

2021 - 2022 ANNUAL REPORT

SUMMIT ACADEMY COMMUNITY SCHOOL – PARMA



Summit Academy
SCHOOLS

Dear FAMILIES

We eagerly welcomed our students back into the school building this year. This year students were able to participate in a variety of after school clubs, engage in curriculum in new and exciting ways, and show pride in their abilities to perform in the classroom. We were thrilled to maintain an attendance rate at or above 85% for the school year. Both students and staff were glad to finally be able to work directly with each other to make learning meaningful and fun again in person!

As for the structures put into place with the staff, we had Sunshine Committee (staff morale), Attendance Team, weekly TBTs, a BLT, IAT meetings, weekly staff and administrative meetings, and ongoing and relevant PD. These meetings and committees helped us accomplish things such as successfully completing our Star Assessments(R) benchmarking testing for High-Quality Student Data throughout the year and completing all necessary Ohio state testing. By getting these structures running smoothly and with fidelity, we have truly established the groundwork for a great future here at Parma.

One of the most fulfilling aspects of this year was the

camaraderie seen throughout the building, among staff and students. As a school, we emphasized social-emotional learning, team-building, and overall well-being of the individuals in the building. We encouraged students to explore their interests, and we created three new student clubs (Dungeons and Dragons, Book Club, and Anime Club).

Highlights from this year included our first ever Fall Fest for our families. We brought back our school Thanksgiving Feast, Santa Shop, annual Color Wars Day, and Staff Spirit Week during which staff dressed like other staff members. The biggest highlight of the year was having all 13 seniors walk the stage to receive their high school diplomas!

Overall, it was a successful year, and we thank all of you for the continued support to make it possible. As we now move on to the 2022-2023 school year, we look forward to starting another great school year and we know that our future is bright!

Sincerely,

Saree Doyle, M. Ed.

Principal



HIGHLIGHTS

ELEMENTARY (K - 4) HIGHLIGHTS

Elementary Students Celebrate 101 Days of in Person Learning

At Summit Academy - Parma, our K-3 students celebrated 101 days of school, Dalmatian Style! Students came dressed as dalmatians and spent the day doing 101 related activities. Cruella de Vil heard there were puppies in the building and surprised students by showing up looking for dalmatians. Students, staff and parents were so excited to celebrate this milestone. We had many parent donations, allowing all K-3 students to decorate a shirt with spots, wear ears and a tail, and have their face painted with whiskers and spots if they wanted!

New Curriculum Implemented In-Person for the First Time

Summit Academy - Parma made the decision to implement the Core Knowledge Language Arts (CKLA) program all while hybrid/virtual. With the 2021-2022 school year being the first in person since the pandemic had begun, it was also the first time our elementary students K-6 were able to dive into CKLA, holding real books in their hands. Students learned about various topics and truly enjoyed the content.

"CKLA is a great addition to our school, teachers are getting a really comprehensive, easy to follow curriculum, and students are getting a cross-curricular education that benefits them in many areas." - Alex Morris, Instructional Coach

Students Shop at School Store for PBIS System

Students at Summit Academy - Parma had the opportunity to put their dojo points to good use. Students have the chance to use points earned by following directions, completing assignments, helping others, working hard, etc. to buy items at the bi-weekly store. Items in the store range from small items such as fun erasers, keychains, mini notebooks, and slime to larger items such as video games, Lego sets, action figures, board games, and sports equipment.

Martial Arts Board Breaking Ceremony

The Martial Arts Board Breaking Ceremony was our culminating event that allowed families and staff to witness all the progress our Elementary students made throughout this school year. Students demonstrated their skills and received certificates, and some were even challenged with board breaking. Students' academic and social emotional achievements were celebrated by teachers and their sensei.





