



The Graham School

encounter the world, engage the mind

2019-20 Annual Report to the Community

The Graham School

3950 Indianola Ave.
Columbus, OH 43214
Phone: 614-262-1111
Fax: 614-447-0558
IRN – 133421

Superintendent, CEO - Greg Brown

Dean – Amy Vickroy

Dean - Sarai Correa

Associate Dean - RJ Larry

Director of SEL - Eileen Meers, PhD

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2000-2001

Number of Students - 221

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 37%

Percentage of Students eligible for Free and Reduced Lunch – 57%

Student demographic percentages – 47% Caucasian, 42% African American, 5% Hispanic, 5% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 5%

Dean's Message

The 2019-20 school year was disrupted in mid-March when school buildings were closed due to the global pandemic affecting every aspect of our lives. With the buildings closed our teachers and students pivoted to teaching and learning online. We distributed chromebooks to students who needed them and we all did our best to maintain a semblance of normalcy around academic and social and emotional learning. The safety of our students, families and staff has been our first priority and throughout the last quarter of the school year we followed the guidance from the Governor, the Departments of Health and the Department of Education to successfully complete the school year and celebrate that completion with our school community.

Governing Authority

The Graham School (TGS) is chartered by the state of Ohio and as such, is overseen by the Ohio Department of Education. Our sponsor is the Educational Service Center of Central Ohio (ESCCO). The Graham School Board of Directors provides governance, meeting a minimum of six times per year. A schedule of meeting dates and times, as well as a record of actions taken, are kept in the school's office and are available for review by the public. Board members in 2019-20 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, **Scott Lesinski**, **Mirria Martin**, and **Michelle Umali**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model.

Governance/Organizational/Operational Performance for Sponsor – Top rated – Leadership has been positive and supportive. all trainings have been completed.

The Graham School Mission

The Graham School has a particular mission to urban students in Central Ohio preparing them for lifelong learning and informed citizenship through real-world experiences and rigorous academics. Fostering ownership and responsibility for their education prepares our students to be successful in college, the workplace, and other endeavors they undertake upon leaving The Graham School.

The Graham School Vision and Values

The Graham School's vision is to be an innovative leader in the education world by engaging students in authentic academic work, networking with community partners, and nurturing social and emotional growth to empower future citizens and leaders.

At Graham we...

- Have a safe, positive school climate
- Solve problems together in a peaceful, restorative way
- Embrace diversity
- Reflect on our experiences in order to gain fresh perspective and inform future outcomes
- Encourage a growth mindset for students and staff
- Believe that learning is our priority and time spent in class and in the community is essential
- Create belonging within our school and honor our connection to the world community
- Celebrate an open mind, an open heart and an open hand
- Are CREW, not passengers
- Use Habits of Learning as foundational principles --**Self-Direction, Perseverance, Teamwork & Collaboration, Service & Stewardship, and Adventure & Risk**
- Believe that cultivating these habits has a profound impact on student achievement and the ability to thrive, both in school and beyond

Habits of Learning

Self-Direction: We are dedicated to the learning process and set goals for our learning and behavior. We take ownership of our work and our actions; take initiative when we are supposed to, and especially when there is no one looking. We strive for mastery and expertise through the process of revision and pride in craftsmanship, ultimately seeking to become artisans.

Perseverance: We never give up. We work hard and keep trying, even and especially when it gets tough. We recognize when we need help and elicit it. We are resourceful and work to solve problems creatively. We understand that some things are going to be hard- yet we persist to achieve more than we thought we could. We can adapt to challenges, remaining diligent and establishing a network of social and academic supports. We continue to revise our work until expectations are met or exceeded.

Teamwork & Collaboration: “We are crew, not passengers.” We work together to meet our goals, supporting each other through the journey. We celebrate each other's successes and problem solve, when necessary. We are a team. We hold each other accountable for our actions, goals, and achievements. We cultivate relationships to enhance and strengthen bonds of commitment to our community.

