sustainability:** Ongoing support from data coaches and Title Teachers to ensure data-driven instructional adjustments.

5. **Instructional Coaching and Peer Observations**

- a. **Description:** Instructional coaches will provide one-on-one coaching sessions to help teachers implement evidence-based strategies effectively. Teachers will also participate in peer observations to share best practices.
- b. **Delivery:** Weekly coaching sessions and monthly peer observation schedules.
- c. **Sustainability:** Reflection and feedback loops during staff meetings ensure continuous professional growth.

SUSTAINED, INTENSIVE, DATA-DRIVEN, AND INSTRUCTIONALLY FOCUSED APPROACH

- **Sustained:** Professional development activities are embedded throughout the school year, with regular follow-ups and coaching to reinforce learning.
- **Intensive:** Workshops and training sessions provide in-depth knowledge and practical strategies, complemented by hands-on coaching and peer observations.
- **Data-Driven:** Progress monitoring tools guide the professional development focus, ensuring activities address specific instructional gaps.
- **Instructionally Focused:** All training aligns directly with classroom practices, enabling teachers to apply strategies immediately to improve student outcomes.

INTEGRATION OF CULTURALLY RESPONSIVE PRACTICES AND SCIENCE OF READING

The district integrates Culturally Responsive Practices by emphasizing the use of diverse and inclusive texts and engaging all students in equitable literacy instruction. Teachers are trained to recognize and value students' cultural and linguistic backgrounds to enhance engagement and comprehension. The Science of Reading principles are embedded in every aspect of the plan, ensuring that instruction is evidence-based and supports foundational literacy development.

**Section headings marked with an asterisk are required by state law.*

K-3 Reading diagnostics (include subscores by grade level)

****Section headings marked with an asterisk are required by state law.***

map™ **Grade Report**
GROWTH **Grade K**

Term: Fall 2024-2025
District: Intergenerational Cleveland
School: The Intergenerational School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2024)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	16
Mean RIT Score	138.9
Standard Deviation	8.8
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	136.6
Students At or Above Grade-Level Mean RIT	8

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	1	6%	2	13%	7	44%	4	25%	2	13%	137-139-141	8.8

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
 Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.
 ***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.
 Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 * This data is not available for reporting. Please refer to help and documentation for more information.
 Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Generated by: Aziz Ahmad
12/9/24, 12:36:05 AM

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
 © HMH 2024. MAP is a registered trademark. HMH, MAP Growth and MAP Skills are trademarks of HMH in the U.S. and in other countries.
 © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.



***Section headings marked with an asterisk are required by state law.**

map **Grade Report**
GROWTH

Grade K

Term: Fall 2024-2025
District: Intergenerational Cleveland
School: The Intergenerational School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2024)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	16
Mean RIT Score	138.9
Standard Deviation	8.8
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	136.6
Students At or Above Grade-Level Mean RIT	8

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	1	6%	2	13%	7	44%	4	25%	2	13%	137-139-141	8.8
Instructional Area RIT Range												
Language and Writing	2	13%	1	6%	8	50%	3	19%	2	13%	136-138-141	9.4
Literature and Informational	4	25%	4	25%	3	19%	0	0%	5	31%	134-137-141	14.4
Foundational Skills	1	6%	4	25%	2	13%	3	19%	6	38%	139-142-145	11.4
Vocabulary Use and Functions	2	13%	4	25%	1	6%	7	44%	2	13%	135-138-141	11

map **Grade Report**
GROWTH

Grade 1

Term: Fall 2024-2025
District: Intergenerational Cleveland
School: The Intergenerational School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2024)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	25
Mean RIT Score	148
Standard Deviation	13.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	155.9
Students At or Above Grade-Level Mean RIT	7

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	12	48%	4	16%	3	12%	3	12%	3	12%	145-148-151	13.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***Section headings marked with an asterisk are required by state law.**

map **Grade Report**
GROWTH

Grade 1

Term: Fall 2024-2025
District: Intergenerational Cleveland
School: The Intergenerational School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2024)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	25
Mean RIT Score	148
Standard Deviation	13.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	155.9
Students At or Above Grade-Level Mean RIT	7