HIGHLIGHTS

MIDDLE SCHOOL (5 - 8) HIGHLIGHTS

Student-Led Project-Based Learning in Science

The 7th- and 8th-grade students took a new role in their education this year in science as leaders in their own learning. Several students were excited to learn about topics of interest, show their knowledge in creative ways, and collaborate with their peers. Students learned to share their ideas, delegate tasks, and trust one another. Some of the student-led project-based learning opportunities included drawing constellations, exploring surface tension, making plant and animal cells, demonstrating plate tectonics, creating presentations, building planets, using 3D models to explore skeleton and organ systems, and reviewing the year by connecting what was learned to the world around them on a walk outside.

Black History Month Biography Project

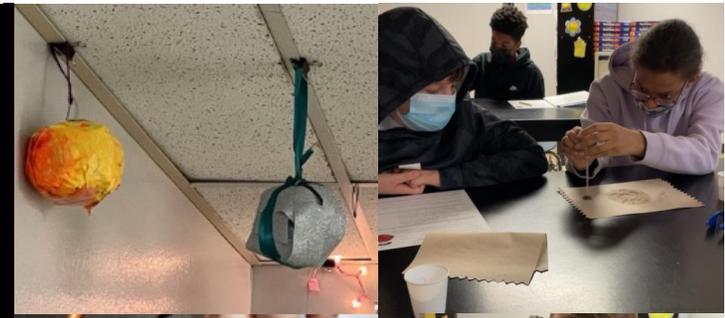
The 5th- and 6th-grade ELA/Social Studies class had an exciting year with two amazing presentations they were able to share with families and the community. For Black History Month, each 5th- and 6th-grade student researched a person of color and created a presentation about the person. One student even honored our physical education teacher, Ms. Wand Ford, with a special presentation about her achievements in professional basketball and as a member of the Summit Academy Parma School Community. The students were able to create posters, tri-fold board presentations, and virtual presentations about the person they chose to research. Several students chose individuals that are not typically highlighted during Black History Month. Talking with each student about their presentations was enthralling. Each student could tell you not only about the person they researched but also *why* they chose to learn more about that person.

Entrepreneurs

The 5th- and 6th-grade ELA/Social Studies class also worked hard during their economics unit, learning about goods and services, supply and demand, and entrepreneurship. The students created their own shops, some selling goods and others providing services. The students were able to create their own business from the ground up including signage, menus, logos, and even a 3D model of their business.

Middle School Book Club

The Middle School Book Club was formed this year to celebrate diversity in literature. One book that was read, **Seedfolks** by Paul Fleischman, was highly rated by book club members. Students gave the book 4.5/5 stars in their reviews, and they gave the culminating activity for the book 5/5 stars! The story takes place in a diverse neighborhood in Cleveland where people come together to create a community garden. The students talked during this novel about their connections with some of the characters, spoke frequently about the interconnectedness of people, and reflected on the importance of people coming together for a common purpose. The club finished the novel just in time for Read Across America Day, and the club came together to create their own cookie, frosting, and candy community garden.





HIGHLIGHTS

HIGH SCHOOL (9 - 12) HIGHLIGHTS

Graduation

Our Class of 2022 graduation was held at the beautiful Middleburg Heights Community Center and hosted by the Cleveland Cavaliers' very own Arena Host Ahmaad Crump. We had a remarkable turn out from staff and family to support the graduates. We are extremely proud of our 100% success rate of graduating seniors this year. All of our students are excited to start their next chapter and are engaged in employment and post-secondary education programs. Our students were accepted to Cleveland State University, Cuyahoga Community College, and Kent State University.

Prom

Our yearly prom was held at the Lodge at Bain Park. Students chose the theme "Retroactive Boogie." Many students chose to embrace this theme by dressing in 1970s style disco outfits. Forty-Five students in grades 9-12 attended the event where they shared a meal, played various games, took pictures together, and danced into the evening.