Service & Stewardship: We “get smart to do good” in our community. We see service not as an isolated action, but as a way of being a member of a community. We take responsibility for our community and the environment around us by caring for each other and our surroundings. Our campus reflects our talents, creativity, and commitment to maintaining beautiful spaces. We think about how our words and actions affect the people around us; work to be kind and considerate to others; and seek to understand and relate to diverse perspectives.

Adventure & Risk: We honor and model our school motto, “Encounter the World and Engage the Mind” by pursuing challenges and opportunities outside of our comfort zone that allow us to grow. We are courageous, passionate, and attentive to our self-discovery. We understand that there are many routes to knowledge and realize that failure along the journey is essential to learning. We believe that success without the experience of adversity brings only a limited sense of accomplishment.

Philosophy

The Graham School believes that it is the role of education to facilitate learning by making connections. These connections include: connections between academic content and real world experience, as well as across generations, cultures, and socio-economic levels. The Graham School believes that the most impactful learning is both interdisciplinary and interactive.

The Graham School is committed to the ongoing social and emotional growth of all of our students. Research shows that there is a significant connection between academic learning and Social Emotional Learning (SEL). Studies over the past 30 years also connect trauma, including the stressful environment of continuous, pervasive poverty, as a significant factor in many children's school struggles. Therefore, our entire staff is being trained in trauma sensitivity. Our SEL focus incorporates work in daily, small group community advising, the use of Restorative Practices, and the use of mindfulness to equip our students with strategies, skills, experiences and mindsets to enable success both in the classroom and in their lives beyond school.

TGS Program Goals

- Provide practical real world experience for students through experiential internship opportunities, expedition fieldwork, service learning projects, and curriculum that connects traditional high school standards to 21st century skill sets and career pathways.
- Create a learning environment that is safe, encouraging, reflective, and community conscious.
- Maintain small learning environments that develop relational aptitude and provide opportunities for growth and self-awareness through Habits of Learning focused around self-direction, perseverance, teamwork and collaboration, service and stewardship, and adventure and risk.
- Foster an atmosphere that promotes Restorative Practices for community building and conflict management.
- Construct mentoring and crew groups per academic level in which students are guided to solve problems and establish goals related to their internships, fieldwork, social emotional learning, and academic environments. Through intentional curricula students have the opportunity to make larger connections between school and the world outside.

The learning goals are to: help students further develop the ability to imagine and create, think, and reason analytically; solve problems; integrate and synthesize complex information; use language clearly and persuasively; self-advocate; and make responsible decisions. This requires skills of: communication, research and investigation, critical thinking, reflection, interpersonal relationships, career exploration, exploring values and time management. These learning goals will be addressed through curricula in three areas: academic, experiential/expedition, and crew.

EL Education

The Graham School completed the fifth year of its partnership with EL Education in 2019-2020. EL Education is one of the nation's leading K-12 education organizations committed to creating classrooms where teachers can fulfill their highest aspirations and where students can achieve more than they think possible. For more than 20 years, EL affiliated schools have striven for a vision of student success that joins academic achievement, character, and high-quality work.

The EL model is characterized by: Active instructional and student-engaged assessment practices that build academic skills and students' ownership of their learning; Rigorous academic projects connected to real-world

issues that meet state and national standards; A culture of learning that builds persistence, collaboration, critical thinking, problem solving, communication, and independence in every student.

EL's approach is grounded in respect for teachers and school leaders as creative agents in their classrooms. Stakeholders build their capacity to ignite each student's motivation, persistence, and compassion so that they become active contributors to building a better world and succeed in school, college, career, and life.

Academic Curriculum Requirements

The Graham School staff creates classroom work in traditional and non-traditional courses in order to help students acquire conceptual and factual knowledge and to develop our students' study habits, self-discipline, research skills, and teamwork. The Graham School curriculum includes courses in all required academic areas as designated by the State of Ohio for graduation. Students must progress experientially and academically in order to meet the requirements for graduation. Academic requirements include: 4 credits in English, 4 credits in mathematics, 3 credits in science, 3 credits in social studies, 2 credits in electives, 1 credit in fine arts, 1 credit in technology, 0.5 credits in health, 0.5 credits in physical education, and financial literacy. Between 1.5 and 4.5 credits are required in experiential education depending on how many years the student has been attending The Graham School. All students graduating in the class of 2014 and beyond are required to fulfill the CORE graduation requirements established by the Ohio Department of Education. Approximately 75 different courses were offered over the school year in all academic areas.