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	12	48%	4	16%	3	12%	3	12%	3	12%	145-148-151	13.2
Instructional Area RIT Range												
Language and Writing	9	36%	8	32%	3	12%	2	8%	3	12%	145-148-151	14.6
Literature and Informational	10	40%	6	24%	2	8%	5	20%	2	8%	146-149-152	15.6
Foundational Skills	12	48%	7	28%	1	4%	3	12%	2	8%	143-145-148	13.8
Vocabulary Use and Functions	9	36%	6	24%	1	4%	6	24%	3	12%	147-150-154	16.3

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

map **Grade Report**
GROWTH

Grade 2

Term: Fall 2024-2025
District: Intergenerational Cleveland
School: The Intergenerational School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2024)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	23
Mean RIT Score	168.7
Standard Deviation	14.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	172.3
Students At or Above Grade-Level Mean RIT	9

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	6	26%	5	22%	6	26%	4	17%	2	9%	166-169-172	14.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***Section headings marked with an asterisk are required by state law.**



Grade Report

Grade 2

Term: Fall 2024-2025
 District: Intergenerational Cleveland
 School: The Intergenerational School

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2024)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	23
Mean RIT Score	168.7
Standard Deviation	14.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	172.3
Students At or Above Grade-Level Mean RIT	9

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	6	26%	5	22%	6	26%	4	17%	2	9%	166-169-172	14.2
Instructional Area RIT Range												
Language and Writing	7	30%	7	30%	6	26%	2	9%	1	4%	163-165-168	11.1
Literature and Informational	5	22%	5	22%	5	22%	5	22%	3	13%	167-170-174	15.8
Foundational Skills	9	39%	4	17%	3	13%	3	13%	4	17%	163-168-172	22
Vocabulary Use and Functions	4	17%	7	30%	3	13%	7	30%	2	9%	168-171-174	15.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
 Test Invalidation Reasons: ****1 The test duration was too short to provide a valid result. ****2 The overall RIT score for this test is above the valid range. ****3 The overall RIT score for this test is below the valid range.



Grade Report

Grade 3

Term: Fall 2024-2025
 District: Intergenerational Cleveland
 School: The Intergenerational School

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2024)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	23
Mean RIT Score	182.3
Standard Deviation	20.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	186.6
Students At or Above Grade-Level Mean RIT	13

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	9	39%	1	4%	3	13%	6	26%	4	17%	178-182-187	20.3

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
 Test Invalidation Reasons: ****1 The test duration was too short to provide a valid result. ****2 The overall RIT score for this test is above the valid range. ****3 The overall RIT score for this test is below the valid range.

**Section headings marked with an asterisk are required by state law.*



Grade Report

Grade 3

Term: Fall 2024-2025
 District: Intergenerational Cleveland
 School: The Intergenerational School

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2024)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	23
Mean RIT Score	182.3
Standard Deviation	20.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	186.6
Students At or Above Grade-Level Mean RIT	13

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	9	39%	1	4%	3	13%	6	26%	4	17%	178-182-187	20.3
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	7	30%	3	13%	4	17%	6	26%	3	13%	177-182-187	22.2
Informational Text: Language, Craft, and Structure	9	39%	2	9%	6	26%	4	17%	2	9%	173-178-182	22.3
Literary Text: Key Ideas and Details	7	30%	1	4%	5	22%	2	9%	8	35%	183-188-192	21.3
Informational Text: Key Ideas and Details	10	43%	0	0%	5	22%	5	22%	3	13%	177-181-185	20.2
Literary Text: Language, Craft, and Structure	6	26%	5	22%	3	13%	4	17%	5	22%	179-183-188	21.8

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Appendices

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.

**Section headings marked with an asterisk are required by state law.*

Coversheet

Board Discussion and vote on continuing to direct staff time and resources toward investigation of a TIS/NWIS merger.

Section: X. Investigation into TIS/NWIS Merger
Item: A. Board Discussion and vote on continuing to direct staff time and resources toward investigation of a TIS/NWIS merger.
Purpose: Vote
Submitted by:
Related Material: School Merger Analysis (1).pdf
Staff Statements for Board Oct 2024.pdf

School Merger Analysis

Assumptions

- Current legislation related to community school mergers will remain unchanged
- Current quality community school funding (high-quality funding) will remain in place, and schools that merge will be eligible to receive any funds awarded to the surviving entity
- Sponsor(s) will be supportive of potential mergers
- Until the majority of scholars meet the high-quality criteria, a merger is not a favorable option as it risks the high-quality funding for both schools
- Erie Bank agrees to merger terms
- No pending legal issues

