

Albert Einstein Academy of Ohio
013994



ANNUAL REPORT
2022-23

AEALAS-Ohio (Albert Einstein Academy) is a public, community school located in North Olmsted (grades K-12) with a 2021-2022 enrollment of **185** students. There is a second campus (K-12) which opened August 16, 2017 located at 20566 Albion Road with a 2021-2022 enrollment of **161** students. There is a third campus located at 14725 Detroit Ave., Lakewood Ohio which opened August 22, 2018 with an enrollment of **79** students. All Campus' are located in suburban communities in the Greater Cleveland Metropolitan area. AEALAS-Ohio's vision is to foster an environment of uniqueness and belonging. AEA's mission statement is: Albert Einstein Academy is a welcoming and diverse district which provides a comprehensive and rigorous educational environment with resources, programming, and support for all students regardless of race, religion, sexual orientation, or gender identity.

Facilities

AEA expanded to 3 campuses for the 18-19 school year. The North Olmsed building, situated on **4** acres on Lorain Road, is 2 floors totaling **40,000** square feet. The Strongsville building is a single floor, **48,000** square foot building located on **11** acres on Albion Road in Strongsville. The Lakewood Campus is located in **20,000** square feet of space in an office complex at the corners of Detriot and Warren Road.

Vision

AEALAS-Ohio’s vision is to foster an environment of uniqueness and belonging.

Mission

AEA’s mission statement is: Albert Einstein Academy is a welcoming and diverse district which provides a comprehensive and rigorous educational environment with resources, programming, and support for all students regardless of race, religion, sexual orientation, or gender identity

**Demographic Data
Enrollment**

During the 2022-23 school year, Albert Einstein Academy had a total of 425 students.

Students enrolled in grades as follows:

Grade KG	<u>52</u>
Grade 1 st	<u>30</u>
Grade 2 nd	<u>25</u>
Grade 3 rd	<u>25</u>
Grade 4 th	<u>30</u>
Grade 5 th	<u>18</u>
Grade 6	<u>32</u>
Grade 7	<u>33</u>
Grade 8	<u>42</u>
Grade 9	<u>47</u>

Grade 10 ~~35~~_____

Grade 11 ~~37~~_____

Grade 12 ~~18~~_____

Composition

Black 10.6_____%

White 60_____%

Multiracial 6_____%

Hispanic 2.4_____%

Other 21_____%

Economically Disadvantaged 32%_____

Students with Disabilities 24%_____

Education Program – We welcome all students regardless of race, religion, sexual orientation, or gender identity and support students with specific learning needs through the development and implementation of Individual Education Plans (IEP's). Learning feels different, better, more satisfying, and more complete. Teaching and learning are always collaborative, conversational, and meaningful. AEALAS-Ohio's educational program will emphasize multi-cultural understanding, foreign language acquisition, and academic achievement for college readiness. The Academy will also deepen students' commitment to public participation through community service learning and student government. To accomplish these goals and to help students meet the Ohio content standards, the Academy will use an integrated curriculum, global and multicultural themes, real world learning, and community service and leadership opportunities. Instruction will take advantage of our small school size to create supportive adult-student relationships in an effort to promote student academic growth.

Integrated Curriculum

Real world knowledge is not neatly divided into academic disciplines artificially created by people. Rather, most topics can be understood more deeply when viewed through multiple disciplinary lenses. For example, understanding of a series of events in history may be deepened through the reading of a related work of historical fiction and studying the geology of the region and how it shaped people's lives. At AEALAS-Ohio, teachers will coordinate curriculum planning to identify areas of overlap, where the Ohio content standards in two or more content areas complement each other when taught simultaneously. In English classes, they may read literature that supports topics in social studies and/or science. Or, science topics may be timed and developed to promote deeper understanding of a place or time being addressed in the social studies classroom. Integrated curriculum may also involve project-based learning, as the two approaches are highly compatible. Creativity, adaptability, critical reasoning, and collaboration are highly valued skills. Integrated study is an effective vehicle for building skills, helping students develop nuanced understanding, as well as a more complex understanding of interrelationships. AEA's commitment to our special needs population including our students identified as having Autism, supports an inclusive environment which strengthens our school community to benefit ALL children. "Inclusion" does not simply mean the placement of students with disabilities in general education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, our effective model of inclusive education not only benefits students with disabilities, but also creates an environment in which every student can flourish. Because of our integrated curriculum, these students' needs are met in the classroom with their peers instead of being pulled out to a separate room.

Global/Multi-Cultural

Global and multicultural themes will often be a springboard for organizing interdisciplinary curriculum, to broaden students' worldviews and provide a meaningful lens for learning. While comparative religious studies are not the focus, the idea of comparative cultural studies is a useful organizing framework for the curriculum in integrated studies and in language courses. These themes are important not only for developing global awareness and cross-cultural skills, but also for creating a supportive school environment grounded in respectful awareness of all students' beliefs and backgrounds.