Career Pathways Work

It has become increasingly apparent that our diversity of students need a diversity of options as they move through high school toward college and careers. We recognize the necessity of expanding upon our academic and experiential offerings with additional career focused opportunities that give students multiple paths to gain and demonstrate knowledge and skills required for future life in college or careers. Our career pathways initiative will allow us to provide more educational and graduation options to our students increasing engagement, perseverance and their belief in a positive future. Our belief and experience in hands on learning through experiential opportunities lends itself to expanding our career and college pathways.

For the 2019-2020 school year we introduced our first official CTE course in the N3 pathway of Information Technology Software and Computer Programming. We had a total of 16 students take the course. Career focused work was also integrated into each grade level crew, and in 9th grade ELA and Math courses. The OhioMeansJobs backpack was a central tool throughout, using everything from career exploration, budget calculators and the 15 professional skills established by the work readiness seal. We also supported all of the senior walkabout experiences focusing on the 15 professional skills established by the OhioMeansJobs work readiness seal. Even with the closing of in-person school and internships we had several students earning the OMJ work readiness seal.

We were also able to purchase through the Expanding Opportunities for Each Child grant several key pieces of technology for our students to further their technological experiences. There are now a set of indoor drones, programmable robots, 3D printer, vinyl cutter, and circuit playgrounds for students to use along with software and game simulation curriculum. Some furniture and supporting equipment was also able to be obtained to further the program's development.

Experiential Education Curriculum

TGS experiential program combined with college preparatory academic courses allow for student growth through service learning and engagement with mentors and organizations that provide practical experiential learning opportunities.

In Spring of 2020, 50 seniors participated in The Graham School's culminating experiential internship: Walkabout. Walkabout provides students with the opportunity to participate in one sixteen-week or two eight-week, 30 hour per week internships. The objective of Walkabout is to provide seniors with significant real world experiences that they design themselves.

Walkabout Partners

TGS is grateful to have partnered with the following organizations during the 2019-2020 school year: Kobolt Design Studio, Pets without Parents, Oranjudio Recording Studio, AA Precise Auto Repair, Blendon Kennels, Hardy Learning Center, Huntington Bank Catering Kitchens, Stowe Mission, Boyd Cleaning Services, Hire Level, Crunch Fitness, Indoor Gardens, Ziph Keys, Robbies Hobbies, CRIS, Art Outside the Lines, Columbus Metropolitan Library, Columbus Cultural Arts Center, and Public Defender

School-wide Title Program

TGS is designated as a School-wide Title program, enabling us to receive Federal Funds to ensure that all of our students receive the support they need to reach and exceed grade level goals in reading and math.

Special Accomplishments and Achievements

In 2020, TGS students embodied our Habits of Learning by participating in a variety of fulfilling and authentic Walkabout experiences in spite of the COVID-19 pandemic. Seniors worked with mentors at the following local businesses and organizations: Linden Medical Center, OOD (Opportunities for Ohians with Disabilities), Junior Achievement BizTown, BCCO (Bhutanese Community of Central Ohio), CRIS (Community Refugee & Immigration Services, Art Outside the Lines, Crunch Fitness, and Cat Welfare. Additionally, a student obtained his Eagle Scout Badge and worked in food service at Huntington Kitchens, a student trained in management for Tommy Hilfiger, a student created an online marketplace for the House of Security Lock Shop, a student trained to hike the Appalachian Trail, and a student volunteered at the YMCA North.

May Days comprise a month long academic expedition in which students focus in-depth study in one course. This course provides ample opportunity for fieldwork, hands-on learning, group participation, and individual challenge in academic areas. Unfortunately, The Graham School was unable to hold May Days 2020 due to the challenges presented by COVID. Students either continued with their second semester courses or worked on flex credits to further themselves along on their path to graduation.

