

**SCHOOL NAME:** Summit Academy-Youngstown  
**DISTRICT NAME:** Lucas County ESC  
**Model:** Transformation  
**Cohort:** 2  
**Locale:** Community School  
**Grades:** K-12  
**Number of Students:** 164  
**Eligible for Free & Reduced Lunch:** 93.3%

**Highlights of Reform Model**

Summit Academy-Youngstown is utilizing the Transformation Model. The former principal was replaced in 2012. The current principal is Michael Majzun. To fully participate in job-embedded professional development, Summit Academy-Youngstown has added two full-time instructional coaches, who model instructional strategies, conduct daily walkthroughs, and provide one on one coaching/conferencing. All teachers have participated in Wilson Reading Language System and Whole Brain training. The BLT meets weekly and TBTs meet monthly to discuss Reading and Math achievement, discipline, and extended learning data. In an attempt to increase the availability of extended learning opportunities Saturday school programming was developed which an emphasis being placed on Reading and Math remediation. Through 4 quarters of reporting, Summit Academy-Youngstown students have participated in 162 hours of extended learning time, and teachers have participated in 409 hours of professional development.

**Transformation Specialist Completing Report**

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
3rd Grade	Reading	33.3%	NC
	Mathematics	20.0%	NC
4th Grade	Reading	10.0%	52.0%
	Mathematics	0.0%	16.0%
5th Grade	Reading	11.5%	52.6%
	Mathematics	3.8%	26.3%
6th Grade	Reading	63.6%	40.7%
	Mathematics	45.5%	14.8%
7th Grade	Reading	32.3%	20.0%
	Mathematics	19.4%	5.0%
8th Grade	Reading	NC	25.0%
	Mathematics	NC	6.3%

**Evidence-Based Best Practices Observed**

Principal Michael Majzun reports 2012-2013 school year was the second full year of implementation, of a balanced literacy program for kindergarten through third grade. The year ended with 15 % of kindergarten, 43% of first grade, 50 % of second grade, and 93% of third grade students meeting benchmark. According to Majzun, after the implementing Whole Brain Teaching, walkthrough data from this year indicates that 85% students were engaged during lessons up from 67%, office referrals are down to 181 from 367 , and out of school suspension are at 27 for the entire year . The achievement and discipline data is discussed at their BLT meetings.

**Systemic Changes Observed**

At the beginning of the 2011-12 school year, teachers were not afforded common planning time, so no team analysis of data was taking place. A BLT and TBT teams were developed to share math and reading data, to plan common lessons, and to adjust student flexible learning groups. Before the SIG grant, the administrative team was not doing walkthroughs. Majzun and his team perform daily classroom walkthroughs. The walkthrough data lays the groundwork to have courageous conversation about

instructional practices. Instructional coaches hold weekly conferences with teachers about their observations.

**Current Barriers to Achievement**

Student behaviors have historically hindered classroom instruction. Ineffective co-teaching relationships limit academic success, thus planning will begin prior to the start of school.