Clubs

Our dedicated staff members continued creating extracurricular activities for our students with the continuation/formation of four clubs. Our Dungeons & Dragons Club, Anime Club, Fitness Club, and Martial Arts Club all grew in size this year and each club met weekly. Students were able to build relationships with students in other grade levels that they normally do not have time to interact with as well as build deeper relationships with teachers outside of the content classroom.

Snack Shack

In continuing our school focus and commitment to PBIS, our bi-weekly Snack Shack was opened allowing students to trade in positive points accumulated via Class Dojo. This reward system was a particular favorite.

Pie-the Teacher

The High School Student Council organized two "Pie-the Teacher" fundraising events this school year. The proceeds gathered went toward prom and planning activities for middle and high school students. This fun event led to camaraderie among staff and students.

Egg-Drop Science Experiment

The 10th-grade students had a fun and exciting project where they created structures that would allow them to safely drop an egg off the roof of the school. Mr. Marciniak, who retired at the end of the school year after many years at Summit Academy, selected two students to help with the egg drop while the remainder of the class looked on and determined which structures were the best built.





HIGHLIGHTS

WHOLE SCHOOL HIGHLIGHTS

Library

Summit Academy Community School - Parma was able to reconfigure a room into a library this year! Students were able to borrow chapter books, picture books, graphic novels, and nonfiction books from the library for enjoyment and for classroom assignments. Students have enjoyed trips into the library to read, work on assignments, and explore themed displays.

Penguin Drawing Contest

Summit Academy Community School - Parma, previously the Phoenixes, underwent a mascot change where we became the Parma Penguins. The Penguin drawing contest was held to determine whose penguin would be turned into a mural for our school building's walls downstairs and upstairs. Two winners were found, and a parent volunteer and beloved staff member painted the winning drawings onto our walls.

Fall Festival

The Student Council took on the exciting task of putting on a two-night Fall Festival for the school, including one night for K-6 students and a second night for 7-12 students. The Student Council members put up decorations, played music, set up games, ran fall-themed activities, and hosted a movie. Students gathered with their friends and families to celebrate the changing of the seasons and being back in the school building together.

Students Feasted for Thanksgiving

The whole staff came together to create different dishes and provide a Thanksgiving lunch for all the students. This included turkey, mashed potatoes, corn, green bean casserole, rolls, and pies. There was so much food, students were able to get seconds and even thirds of some items. It was a great day for which we are thankful.

Door Decorating Contests

To celebrate Black History Month and Earth Day, teachers and students demonstrated their creativity by decorating their classroom and office doors. Parents had the chance to vote for their favorite doors on Class Dojo. Winners of the contest earned a pizza party to celebrate their hard work.



WHOLE SCHOOL HIGHLIGHTS (CONTINUED)

Kid Whisperer – Calm, Assertive Classroom

Scott Irvine visited Summit Academy Community School - Parma over several days to train staff on his Kid Whisperer program. The procedures and strategies learned during this training is a comprehensive way of creating a calm, loving, inclusive, equitable environment where students can learn, be engaged, feel safe, and love being in the classroom. Scott and his partner, Jedd, assisted staff and students in creating a more cohesive behavioral expectation and we truly saw the change over the last few weeks of school. Summit Academy Community School - Parma staff is looking forward to implementing this program from the start of the 2022-2023 school year.

Field Day

Summit Academy Community School - Parma students had two days of Color Wars activities. Students were randomly placed in color groups such as red, orange, and yellow and were instructed to wear their color on their corresponding Color Wars day. Our K-6 Competed first. They took part in a number of activities, working together to see who could come out on top as the best color team! The K-6 kids had a chalk drawing contest, ladder ball competition, pool noodle hockey game, and several different relay races. The staff and students had so much fun. The 7-12 students then had their Color War the following week. Their activities were slightly different, including a lawn pong game, cornhole game, ladder ball and several more. The 7-12 students were much more competitive and took each activity very seriously as it was an opportunity to earn their color team points! Overall, everyone had a great time at Color Wars and we can't wait for next year to see which color wins!