The Graham School is an active participant in the College Credit Plus (CCP) programs available through Columbus State Community College and The Ohio State University. Students are encouraged in their third and fourth year to take at least one CCP class prior to graduation from TGS. Additionally, several Class of 2020 seniors took CC Plus classes for their Walkabout experience.

Honors/Recognitions/Special Occasions

The Graham School presents several awards in May to students who exhibit achievement and leadership in a variety of categories. In 2019-2020 the following students were honored:

Subject Awards	Student
Drama	Avery George
English	Camila Vasquez
Fine Arts	Estella Martin
Foreign Language	Sara Giannoni
Health/PE	Dane Bednar-Warren
Math	Aidian Drenberg
Science	Tianna Carse
Social Studies	Alecia Jarvis
Technology	Trenton Helmer

Experiential & Habit Awards	Student
Adventure & Risk	Roy Berry, Violetha Martinez, Pearl Jones, Salome Gelashvili, & Samer Shraim
Perseverance	Ivory Issac, Junior Mugisha, & Xavion Martin
Self Direction 9	Hailie Clark
Self Direction 10	Ethan Strader
Self Direction 11	Skylar Long
Self Direction 12	Aidan Stephens
Service & Stewardship 9	James Ramey II
Service & Stewardship 10	Delaejah Thomas
Service & Stewardship 11	Camila Vasquez
Service & Stewardship 12	Christian Fouts
Teamwork & Collaboration 9	Robbie O'Brien
Teamwork & Collaboration 10	Amirah Youssef
Teamwork & Collaboration 11	Shae Stine
Teamwork & Collaboration 12	Nate Lee
Service Learning 9	Natalie Dishner
Service Learning 10	Mariska Toney
Service Learning 11	Avery George
Service Learning 12	Isaiah Bednar-Warren
Open Hand	Jordan Davis
Open Heart	Isaiah Bednar-Warren
Open Mind	Kelson McLuen

Recognition Awards	Student
Senior Spirit Award	Jaelin Talley
Reaching for the Stars	Ryan Wellman
Dean's Award of Courage	Ariana Jordan
Dean's Award of Leadership	Lilly Foust
True Dragon	Drea Stills
True North	Bre Greene, Jazmin Toppins, & Angelina Sexton
Student Peacemaker Award	Sh'Zareh Shows & Kristiana Jones
Cultural Exchange	Sara Giannoni & Salome Gelashvili
Henry Stout Award	Quentin Fields
Outstanding Student Award	Kristiana Jones & Josie Delancy

Celebrating Our Work Together

The school typically has many events that celebrate our work together including: Open House, ice cream social and buddy event, May Days presentation night, Prom, Alumni Reunion, Community Presentation Days, Have a Heart, Walkabout presentations, and of course, the commencement ceremony. Due to COVID restrictions, several of these events did not occur this year; however, senior students did participate in virtual presentations of their senior symposiums and the school hosted a virtual graduation ceremony. Many individuals and groups made these celebrations possible including the Student Board, the Parent Guardian Community,

TGS staff and students as a whole, alumni, friends of the school, and all families who work hard to support our students and the school. All of us affiliated with TGS are grateful to the many individuals dedicated to our work in support of educating students through our academic and experiential programs.

Graduation: Another Class of Life-Long Learners

The Graham School class of 2020 had a unique graduation celebration week due to Covid and the Stay at Home order. During the last week of virtual school Seniors virtually presented their Senior Symposiums to their Crew leader and other invited guests including their family and Walkabout mentor. Each senior Crew had a virtual celebration including speeches from TGS staff members and a student representative. TGS Staff delivered diplomas, caps and gowns, and congratulation yard signs to graduates' homes to celebrate the accomplishments of our amazing graduates.

As we ended another year at The Graham School we added 50 students to our list of graduates, which now totals more than 650 over the last seventeen years. Graham graduates have gone on to universities outside Ohio including: Bennington College, Boston University, Columbia University, DePaul University, Knox College, and Reed College, and universities within Ohio including: Antioch College, Bowling Green University, Capital University, Columbus College of Art and Design, Columbus State Community College, Heidelberg College, Hiram College, Muskingum University, Ohio Dominican University, Ohio Northern University, The Ohio State University, Ohio University, Ohio Wesleyan University, Shawnee State University, University of Cincinnati, Warren Wilson College, Wittenberg University. Graduates also have gone on to serve in the military.

