



**Ashland County Community Academy 009971
Comprehensive Plan
2022-2023**

**THE CODE OF REGULATIONS
OF
ASHLAND COUNTY COMMUNITY ACADEMY**

BOARD OF DIRECTORS

ARTICLE I
PURPOSE

Section 1. Purpose. Ashland County Community Academy (the "Corporation") is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue law to operate as a community school in the State of Ohio.

ARTICLE II
MEMBERSHIP

Section 1. Membership. The Corporation shall not have Members. The Directors of the Corporation, in conformance with the procedures established for the Board of Directors and to the extent required by law, shall have the authority that is granted to and carry out the duties that are imposed upon the Members of a nonprofit corporation under Ohio law.

ARTICLE III
DIRECTORS

Section 1. Number. The number of Directors of the Corporation shall be at least five (5) and no more than nine (9), or such greater number as may be subsequently determined by the Directors, or unless Ohio law is amended to allow the governing authority of an Ohio community school to be composed of less than five (5) Directors.

Section 2. Term. Except as herein provided, each Director will serve four year terms, which expires on January 31st of the fourth year following the year of their appointment, and which may be renewed as many times as such Director is appointed. Each Director shall hold office until that Director's term expires, or until his or her successor is appointed, or until his or her earlier resignation, removal from office, or death.

Section 3. Qualifications and Role of Directors. The Directors, in their capacity as Directors, shall be the Governing Authority Board of a public Ohio community school. The Directors shall have strong interest in the welfare of the Corporation and in education. Each Director should be willing and able to attend all meetings, both regular and special, and also be willing to accept special assignments and serve on committees.

Section 4. Appointment of Directors. At the annual meeting of Directors that is held on or before the date that such term expires, the Board of Directors shall appoint a successor to any Director whose term is set to expire. The remaining Directors shall recommend potential Directors to fill any vacancy in the Board of Directors created by the resignation, removal, or death of a Director at a regular or special meeting of the Board of Directors.

Section 5. Meetings. The annual meeting of the Directors shall be held in January of each year on such date, at such time, and at such place as a majority of the Directors may determine. In the event the Board of Directors is unable to hold its annual meeting in January, it shall hold such annual meeting on a date and at a time and place determined by the majority of the Directors. Regular meetings of the Directors shall be held throughout the year on such dates, at such times, and at such places as a majority of the Directors may determine. Special meetings may be called at any time by the Chairperson or by any one (1) of the Directors. Provided, however, meetings relating in any way to the business or operation of the public community school, be open to the public, and publicized or advertised as required by law.

Section 6. Quorum and Voting. The presence of a simple majority of the total number of Directors shall constitute a quorum for the transaction of business at all meetings of the Board of Directors. Except as otherwise provided by law, the Corporation's Articles of Incorporation, or this Amended and Restated Code of Regulations, a vote of simple majority of the Directors present at a meeting at which a quorum is present shall be required to effectuate action on all matters within the powers of the Board of Directors. Since the Corporation is a public community school, the Directors must be physically present at a meeting in order to be counted as part of quorum and to vote, as required by law.

Section 7. Notice and Waiver. Any notice required to be given by this Code of Regulations shall be in writing and shall be delivered personally or sent by telegram, telecopy, or electronic mail transmission or by United States mail, express mail, or courier service, with postage or fees prepaid. For any notice made by personal delivery, telegram, telecopy or electronic mail, notice shall be deemed to be given when delivered or transmitted. For any notice sent by United States mail, or courier service, notice shall be deemed to be given when deposited in the mail or with the courier service. Unless waived in writing, notice of each annual meeting communicating the day, hour, and place shall be given to each Director by the Secretary of the Corporation not more than sixty (60) nor less than three (3) days before any such meeting. Unless waived in writing, notice of each special meeting communicating the day, hour, place, and the purpose or purposes thereof shall be given to each Director by the Secretary of the Corporation not more than sixty (60) days or less than twenty-four (24) hours before any such meeting. Notice of the time, place, and purposes of any meeting may be waived in writing, either before or after the holding of such meeting, by any Director, which writing shall be filed with or entered upon the records of the meeting. The attendance of any Director at a meeting without protesting, prior to or at the commencement of the meeting, shall waive notice or lack of proper notice for that meeting. Nothing in this Section 7 shall alter, however, the duty of the Corporation to provide notice to the public of meetings, as required by law.