Benefits

Financial

- Reserves:
 - A merger will keep TIS cash reserves at a healthy minimum balance for a longer period of time because the reserves of both schools would be combined in the event of a merger
- Revenue:
 - With NWIS designated as the surviving entity, we will receive payment through the Quality School Support Fund (high-quality fund) for all of the FTEs of both schools through at least FY27
- Expenses:
 - Potential for cost savings as one legal entity
- Investment returns:
 - Sharing reserves across the 2 schools will allow us to keep more funds in an investment account for a longer period

Strategic

- With NWIS as the surviving entity, both campuses will be able to claim the rating of the quality schools for two years guaranteed (since State report cards would not differentiate results between the 2 locations)

Costs/Risks

Financial

- Expenses
 - Legal costs associated with merger documentation
 - Wind-down costs associated with non-surviving entity
- Revenue:
 - If the academic results of the merged entity drag down the overall report card results, we risk losing the high-quality status and dollars of NWIS beginning in FY28
 - Some competitive grants would not be received, as they are only awarded to each legal entity
- Processes:
 - There is potential for additional complexity due to multiple physical locations with one IRN

Strategic

- If the academic results of the merged entity drag down the overall report card results, we risk losing the high-quality status/dollars in addition to current and prospective philanthropic support.

Staff Opinion Statements Regarding a Potential NW-TIS Merger

From Brooke King, CEO of The Intergenerational Schools

The notion of merging schools has come up several times over the years as a possible way to create operational and financial efficiencies and flexibility since our separate schools are prohibited from comingling funds and each school has its own sponsor compliance requirements.

The primary reason for not pursuing this was because, unlike a traditional district structure where each school maintains a separate report card and then the district itself has an aggregated roll up report card, community schools that merge would only receive one aggregated report card averaging all student scores of the multiple campuses. Although we as an organization could attempt to disaggregate the information for our own marketing purposes (using the state's very complicated statistical formulas on our own), the official published report card that is available through the state and communicated through news outlets and other public school information agencies like the Cleveland Transformation Alliance, would only show one report card averaging all information into one.

Currently, the option has come up in the Finance Advisory Council as one way to secure guaranteed High-Quality Funding for TIS through 2027, since Near West as the proposed remaining legal entity is in year 1 now of a new 3-year cycle of HQ funding resulting from their most recent report card scores (25, 26, 27). TIS did not qualify based on last spring's report card but has another chance this spring to qualify for a 3-year cycle beginning next year (so 26, 27, 28). TIS is currently in it's last year of its previous 3-year receiving HQ funds.

TIS must maintain a higher performance index score than the CMSD district (which it has done consistently in recent years including last spring), AND achieve more than 1 full year of student growth in 1 year as measured by the state's Value Added metric. We have strong leadership at TIS with a clear plan for academic improvement that is already showing promise. Merging now may secure 2 years of funding but would preclude TIS from earning the HQ designation on its own resulting in 3 years of HQ funding. Further, it would average scores with Near West, bringing their ratings down and increasing both schools' risk of not being eligible for the growth measure in the following cycle. I believe it would result in a short-term gain, but longer-term risks of loss from which there is no going back (you cannot un-merge).

The decision to merge can be made in any year and although it may be a useful tool in the future depending on multiple financial and academic factors, now is not the time.

Even if TIS does not reach HQ status for next year, they have another chance the following year. TIS has reserves to maintain quality programming through this time period as it builds its instructional capacity and improves academics.

Staff Opinion Statements Regarding a Potential NW-TIS Merger

From April Maimone, Near West Principal

I hope this message finds you all well. I wanted to take a moment to share my perspective on the proposed merger between Near West Intergenerational School/NWIS, and The Intergenerational School/ TIS. While I understand that there may be potential financial benefits to such a merger, I have some hesitancy about moving forward at this current time. Not saying that this isn't something that we could think about at a later date, because anything is possible, but right now I don't feel that a merger is the way to go.

Top of mind for me is that Near West has worked incredibly hard to achieve a **4.5-star rating!**, making us one of the top-performing community schools in Ohio, and top of the crop in the area we serve on this side of town. We are so proud of our standing, as we are one of the only schools in our neighborhood that is so highly rated across all Report Card indicators. Our Near West success is the result of years of dedication, work and focus from our staff, students, families and wider educational community. I worry that merging with another school, even one that we are already affiliated with, could disrupt this momentum and potentially alter or downplay the recognition we have earned.