2020 graduates of The Graham School included:

Ziyadah Anderson, Isaiah Bednar-Warren, Flynn Birrell, Nathan Brady, Zackariah Carey, Simone Collins, Misael Cortez, Jordan Davis, Josie Delancy (Elliot), Quentin Fields, Lillian Foust, Christian Fouts, Lynzie Frazier, Gabrielle Geddas, Breanna Greene, Anika Henderson, Lily Hudson, Ariana Jordan, Laila Kale, Nathan Lee, Jada Lucas Gates, Finnegan Martin, Xavion Martin, Aidan McBride, Darius McKinney, Kelson McLuen, Jada Mitchell, Taylor Noble, Hayden Quigley, Mercedes (Mickey) Reyes-Parson, Kathleen Rodgers, Madison Runkle, Jacob Sentivany, Angelina Sexton, Samer Shraim, Paige Snipes, Aidan Stephens, Drea Stills, Jessica Stover, Mamoudou Sy, Jaelin Talley, Patricia (Tommy) Thompson, Gary Thompson Jr., Jazmin Toppins, Evan Watts, Ryan Wellman, Roshawn West Jr., LaFinnis (X) Williams II, Harper Yorcka, Elijah Young.

TGS Parent Guardian Community (Dragon Boosters);

Working in conjunction with staff at TGS, parents facilitate communication; build community; support teachers, staff and families; organize events; and enhance educational opportunities for students. They meet monthly and are open to input from Graham families and staff. There are many ways for parents, guardians or other family members and friends to be involved: Attend meetings for information, community and planning; help with new and ongoing programs and projects; classroom donations; or participation in fundraising activities. Parent volunteers donated time, food, and energy to a variety of school events supporting both staff and students.

Additional Partners

Mr. and Mrs. Douglas Addison, Peggy Adkins, Ms. Louise Antony and Mr. Joe Levine, Robert T. Barkley, Mr. and Mrs. John Baughman, Jessica Bezant, Mr. Greg Brown and Ms. Nancy Perkins, Mrs. Shirley Brown, Peggy and Ken Calestro, Janet Chen, Gail Collins, Mr. and Mrs. Tom Copeland, Sandra Crum-Rogers. Mr. and Mrs. Paolo DeMaria, Mr. and Mrs. Bill Fein, Jean Ferrara, Nazree Gore, Mr. and Mrs. Chuck Graham, Clay and Alice Graham, Beverly J. Graves, Ms. Rebecca Gurk and Mr. Stuart Mangel, Mr. Stephen Gussler and Ms. Melody Steely, Chris and Sommer Hawker, Mr. and Mrs. David Hull, Mr. and Mrs. Bill Ingram, Mr. Chris Ingram, Ms. Patricia Brown James, Rachael Jarvis, Justin and Yvonne Kale, Mr. and Mrs. Gary Kiefer, Mr. and Mrs. Michael Kindred, Brendan King, Rich and Kitty King, James and Deborah Lawlor, Mr. Bill Leber and Ms. Sally Speer Leber, Scott Lesinski, Sarah Levels, Mr. and Mrs. Michael Logan, Colin Hedges & Katie Logan Hedges, Ms. Cheryl Long, Barbara Mack, Mrs. Jane Marland, Mr. and Mrs. Steve Martin, Selena Mattison, Dr. and Mrs. Thom McCain, Mr. and Mrs. Thomas Meers, Mr. Mark K. Merkle, Jr., Tom and Myra Molnar,

Sara Neikirk, Dr. George Norris, Jean Ann Osterling, Corinna Owens, Michael and Sherri L Palackdharry, Mr. Tom Paplaczyk, Darren Patton, Bev Pettit, Mr. and Mrs. Marc Pinsonneault, Mark and Sue Real, Amy Reese, Karen Riccio, Ellen Shraim, Mary Logan So, Angela Stoller-Zervas, Sharon Stout, Joyce Swayne, Mr. and Mrs. Bob Weiler, Sharon Wellman, Madine Wright, Angel Yonek, and Jim Ziminski.