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if written consent to such action is signed by all of the Board of Directors or all of such committee, as the case may be, and such written consent is filed with the minutes of proceedings of the Board of Directors or committee. Such written consent may be signed by facsimile signatures which shall be construed as originals, and/or on separate but identical documents which shall be construed as one original. Provided, however, that all actions are taken at open and public meetings and action by written consent shall not be allowed.

Section 9. Committees of Directors. The Board of Directors may create an Executive Committee and such other committees as the Directors may determine, the members of which shall consist of not less than one (1) Director unless Ohio law allows otherwise in the future. A simple majority of the members of any such committee shall constitute a quorum, and the act of a simple majority of votes

cast at a meeting at which a quorum is present shall be the act of the committee. In every instance, however, the final action on all committee business shall only be a recommendation to the Board of Directors with respect to such matter. Notwithstanding anything to the contrary in this Section 9, however, no committee nor any group of Directors, which consist of a majority of the Board of Directors, shall meet in a prearranged manner to discuss school business, without proper notice to the public or a regular or special meeting and, only the actions of the Board of Directors shall be valid and binding.

Section 10. Other Advisory Councils. The Board of Directors may, at its discretion, also consider recommendations of associations, supporting organizations, or advisory councils which are not part of the Board of Directors, such as parent associations.

Section 11. Removal of Directors. Any Director may be removed with or without cause, at any time by the majority vote of the Directors of the Corporation.

Section 12. Resignations and Vacancies. Any Director may resign by tendering written resignation to the Board of Directors. The resignation shall be effective on the date of its receipt by the Board of Directors, and the receipt of the resignation shall require no further action to be effective. Vacancies in the Board of Directors shall be filled in accordance with Section 4 of this Article III.

Section 13. Powers of Directors. The policies of the Corporation shall be directed by the Board of Directors in accordance with the law, and also in accordance with the Corporation's Charter Contract. Subject to the provisions of Ohio law in general, the Ohio Nonprofit Corporation of Law, the Articles of Incorporation and the Code of Regulations of the Corporation, the Board of Directors shall do and perform every act whatsoever which it shall deem necessary, expedient or advisable to carry out the purposes of the Corporation.

Section 14. Honorary Directors. Any individual, whether an emeritus Director or not, who has provided extraordinary service to the Corporation over a period of time, may be honored with the title Honorary Director, at the discretion of the Board, by a majority vote of the entire Board. Honorary Directors are not voting members of the Board and are permitted but not required to attend meetings. The Board of Directors may remove an Honorary Director at any time, with or without cause, by a majority vote of the entire Board.

ARTICLE IV OFFICERS

Section 1. Number, Title, and Election. The officers of the Corporation shall consist of a Chairperson (President), Vice-Chairperson (Vice-President), Secretary, and Treasurer, and may include such other officers and assistant officers as the Board of Directors shall deem advisable, each of whom shall be elected by the Board at the annual meeting of the Board. With the exception of the office of Chairperson, an individual may simultaneously hold two offices. Officers shall hold office for a term of one year, or until their successors are elected and qualified, except in the event of their earlier death, resignation or removal.

Section 2. Vacancies. A vacancy in any office because of death, resignation, or removal of an officer shall be filled by the Board of Directors for the unexpired term of such office.

Section 3. Resignation or Removal of Officers. An officer of the Corporation may resign at any time by tendering his or her resignation in writing to the Board of Directors and such resignation shall become effective immediately upon its delivery to the Board. An officer of the Corporation may be suspended or removed at any time, with or without cause, by the Board of Directors. The election or appointment of an officer for a term of office shall not be deemed to create employment or other contractual rights.

Section 4. Chairperson (President). The Chairperson (President) shall preside at all meetings of the Board and coordinate the activities directed by the Board of Directors and shall oversee the administration of the Corporation in all its activities subject to the policies and goals established by the Board of Directors.

Section 5. Vice Chairperson (Vice-President). The Vice Chairperson (Vice-President) shall perform the duties of the Chairperson (President) when the Chairperson is absent, and all other duties as may be assigned by the Board of Directors or the Chairperson.

Section 6. Secretary. The Secretary shall be responsible for providing notice of meetings to the Board of Directors where notice is required, and to the public for matters concerning the public community school, and shall keep record of the proceedings of the Board of Directors or the Chairperson (President). However, in all of the above responsibilities, subject to approval by a majority of the Directors, the Secretary's responsibilities or parts thereof, may be contracted for by the Directors.