In a space of truth, we have just gone through a merger within the model with the absorbing/merging of Lakeshore Intergenerational School/LIS and TIS, and that did not meet expectations. Based on that experience, I am concerned about the risks associated with such a big change/transition, especially when it comes to the trust of our families. The Near West Community is built on the premise of open and honest communication, input and feedback, and a desire to do what is right by our students. I believe a merger at this time will cause unnecessary panic and anxiety amongst our families. This could potentially lead to a loss of students and families, rather than a gain in financial security.

I truly love our IG Schools and our Model, and am not making this recommendation lightly or emotionally. I believe in the strength and resilience of our schools and school communities, and I am confident that we can achieve the financial security we seek through other avenues. We can work together on a solution without compromising what we have worked so hard to cultivate at Near West. Our recent report card and continued performance and growth, show that Near West is already on the right path to maintaining a strong financial standing for years to come; and TIS isn't far behind!

I am open to discussing this matter further and exploring other options that ensure both the sustainability and success of both of our Schools, and most importantly - *of our students*.

Thank you for your time and consideration of my statement.

Staff Opinion Statements Regarding a Potential NW-TIS Merger

Sincerely,
April Maimone
Near West Principal

From Aziz Ahmad, TIS-East Principal

To the Intergenerational School Board,

After careful consideration of the potential merger between TIS and NWIS IRNs, I believe it is in our best interest not to proceed with the merger at this time. I am confident that TIS has the potential to qualify for High Quality Funding in the near future, which would significantly benefit our school. Furthermore, as a school leader, I see great value in maintaining disaggregated data to better track and support student progress.

While a merger might serve as a contingency plan in the event of a severe financial challenge, I believe that, under current circumstances, it is more advantageous to remain independent.

From Sarah Alonso, COO

Dear Board Members,

The proposed merger with Near West is not a prudent decision for TIS at this time. While the allure of accessing Near West's high-quality funding may seem beneficial, this short-sighted approach overlooks the significant progress TIS has already made under its new leadership team. With a solid strategy in place to improve state test scores, the TIS leadership has fostered a culture of positivity that is revitalizing both staff and students, bringing the school back to its roots. Furthermore, TIS is still navigating the complexities of the ongoing TIS/Lakeshore merger, and many staff members are focused on closing that chapter. There are still many remaining items that are taking up staff time and capacity related to the TIS/Lakeshore merger that most people do not realize. Namely, work being done to close out the facility and all of its contents. Introducing yet another layer of change now would not only disrupt this momentum but also dilute the staff resources and support needed to solidify current initiatives. Instead, this is the time to concentrate efforts on strengthening our schools and empowering our leaders to ensure sustainable student growth and success.

Sarah Alonso

Staff Opinion Statements Regarding a Potential NW-TIS Merger

From Amy Cascio, Chief of Staff

October 23, 2024

In my opinion, at present, a merger of TIS into NWIS is premature.

Currently, both schools are financially healthy and have sufficient funding and reserves to maintain operations in a fiscally appropriate manner over the next five years. Spending down some of the reserves to provide the best possible education to our students should be viewed not only as an appropriate use of funds but also as an imperative as we strive to fulfill our mission. As such, seeking a short-term solution to securing high quality dollars for the next two years at both schools neglects the potential for long-term opportunities for not only obtaining high-quality funding but also for providing the best education to students at both schools now and in the future.

TIS is making gains toward meeting the requirements for high quality dollars. The changes made to date, including the addition of additional supports for our educators, combined with the renewed energy of the new leadership at TIS and the other improvements outlined in the strategic plan, have laid a strong foundation for success and created positive momentum. More time is needed, however, to fully evaluate the impact of these initiatives on student performance and the potential for TIS to meet the high-quality funding requirements on its own. In the event outcomes do not meet expectations, nothing prevents us from revisiting a possible merger of the two schools in the future.

Maintaining the unique identity of each school is important to the long-term success of both schools and the decision to merge should not be based only on short-term financial considerations. Our core mission is to provide the best education to all our students at both schools and the risk of losing the high-quality funding at both schools based on a combined entity in the future should be avoided if at all possible. The more prudent approach would, in my opinion, be to evaluate the impact on student performance of the initiatives currently in place next year and, if necessary, revisit the advisability of a possible merger of the two schools at that time.