Names of Assessments Given at the School and the Results

The effort to individualize each student's educational experience at The Graham School is captured in our unique approach to curriculum designed to meet the needs of all of our students within fully integrated multi-grade level classes. Students with disabilities are involved in all classroom lectures, laboratory activities, and experiential opportunities. Our evaluations are not grades in the traditional sense, because they do much more than sort and rank students. Instead, our evaluation system describes what work looks like when it approaches, meets, or exceeds our expectations. Moreover, our evaluations are presented in narrative form so that students, parents/guardians, and other interested parties will have a greater understanding of the totality of the students' performance in a variety of identified essential skills, academic objectives, and experiential abilities. The academic curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course exams are part of our model. Experiential curriculum is measured by rubrics.

To monitor student academic achievement and progress in the classroom, TGS has established an assessment cycle that includes classroom-based formative assessments in core subject areas in 6-8 week cycles and NWEA MAP. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-12 and are used to analyze and monitor student growth, guide instructional practices in the classroom, and summarize school performance. MAP Normative and Comparative Data is used by school leader(s) and staff for identifying and qualifying students for various instructional strategies, scheduling, and screening students for special instruction. TGS uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests as well as projected college and career readiness on the SAT. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth.

TGS selected College Board's nationally normed assessments (SAT, PSAT) given the high validity and reliability of their national measures of student college and career readiness upon graduation from high school. Assessment reports are utilized by teachers, students, families help guide individual student instructional planning and future college/career planning discussions.

The **SAT** was administered to 46 students in Grade 11 in March 2020. The 11th grade mean ERW score was 447 where 35% of tested students met or exceeded the CCR benchmark. The 11th grade mean Math score was 404 where 7% of students tested met or exceeded the CCR benchmark. Our students successfully earn credits through college credit plus often before they have reached the SAT benchmark.

The **PSAT/NMSQT** was administered to 93 students in Grade 10 and Grade 11 in October 2019. The 10th and 11th grade mean ERW score was 403 and 421 respectively where 38% and 37% of students tested met or exceeded the CCR benchmark. The 10th and 11th grade mean Math score was 376 and 400 respectively where 2% and 5% of students tested met or exceeded the CCR benchmark

The **PSAT 8/9** was administered to 37 students in Grade 9 in October 2019. The mean ERW score was 384 where 30% of students tested met or exceeded the CCR benchmark. The mean Math score was 373 where 11% of students tested met or exceeded the CCR benchmark.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2019-2020 school year:

Our sponsor evaluates the school with a high stakes review rubric that measures Academic Performance including mission specific goals; Fiscal Performance and Organizational/Operational Performance.

Academic Performance is measured using the state report card; MAP scores and Attendance. TGS is exceeding or meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, Freshman Success, and Progress Comparison of Lowest 20% to all community schools statewide. TGS did not receive report card ratings in the typically measured achievement and growth areas based on state testing as testing was suspended due to the pandemic.

The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals during the 2019-2020 school year

The sponsor has established a rubric with which it evaluates its schools annually which includes multiple data points. The sponsor attends board meetings and initiates site visits during the school year.

A state graduation requirement in Ohio for all students entering 9th grade after July 2014 is taking Ohio's State Tests in the spring. These tests were not administered due to the pandemic. However, end of course grades were allowed to be substituted for state testing as graduation requirements. Of 56 graduates in 2019-20, 20 graduates impacted by COVID EOC course grade substitutions (~36%), and 100% of underclassman (grades 10-12) were impacted by COVID EOC course grade substitutions (includes students doing EOC make-up testing in Spring 2020).

The 4 year graduation rate which applies to the class of 2019 was 77% and the 5 year graduation rate which applies to the class of 2018 was 84%.

Compared with the State of Ohio, The Graham School has an above average percentage of teachers with a bachelor's degree and an equivalent percentage of teachers with a master's degree. The Graham School teachers are 100% certified and highly qualified.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2019-20 school year.