Picnic in the Park

To celebrate the final week of school, both students and staff of Summit Academy Community School - Parma enjoyed a picnic in the park. Students had the opportunity to participate in face painting, swinging, cornhole, hiking, and spending time down by the creek! Students and staff additionally enjoyed a cookout in the pavilion consisting of hot dogs, burgers, chips, cookies, and drinks.

Chance Raffle

As a part of PBIS, students at Summit Academy Community School - Parma were given the opportunity to participate in a chance raffle. Students used their Class Dojo points earned from completing assignments, participating in class activities, helping others, etc. to bid on items. These items consisted of donations from staff and parents ranging from large prizes (Chromebook, gaming headphones and controllers, video games, Lego set) to smaller prizes (stuffed animals, fidgets, makeup, construction trucks).





OUR MISSION

To empower our students to overcome social, emotional, and educational challenges by:

- Providing an engaging learning environment that is safe, nurturing, and positive;
- Building relationships with students, families, and the community; and,
- Continuing to Improve our knowledge and skills as professionals.



SPONSOR STATEMENT

The Educational Service Center of Lake Erie West (ESC LEW) served as sponsor for Summit Academy Community School – Parma during the 2021-2022 school year. ESC LEW monitored the school's academic and fiscal performance, as well as organization and operation of the school, and determined that the school was overall compliant.



Summit Academy is the third school my son has attended, and it will be where he graduates. The teachers and staff truly care about the students and families.

My son always says Summit Academy teachers are the only ones that understand him and help him learn. When he arrives at school every day his is greeted by name by any teachers and staff that see him. Class sizes are small, so he knows everyone in his grade. It is truly what I call a small-town school since everyone knows each other, but with the benefit of knowledge, experience and resources that can only come from a larger city. I recommend anyone who is looking for a school that will help their child succeed to enroll them into Summit Academy.

SUMMIT ACADEMY COMMUNITY SCHOOL – PARMA PARENT

For the Fiscal Years Ended June 30, 2022 and 2021 – unaudited*

OPERATING REVENUES

	2022	2021
State Foundation	\$2,601,477	\$2,383,355
State and Federal Grants	660,147	598,396
Medicaid Revenue	9,833	117,860
Private Donations	-	-
Classroom Materials and Supplies	6,503	3,839
Food Service	101,302	-
Other Revenue	75,656	3,811
Interest on Investment	-	-
TOTAL OPERATING REVENUES	3,454,918	3,107,261

OPERATING EXPENSES

Management Fee Expense	2,951,100	3,103,424
Staffing Expenses	0	-
Other Expenses	-	3,837
TOTAL OPERATING EXPENSES	2,951,100	3,107,261
NET PROFIT (LOSS)	\$503,818	-

* The 2021 financial information was obtained from the FY21 Audited Financial Statements, and the 2022 financial information was obtained from the June 2022 Board Report. Beginning the 2021 Fiscal Year audited financial statements are being presented using Modified Cash.



STUDENT ACADEMIC GROWTH

PERFORMANCE ACCOUNTABILITY FRAMEWORK: CONTRACT ATTACHMENT 11.6

The Performance Accountability Framework (Attachment 11.6) consists of multiple, measurable goals focused on the academic, financial, and operational expectations for the school year. This document is categorized into five goal areas: local report card indicator areas, school-specific academic measures, operations, legal compliance, and financial accountability.