Real World-Learning

AEALAS-Ohio seeks to make education relevant to students by showing real world connections to students' academic studies. Teachers will make students aware of real world connections as an ongoing practice, that is, how Ohio content standards and other essential understandings are important to a student's lived experience. Global and multicultural themes will be one way to make real world connections. The instructional activities that call for students to apply their

learning in some sort of authentic context also provide a sense of relevance, as well as to develop skills that students are likely to use in the real world. Sometimes, these instructional activities may include projects, in which students probe a topic in greater depth over a longer span of time and produce a tangible, meaningful product as part of the learning process. Leadership opportunities within the school as well as community engagement outside the school will further extend students' connections to real world issues as they develop their skills and awareness.

Community Service and Leadership

AEALAS-Ohio seeks to cultivate students' commitment to public participation through opportunities to work for positive change both within and without the school. Within the school, a dynamic student government will encourage students to get involved with issues or activities they care about. Student government activities will include regular meetings that are part of the ongoing life of the school. Students will also be exposed to issues in the surrounding community and to investigate what they can do to be part of community improvement efforts. Community awareness, outreach, and service learning activities will often take place through the advisory program.

The AEALAS-Ohio Formula

AEALAS-Ohio is founded on the principle that success in such a world requires an education that provides each individual with critical thinking skills, excellent academic preparation, and comprehensive cross-cultural awareness. Our focus on Character Education includes and complements a broad range of educational approaches such as whole child education, service learning, social-emotional learning, and civic education. AEALAS-Ohio faculty share a commitment to helping young people become responsible, caring, and contributing citizens.

College Preparatory Focus

The foremost goal of the Academy is to prepare all students for success in postsecondary education and employment in a variety of venues.

Vocational Education

AEALAS-Ohio understands that some students would benefit from a sound vocational education. To meet those students needs AEA collaborates with area schools and vocational placements to allow our students to access vocational programming when desired. Quality of life for our students is the work of community-educators, parents, and professionals coming

together for one purpose. The instructional team communicates collaboratively with families and appropriate community agencies while linking them to available resources. Our older students with special needs all have a transition plan that is the work of our transition coordinators. The teachers work with the students to ensure their post-graduate goals are aligned with their capabilities. Appropriate real-world experiences are a part of the transition process.

Life-long Learners

Through a supportive and stimulating school environment, AEALAS-Ohio students will become increasingly independent learners and encouraged to continue their learning throughout their lives.

Global View/Cultural Awareness

Students of AEALAS-Ohio will use their language studies to explore and develop their understanding of the world. Graduates will be leaders with a high level of understanding of other cultures and peoples.

Interdisciplinary Curriculum

An interdisciplinary curriculum aligned with the Ohio content standards will enable Academy graduates to enter postsecondary education, vocational training environments or the work force with a breadth of knowledge across disciplines.

Academic Performance & Assessment/Accountability- Based on benchmarking and progress monitoring throughout the school year, areas of need continued to be in ELA and Math. We completed state assessments in the 22-23 school year and diagnostic STARS assessments for our students. Based on our state test scores from the 2021-2022 school year, reading and math are areas of focus particularly in grades 6-10. Based on classroom data in all grades, students are making average growth, however, a large percentage of students are not at grade level in ELA and Math to meet proficient on the state tests. All students will participate in bi-weekly STARS assessments and are then grouped into areas of need (whether it be remediation or enrichment). The students participate in a daily class identified as “Rocket Block” which are geared toward the content areas specifically of reading and math and follow an RTI model.

In spring of 2023, we graduated 18 out of 18 seniors. In the spring of 2022, we graduated 39 out of 39 seniors. In the spring of 2021, we graduated 34 out of 34 seniors. In the spring of 2020, we graduated 27 out of 27 seniors and In the spring of 2019, we graduated 27 out of 30 seniors. In the spring of 2018, we graduated 30 out of 33 seniors. In the spring of 2017, we graduated 13 out of 15 seniors. In the spring of 2016, we graduated 11 out of 11 seniors. In the

spring of 2015, we graduated 15 out of 15 seniors. We will continue to provide targeted assistance (through CCIP dollars) to our students on Individual Education Plans and 504 Plans as well as those in need of intervention. We will also continue to target attendance and graduation rate as a school improvement goal. Our PBIS program has been completed full-district implementation. We will continue to monitor and add to PBIS Tier 2 and Tier 3 interventions.

The structure of our buildings has our teachers working in teams. Not only do they share common planning and/or lunch, but they also meet in TBTs weekly to discuss student data and academic progress both at the building and district levels.