The Graham School, founded in the year 2000, is dedicated to preparing students to be life-long learners through rigorous academics and experiential learning. Academics at TGS integrate standards based course work that provides coverage and mastery of required content with perspectives and skills that are designed to make them effective participants in the world outside the classroom. In the 2019-20 school year The Graham School continued its mission to educate students who seek significant learning through focused academics, self-directed learning, and meaningful internships throughout Columbus. As a brief review of our initiatives to address our improvement needs, we have:

- Built a school improvement plan aligned with our EL Education work plans that encompasses goals in Social and Emotional Learning, English Language Arts, and Mathematics.
- Empowered our Director of Social and Emotional Learning to help us better understand our students non-academic needs that impact directly their ability to learn, and to design strategies that help our students become more aware of their own needs and resources including infusing CREW with daily SEL curriculum.
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Freshman Success Institute to focus resources towards 9th graders including the transition from eighth grade and to tenth grade;
- Expanded work around restorative practices, helping us find new ways to address school culture and student behavior that's the most instructive for a child's growth.
- Begun a focus around understanding the impact of trauma on children and their learning in partnership with the University of Chicago. Much new research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.

- In 2018-29 The Graham School introduced block scheduling enabling deeper learning opportunities and more classroom co-teaching.
- Hired a Director of Career Pathways to provide more intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- Continued to expand our partnership with EL Education enhancing our expeditionary focus integrated with academic growth and achievement goals in all core curricular areas based on Ohio and Common Core Standards.

The Graham School academic curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course exams are part of our model. Experiential curriculum is measured by a specific rubric built to evaluate achievement in each grade level program. Staff meets in weekly data teams that report to the Leadership team that meets monthly.

Ohio School Improvement Process

The Graham School is in the Ohio school improvement process based on the State Report Card's gap closing measure and graduation rate measure. We are working closely with the Ohio Department of Education and our sponsor, the Educational Service Center of Central Ohio to build structures of continuous improvement.

Staff Members

The full-time and part-time staff roster in the 2019-20 school year included: Debbie Addison, Genevieve Adkins, Cathy Baney, Pam Boseker, Greg Brown, Brittany Buxton, Randi Channel, Mackenzie Cook, Sarai Correa, Shawn Dyer, Kevin Elliott, Ashley Fecher, Susan Frank, Zachary Franklin, Roberta Gier, Valerie Hessler, Sufiy James, Martha Judge, Bryan Kossmann, RJ Larry, James Lawlor, Jamie Lenzo, Catherine Lewis, Kathryn Livingston, Katie Logan, Cheryl Long, Sarah Lopienski, Kathryn McDaniel, Eileen Meers, Shayna Noonan, Angel Peaks, Andrew Reardon, Evan Rulong, Kathryn Sasser, Gheon Selemon, Gilberto Serrano, Andy Shields, Mary Slaback, Jennifer Smith, Chris Spackman, Zach Steinberger, Amy Vickroy, Jennifer Waddell, Laurel Wakeley, Jeanne Weinberg, Rachel Widmer, and Jeff Wiseman.

Financial Status

In fiscal year 2019-20 the school received \$2,235,792 in state funds. The school also received \$457,319 in federal funds and \$106,373 in development funds, among other separated categories. The school also received \$6,391,128 in management fees. Sources of income totaled \$9,190,613. In fiscal year 2019-20 the school paid \$7,982,341 in employee salaries and benefits, including payroll taxes and retirement; and \$17,300 in mortgage and loan payments on the purchase of the building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$8,757,277. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$450,899 to be carried over to 2020-21. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the Educational Service Center of Central Ohio, the school's sponsor. And, the school is audited annually by the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.

Fiscal Performance for Sponsor: All fiscal reports and documents have been successfully submitted to the sponsor on time.

Sponsor Review Comments

It is a pleasure working with the school and the cooperation and professionalism of all involved is appreciated. The school continues to do a nice job in all areas of compliance and timely submissions related to performance framework (academic, fiscal, organizational/operational/governance).