CONTRACT ATTACHMENT 11.6: ACADEMIC PERFORMANCE STATUS

ACADEMIC GOAL TITLE	STATUS
LOCAL REPORT CARD - ACHIEVEMENT	
Performance Index	Met
Indicators Met	N/A
Chronic Absenteeism	Not Met
LOCAL REPORT CARD - PROGRESS	
Value-Added Overall	N/A
Gifted Students	N/A
Students with Disabilities	N/A
Lowest 20% Achievement	N/A
LOCAL REPORT CARD – GRADUATION RATE	
4-Year Graduation Rate	N/A
5-Year Graduation Rate	N/A
Gap Closing	N/A

ACADEMIC GOAL TITLE	STATUS
LOCAL REPORT CARD – IMPROVING AT-RISK K – 3 LITERACY	
Lit Improvement – Moved to On-Track	N/A
3 rd Grade Reading Guarantee	N/A
State Reading/ELA Proficiency	N/A
Prepared for Success	N/A
SCHOOL SPECIFIC ACADEMIC MEASURES	
Specific Subgroup	Not Met
Nationally Normed Assessment – Reading	Not Met
Nationally Normed Assessment – Math	Met
Nationally Normed Assessment – K – 3 Lit	Not Met
OTHER ACADEMIC MEASURES	
Similar School 1	Met
Similar School 2	Not Met

CONTRACT ATTACHMENT 11.6: NON-ACADEMIC PERFORMANCE STATUS

NON-ACADEMIC GOAL TITLE	STATUS	NON-ACADEMIC GOAL TITLE	STATUS
Mission Specific	Met	Governing Board Performance	Met
Parent Satisfaction	Not Met	OPERATIONAL	
STUDENT DISCIPLINE		On-Time Rate	Met
Grades K to 3	Met	Accuracy Percentage	Met
Grades 4 to 8	Met	Financial Performance	Met
Grades 9 to 12	Not Met	Financial Sustainability	Met

ACTIVITIES AND PROGRESS FOR ATTACHMENT 11.6 GOALS

The multi-tiered systems of support (MTSS) framework is used for academics, behavior, and social-emotional support in all Summit Academy schools. A joint project of the curriculum and special education regional teams brought school specific collaboration to ensure that school leaders understood MTSS and structured their instructional schedules to maximize MTSS implementation. Implementation support, classroom observations, and feedback are provided by the regional teams.

Our most consistent and detailed MTSS system is the Summit Academy Reading Framework. The framework emphasizes training teachers thoroughly in the science of reading and

appropriate instructional strategies. The framework also ensures that our curriculum materials are aligned to the state standards, support the science of reading, provide diagnostic assessments, and include evidence-based interventions to best meet our students' needs. A curriculum audit has been completed with support from the regional curriculum administrator and new materials were purchased based on the guidelines set in the framework. A Reading Framework Action Plan was also developed, putting measurable goals in place that are focused on increasing our students' reading abilities and overall academic performance.

METHOD OF MEASUREMENT FOR ATTACHMENT 11.6 GOALS

All Summit Academy students are benchmarked (screened) three times each year using Renaissance Star assessments to compare their reading and math achievement to grade-level norms and determine their instructional support needs. The metric used to determine growth in this assessment is a Student Growth Percentage (SGP) score of 40 or higher, which equates to a year plus growth. The testing data helps teachers determine whether students are on track or not on track toward math and reading proficiency, identify reading and math skill deficiencies, measure student growth, monitor student progress, prescreen students who are potentially gifted, and deliver targeted instruction. Following each benchmarking period, teachers will analyze the data collaboratively in Teacher-Based Teams (TBTs) to determine appropriate instructional strategies and intervention support needs for their students.

Summit Academy students participate in Ohio state tests as prescribed. With such a high percentage of students with disabilities, we have found that Star growth data portrays a more accurate picture of student learning than the state report cards. Our students will frequently make a tremendous amount of growth within a year, but since they started so many grade-levels behind their achievement test scores are still lower than grade-level proficient, which gives the perception that the students are failing to learn. Star data provides an objective, detailed basis on which to make decisions about instruction and intervention, prioritizing foundational skills in reading and math, thus supporting students to achieve higher growth and to fill academic gaps that hinder grade-level achievement.



STATEWIDE ACHIEVEMENT - REPORT CARD MEASUREMENTS

The Ohio Department of Education has revised the school report card to analyze performance, determining strengths and areas of improvement for each district. The new report card includes five components that will receive ratings from one to five stars. These components are Achievement, Progress, Early Literacy, Gap Closing and Graduation. The sixth component, College, Career, Workforce and Military Readiness, was not required in the 21-22 school year.