Section 7. Treasurer. The Treasurer shall act as the fiscal officer of the Corporation and shall have custody of the cash, securities, and other assets of the Corporation, and shall perform other duties as may be required by the Board of Directors or the Chairperson (President). The Treasurer shall receive contributions, bequests, revenues, and other assets to which the Corporation is entitled and disburse funds as directed by the Board of Directors, maintaining records thereof. The Treasurer shall maintain appropriate books of account and supporting records and shall prepare and file all returns and related reports required by federal and state statutes and regulations and by the Board of Directors. However, in all of the above responsibilities, subject to approval by a majority of the Directors, the Treasurer's responsibilities or parts thereof, may be contracted for by the Directors. The Board may require a bond in any amount, at the discretion or as directed by law, and the cost of the bond or bonds shall be paid for by the Corporation.

ARTICLE V INDEMNIFICATION

Indemnification of Directors, Officers, Employees, and Agents. Each person who at any time is or shall have been a Director, officer, employee or agent of the Corporation, or a Director (Member) of a Governing Board of the community school, and such person's heirs, executors and administrators, shall be indemnified by the Corporation, both during and after their association with the Corporation terminates, for those acts or omissions concerning the Corporation, in accordance with and to the full extent permitted by the Nonprofit Corporation Law (Ohio Revised Code Chapter 1702) as in effect at the time of the adoption of these Regulations or as amended from time to time thereafter. The foregoing right of indemnification shall not be deemed exclusive of other rights of indemnification to which any Director, officer, employee, agent or any other person may be entitled, in any capacity, as a matter of law or under any regulation, agreement, vote of Directors, or otherwise. As authorized by the Board of Directors, the Corporation may purchase and maintain insurance against liability on behalf of

any such person to the full extent permitted by law in effect at the time of the adoption of these Regulations or as amended from time to time thereafter.

ARTICLE VI
CONTRACTS BETWEEN CORPORATION AND RELATED PERSONS

To the greatest extent allowed by Ohio law and, while operating as a public Ohio community school specifically subject to the limitations and restrictions imposed on the public officers, and contract or other transaction between this Corporation and one or more of its Directors, or between this Corporation and any entity of which one or more of its Directors are interested, whether such Director is a member of the Governing Board of the school or not, shall be valid for all purposes, notwithstanding the presence of such Director at the meeting at which the Board of Directors of the Corporation acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director, if the fact of such interest shall be disclosed or known to the Board of Directors, and the Board of Directors nevertheless, authorize, approve or ratify such contract or transaction by a vote of a majority of the Directors present. Unless Ohio law otherwise prohibits or permits, the interested Director may be counted in determining whether quorum is present, but may not be counted in voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Article shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable.

ARTICLE VII
BOOK AND RECORDS

The Corporation shall keep correct and complete books, records, and minutes of the Board of Directors' meetings and, during the time when the Corporation is functioning as a public community school, such books and records shall be public records. The Secretary of the Corporation shall keep an accurate list of the names and addresses of the Board of Directors.