Fiscal Performance

Financial Plan: (Provided by the School Treasurer Stephanie Ataya, CPA)

AEALAS

FTE 405

Total Operating Revenues

\$ 4,629,001.00

Total Operating Expenditures

\$ 4,777,052.00

Total Federal Grants

\$ 701,906.00

Total Assets

\$ 1,082,005.00

Total Liabilities

\$ 319,396.00

Organization & Operation

The AEALAS of Ohio, Inc. Board of Education meets with our administrative team yearly to review the vision, mission and core values of our school. Because my husband and I founded this school and we continue that work in his memory, this work of keeping our vision, mission, and core values at the forefront of everything we do is extremely important to our board and our entire leadership team. We work to ensure that any new staff who join us understand and embrace our purpose. We also have these conversations regularly with parents and students who are looking for an educational environment that meets their needs. We work to design a learning opportunity for our students that fits what they need as opposed to forcing them to fit into a model we have created.

Our school culture is one of inclusion and acceptance. We enroll students from all over Northeast Ohio, therefore, it is truly diverse in all ways. We have students who enroll from

Cleveland Metropolitan Schools who ride the RTA to us because they want a safer environment. We have students who come from middle to upper class suburban districts because it was not a good fit. We also enroll students who have been in high achieving private schools, online schools and traditional homeschooling circumstances. They have experienced lack of intervention, enrichment, and/or social-emotional support that they need. Our students range from gifted to intellectually disabled and everywhere in between. We have a variety of students from different cultural backgrounds. We have a high population of students with special needs and we draw a large population of students who identify in the LGBTQ+ community. I think because we are so diverse in every sense of the word, it just works. Our students appreciate the needs and challenges of others because they are respected while working through their own challenges. Our staff is hired based on the understanding of our unique environment and they are trained throughout the school year to embrace and support these unique needs.

Governance

BOARD OF EDUCATION/AEALAS-OHIO

The Board's Goal

As representatives joined in a positive, cooperative effort with parents, students and staff, it is the mission of the AEALAS-Ohio Board of Education to determine the direction of the school, set policies, define goals and work toward providing the highest quality resources that will ensure that every student receives the very best education possible and is prepared for the future.

A Board of Citizens

A minimum of five citizens are selected to the board. Each member serves a two-year term. To maintain continuity, the terms are staggered. The board is a policy-making body that represents both the State of Ohio and school parents/guardians on all matters and decisions regarding public education. No individual member has the independent authority to speak for the board.

Board Meetings

Board meetings are open to the public and citizens are encouraged to attend. The board occasionally conducts special meetings when school matters need immediate attention. The board holds its meetings at both school locations and publishes the dates and times of the meetings on the school's website. Dates and times of meetings are also included in the yearly school calendars.

Albert Einstein Academy Letters, Arts and Sciences of Ohio, Inc.

Lakewood Campus, 14725 Detroit Ave., Lakewood Ohio

North Olmsted Campus, 20865 Lorain Rd., North Olmsted, Ohio

Strongsville Campus, 20566 Albion Road-Strongsville, Ohio

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www.aeaohio.org

School Board 2022-2023

Mr. Robert Connors, Member (Year 8)

Mrs. Suzanne Varney, President (Year 6)

Mrs. Beth Boyette, Member (Year 1)

Mrs. Susan Wohleber, Member (Year 1)

Mr. Ryan Davis, Member (Year 1)

District Administration 2022-2023

Kristen Elliott-Thomas, M.S., Superintendent of Schools (Year 2, Year 10 total with AEA)

Stephanie Ataya, CPA, Treasure/Chief Financial Officer (Year 4)

Michelle Petrillo, M.A., Assistant Superintendent (Year 8)

Katie Baltas, M.Ed., Principal (Year 1)

Amanda Anderson, B. Ed., Principal (Year 1)

Robert Curtin, Principal, M. Ed. Principal (Year 2)

Rebecca Lemons, B.S., Director of Exception Children (Year 6)

Kristina Marchionna, A.A., Coordinator of Admissions (year 5)

Sara Murray, M. Ed. Director of Curriculum

Legal Compliance

AEALAS of Ohio, Inc. works closely with the Ohio Department of Education, our sponsor, the North Central Ohio Educational Service Center and our State Support Team to ensure that we are up to date on all policies and regulations. We employ Zashin and Rich law firm to assist with legal matters and follow all federal, state and local laws pertaining to public community school requirements.

Sponsorship Agreement Performance

AEALAS of Ohio, Inc. follows are terms in the sponsorship contract with the North Central Ohio Educational Service Center. The school was compliant with all policies, procedures, and requirements for all compliance visits in the 22-23 school.