ACHIEVEMENT COMPONENT

The achievement component identifies how well students performed on the state tests overall. Student performance is identified through the Performance Index which measures the achievement of every student, not just whether they score a proficient level. Each test a student takes is assigned an achievement level based on the test score, with higher scores resulting in higher achievement levels.

PERCENTAGE OF MAXIMUM POINTS EARNED	RATING	RATING DESCRIPTION
Greater than or equal to 90% of Max Score	★★★★★	Significantly exceeds state standards in academic achievement
Greater than or equal to 80% but less than 90% of Max Score	★★★★	Exceeds state standards in academic achievement
Greater than or equal to 70% but less than 80% of Max Score	★★★	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70% of Max Score	★★	Needs support to meet state standards in academic achievement
Less than 50% of Max Score	★	Needs significant support to meet state standards in academic achievement

SCHOOL REPORT CARD RATING



PROGRESS COMPONENT

Academic growth is measured by looking at the current achievement compared to prior achievement results on the state tests. This is determined by looking at the growth index and the effect size to see if there was expected growth or a shortfall in expected growth, relative to Ohio.

PERCENTAGE OF MAXIMUM POINTS EARNED	RATING	RATING DESCRIPTION
Growth index of at least +2 and effect size of at least +.2	★★★★★	Significant evidence that the school exceeded student growth expectations by a larger magnitude
Growth index of at least +2 and effect size of less than +.2	★★★★	Significant evidence that the school exceed student growth expectations
Greater than or equal to -2 but less than +2	★★★	Evidence that the school met student growth expectations
Less than -2 and effect size of at least -.2	★★	Significant that the school fell short of student growth expectations
Less than -2 and effect size of less than -.2	★	Significant evidence that the school fell short of student growth expectations by larger magnitude

SCHOOL REPORT CARD RATING



EARLY LITERACY COMPONENT

The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade. This component provides a more complete picture of early literacy in our schools by looking at three separate areas.

1) The proficiency in Third Grade Reading reports how many students score proficient or higher on the reading segment of Ohio' State Test for English Language Arts for grade 3. 2) The Promotion to Fourth Grade measure reports the percentage of students in third grade who were promoted to fourth grade. 3) The Improving K-3 Literacy measure uses two consecutive years of data to evaluate how well schools are doing at providing supports to help struggling readers.

SCORE RANGE	RATING	RATING DESCRIPTION
From 88% to 100%	★★★★★	Significantly exceeds state standards in early literacy (K – 3)
From 78% to less than 88%	★★★★	Exceeds state standards in early literacy (K – 3)
From 68% to less than 78%	★★★	Meets state standards in early literacy (K – 3)
From 58% to less than 68%	★★	Needs support to meet state standards in early literacy (K – 3)
From 0% to less than 58%	★	Needs significant support to meet state standards in early literacy (K - 3)

SCHOOL REPORT CARD RATING



GAP CLOSING COMPONENT

There are several measures to determine the gap closing component, which is focused on student subgroups including all students, Asian/Pacific Islander, Hispanic, White/Non-Hispanic, Black/Non-Hispanic, America Indian/Alaskan Native, Multiracial, English Learner, Economic Disadvantage, and Students with Disabilities.