Additionally, the costs (both financial and time), impact on staff morale, public perceptions and fundraising associated with a merger, particularly on the heels of the recent LIS merger, should not be ignored. The decision to merge at this time must be based on more than the potential for a short-term financial benefit.

Respectfully,

Amy Cascio

Staff Opinion Statements Regarding a Potential NW-TIS Merger

From Seamus O'Hara, Director of Intergenerational Programs and Lifelong Learning

I do not believe that merging the two schools is a sound, long-term solution. Merging the schools generates more issues than it would solve and would be poor optics in the wake of the LIS to TIS merger.

From Katie Bojko, Near West Curriculum Specialist

To our IG Board Members.

Brooke brought to our attention the topic of combining Near West and The Intergenerational School IRNs to Near West's staff this month. In hearing the information and deciphering the pros and cons of this decision, I would like you to consider NOT merging our IRN codes at this time. Three main factors for this outlook are the demographics of each school, the curriculum change that the schools are implementing and the history/growth that each school has in this moment.

Each school's demographics of students and staff are very different. With the merger of LIS and the difference in staff retention, as well as administration this year creates a systematic change that needs time to develop, strengthen, and blossom. These factors play a part in the outcomes of students that we have yet to analyze or see the effects within each school.

Another systemic change in both schools is our curriculum and delivery of instruction. When examining the data from previous years, Near West has shown that we are providing a high-quality education. To merge now with the uncertainty around how change in instruction will affect students' outcomes, can negatively affect the work that has been done within the last 5 years. This systematic change also needs time and space to be analyzed, developed and then to be strengthened.

Lastly when looking at where our data for each school is starting from is dramatically different. With the factors listed above, our goal is student growth but how we are supporting each other within the school day is different. Since Near West has secured the high quality funding and TIS could earn it on their own with a different mind set of how to grow their scores, it gives the flexibility for our systems within the school to strengthen and develop.

Since Near West has quality funding now, let the school building team use the funds to benefit the staff, families, and students within our community. If TIS earns the High Quality funding this year, they'll be able to use those funds to focus and benefit their staff, families, and students as they see fit. Then looking in Fall 2027 when no HQ is guaranteed for either school, we could come together with the same IRN.

Staff Opinion Statements Regarding a Potential NW-TIS Merger

With best regards,

Katie Bojko

Curriculum Specialist- Near West Intergenerational School

From Theresa Fucile, Primary Stage Teacher at Near West

I do not feel like merging Near West and The Intergenerational School is a good idea at this time. While we strive to serve the same mission, having a merged school with two campuses in very different neighborhoods would undermine the value of our qualified teaching and educational staff at each building. TIS is in a unique opportunity after absorbing the former LIS community and families that it served. TIS needs the time and opportunities to form positive relationships amongst their staff as well as with their students and families. As they begin to grow and form these relationships, there is no knowing where their progress and growth will take them.

From Dana Perry, Yoga Teacher and parent at Near West

I do not want to risk losing funding for both schools and I believe Near West needs to stay separate to secure the earned funding we already have access too. TIS will continue to grow their scores and I trust they will be able to secure the proper funding. Why put both schools at risk. Thank you.

From Emmett O'Melia, Applying Stage Science Teacher at Near West

I ask the board to consider the opinions of those who are working on this issue and are fully informed regarding the choice we are considering.

From Dionne Waggoner, Yoga Teacher and Parent at TIS-East

I enrolled my daughter here because I want the boutique experience. A merger would change that. As parent and staff member at TIS I have faith that under the current leadership we can reach our goals with the current structure. I would prefer the schools not merge.

From Noree Wright, Developing Stage Teacher at TIS-East

TIS Board Members,

I hope this message finds you well. As we explore the potential merger of **TIS** with **NWIS** under one IRN (Information Retrieval Number), I would like to share some insights into the anticipated impact this change could have on our students, teachers, families, and the broader community. Additionally, I will outline how this model aligns with the growth seen through **TIS-East** and provide a balanced view of the pros and cons of this merger.

Staff Opinion Statements Regarding a Potential NW-TIS Merger

1. Impact on Students, Teachers, Families, and Community

- **Students:** One of the key goals of the merger is to enhance the learning experience and ensure consistency across both campuses. The merger offers an opportunity to pool resources, allowing us to expand intervention services in **math and ELA**. Utilizing platforms like **IXL** and **Learn**, we can provide tailored, data-driven support to students who need it the most. However, students may experience a transitional period where routines and relationships may change as we standardize curriculum and procedures across both schools.
- **Teachers and Staff:** The merger provides an opportunity to standardize professional development, instructional methods, and leadership practices across both schools. It will also streamline communication and collaboration across teams, ensuring that intervention and instructional support are consistent. Nevertheless, there could be some challenges related to staff alignment, especially during the restructuring phase, which could lead to a sense of uncertainty. Open and clear communication will be critical to easing this transition.
- **Families:** For our families, the merger could provide enhanced access to resources, more robust afterschool programs, and a more unified community approach. However, changes in leadership, school identity, and some of the logistical details—such as transportation or class placements—may create initial concerns for parents. We will need to focus on clear messaging to families to ensure they understand how this change will benefit their children and the school community.
- **Community:** Unifying both schools under one IRN signals a commitment to improving education across our region, particularly in the neighborhoods we serve. This shift will create opportunities for increased partnerships, shared resources, and community engagement efforts, ensuring that both **TIS** and **NWIS** work together to provide high-quality education. The challenge will be ensuring we retain the unique culture and identity of each school while we move toward greater integration.

2. TIS-East Growth Model

The success of **TIS-East** is a testament to how strategic changes in leadership, staffing, and instructional practices can directly contribute to school improvement. Since these adjustments were made, we have seen notable growth in areas such as:

- **Staffing & Leadership:** Through targeted leadership development and the careful selection of experienced educators, **TIS-East** has established a cohesive and focused instructional team. This focus on leadership has set the tone for high

Staff Opinion Statements Regarding a Potential NW-TIS Merger

expectations, which has led to increased teacher collaboration and student engagement.

- **Intervention Support:** With the implementation of data-driven intervention tools like **IXL** and **Learn**, we've been able to personalize learning for each student, particularly in math and ELA. These platforms allow for real-time monitoring and targeted support, enabling teachers to address learning gaps and improve overall academic outcomes.
- **Growth:** We've seen measurable improvements in student performance, especially in mathematics and literacy. The intervention model has created a framework for consistent monitoring and support, which has been well-received by both teachers and students.

3. Pros and Cons of the Merger

Pros:

- **Resource Sharing:** Combining **TIS** and **NWIS** allows us to pool resources, giving both campuses access to better technology, teaching materials, and intervention platforms.
- **Unified Curriculum & Assessment:** By operating under one IRN, we can ensure curriculum alignment, consistent assessment practices, and streamlined intervention strategies that benefit all students.
- **Professional Development:** The merger allows for a more robust and comprehensive approach to teacher training and instructional development, enhancing teaching quality across both schools.
- **Community Engagement:** A unified school identity may lead to stronger community partnerships and broader support for school initiatives.

Cons:

- **Identity Loss:** There is a risk that the unique culture of both schools could be diluted. Maintaining the community feel and individual identity of each campus will be crucial during the merger process.
- **Logistical Complexity:** Merging two schools under one IRN requires careful attention to detail in terms of management, leadership, communication, and operational logistics. Any missteps in these areas could result in confusion and disruption for staff and students.

Staff Opinion Statements Regarding a Potential NW-TIS Merger

- **Transition Period:** Teachers, students, and families will experience a period of adjustment as we align policies, curriculum, and procedures across campuses. If not managed carefully, this could lead to short-term disruptions.

4. TIS-East as a Standalone High-Quality Model

Even as we consider the merger, **TIS-East** is in a strong position to continue standing on its own as a high-quality model for educational excellence. With continued focus on:

- **Data-Driven Interventions:** Expanding our use of platforms like **IXL** and **Learn** to address student needs across multiple content areas.
- **Leadership Development:** Continuing to invest in high-quality leadership to guide the instructional vision.
- **Community Engagement:** Deepening our connection with the families we serve by ensuring that our interventions and strategies are clear and transparent.

We are confident that TIS-East can continue to make the necessary high-quality changes at the school level to improve student outcomes, regardless of the larger merger decision.

Conclusion

The merger of **TIS** and **NWIS** under one IRN offers both opportunities and challenges. By leveraging the strengths of both schools—particularly in the areas of leadership, intervention support, and community engagement—we can create a more unified, resource-rich educational environment for all students. However, it's crucial to ensure that the unique identities of each campus are preserved and that any changes are communicated clearly to teachers, students, and families.

I look forward to discussing this proposal further and exploring how we can best position our schools for continued growth and success.