The indicators to evaluate student performance and academic growth include:

- The Gifted Performance Indicator
- The Chronic Absenteeism Improvement Indicator
- The English Language Proficiency Improvement Indicator
- Graduation Goals by Student Subgroup
- English Language Arts, Math Achievement by Student Subgroup
- English Language Arts, Math Progress (Growth) by Student Subgroup

RANGE – PERCENTAGE OF POINTS EARNED OUT OF POSSIBLE POINTS

RATING

RATING DESCRIPTION

Greater than or equal to 60%	★★★★★	Significantly exceeds state standards in closing educational gaps
Greater than or equal 45% but less than 60%	★★★★	Exceeds state standards in closing educational gaps
Greater than or equal 30% but less than 45%	★★★	Meets state standards in closing educational gaps
Greater than or equal 10% but less than 30%	★★	Needs support to meet state standards in closing educational gaps
Less than 10%	★	Needs significant support to meet state standards in closing educational gaps

SCHOOL REPORT CARD RATING



GRADUATION COMPONENT

The graduation component looks at both the four-year and five-year adjusted cohort graduation rates, determining the percentage of students graduating with a regular or honors diploma. The graduation rates are then multiplied by the state law established weights to determine the component rating.

WEIGHTED GRADUATION RATE	RATING	RATING DESCRIPTION
Greater than or equal to 96.5%	★★★★★	Significantly exceeds state standards in graduation rates
Greater than or equal to 93.5% but less than 96.5%	★★★★	Exceeds state standards in graduation rates
Greater than or equal to 90% but less than 93.5%	★★★	Meets state standards in graduation rates
Greater than or equal to 84% but less than 90%	★★	Needs support to meet state standards in graduation rates
Less than 84%	★	Needs significant support to meet state standards in graduation rates

SCHOOL REPORT CARD RATING



COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS COMPONENT

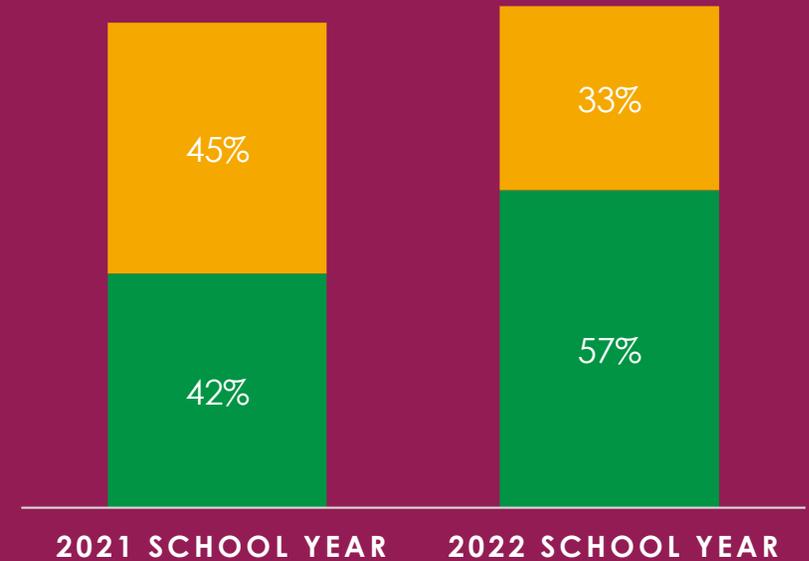
This component is made up of 14 measures that are used to estimate how prepared a school's graduating class is to go on to postsecondary education, enter the workforce, or join the armed forces. The readiness of a graduating class is estimated by calculating the number of students who achieve one or more of the component measure goals. The data will be reported but not rated until that time.



STAR ASSESSMENTS

Summit Academy students take Star Assessments® three times each year to measure their reading and math skills compared to grade-level standards. Their annual growth in these skills is monitored by Student Growth Percentile (SGP) data, which compares a student's academic growth to that of his or her peers nationwide. A student's peers are students in the same grade with a similar achievement history on Star Assessments®.

The following data shows the percentage of Summit Academy Community School - Parma students who met or exceeded Summit Academy's SPG target of 40 in reading and math between the fall and spring assessment administrations during the 2020-2021 and 2021-2022 school years.



KEY ■ READING ■ MATH



Summit Academy

SCHOOLS

5868 Stumph Road | Parma | Ohio

440-888-5407 | summitacademies.org | Grades: K - 12