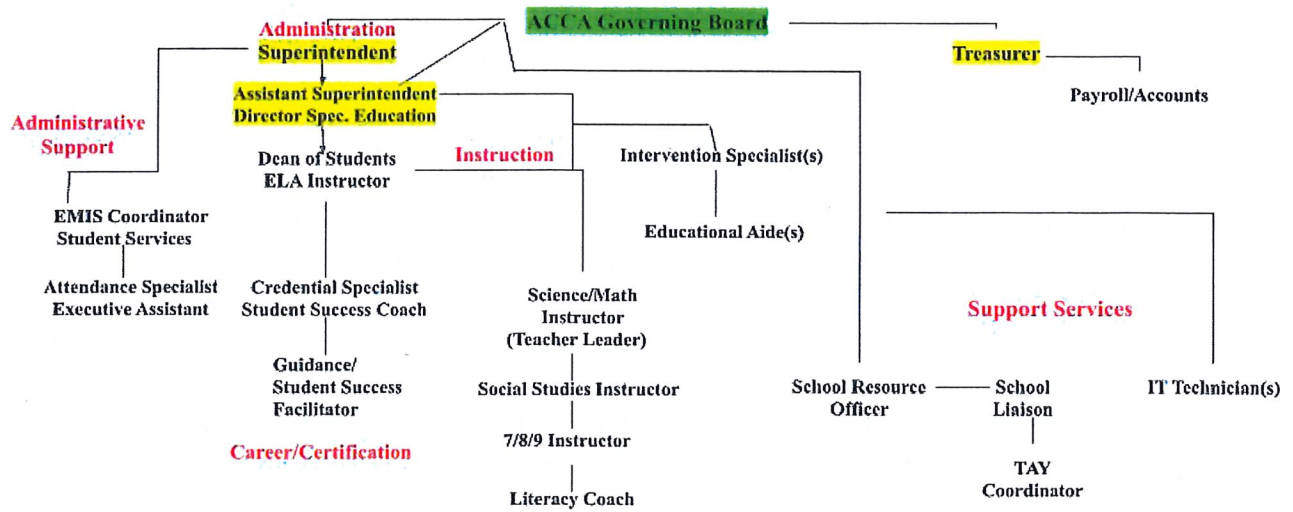
ARTICLE VIII
AMENDMENTS

The Amended and Restated Code of Regulations shall be adopted and, from time to time, amended by majority vote of the entire Board of Directors.

Amended and Adopted on: 01/20/21

Reviewed on: 1/21/2022

Amended on:



Ashland County Community Academy Organizational Structure



152 Board/Principal/Management Company/Fiscal Officer Relationships

The Governing Authority believes that it is the primary duty of the Board to establish, adopt, and/or review policy and that of the Principal to help establish and to administer such policy. The Management Company, if any, should recommend policies, and be given the latitude to determine the best method of implementing the policies of the Board.

The Principal, as the chief executive officer of the School, is the primary professional advisor to the Board. S/he is responsible for the development, supervision, and operation of each program and service. His/her methods should be made known to the Staff through the administrative guidelines or Policies of the School. The Board shall retain oversight of such policies.

The fiscal officer is the primary professional advisor to the Board on fiscal matters even if subcontracted for, or hired by or through an independent management company. The fiscal officer may or may not be an officer or Board member of the Corporation but shall have general supervision of all financial matters overseen by the Board.

154 Job Descriptions

The Board directs the Principal or the Management Company, if any, to maintain continuously a comprehensive, coordinated set of job descriptions for Staff so as to promote effectiveness, efficiency, and economy in the operation of the School, and to coordinate its personnel policies with the Contract and School policies. No job description shall preclude the Board or Principal from adding or subtracting from such description at any time.

155 Educational Philosophy and Mission Statement

Ashland County Community Academy strives to provide a holistic education that focuses beyond academics to meet the needs of the whole child. ACCA ensures that each student is prepared and empowered by providing a learner-centered curriculum, guided by state standards, that incorporates important 21st Century Skills, career preparation, college readiness, and social-emotional awareness. Support services and enrichment opportunities are woven into the framework of ACCA's educational climate so that students, as well as their families, can focus on their health, well-being, and safety. It is the mission of Ashland County Community Academy to give students a solid, educational foundation, equipped with career credentials and work-force readiness, in which they can build from to become healthy, productive, contributing members of society.

Ashland County Community Academy's Core Beliefs:Core Beliefs

We believe that our school is the heart of the community in which it serves

We believe in educating the whole child and recognize that every student learns differently

We recognize that every individual is unique and different, and we will respect those differences

We will provide access to services that will support the social-emotional growth, health, and well-being of our students and their families

We believe that every student can learn and achieve at high levels

We believe that respect, responsibility, and readiness are key to attaining achievement

We will provide the necessary services, interventions, and programs to support achievement, personal enrichment, and attainment of everyday life skills

We will ensure that our learning environment is both safe and conducive, and designed to provide learner-centered instruction

We will provide an education program that prepares learners for career and college readiness

As a staff, we will continue to use best practices and maintain a high level of professionalism

As a district, we will maintain a collaborative process for decision-making and we will be responsible for the efficient and effective operation of the school system, both administratively and fiscally, ensuring that all decisions, actions, and resource allocations are made in the best interests of the district's stakeholders.

Ashland County Community Academy's 15 Core Values:Core Values

Respectfulness

Responsibility

Reliability

Integrity

Readiness

Skillfulness

Motivation

Dedication

Ambition

Kindness

Patience

Tolerance

Empathy

Forgiveness

Self-Awareness

EDUCATION PROGRAM, PHILOSOPHY, AND CURRICULUM

A. Education Philosophy

State the educational philosophy that encompasses the vision, values and purpose for which the proposed school is being founded. Provide a statement including how the philosophy will be communicated to teachers, families, students, staff, the community and stakeholders.

Statement:

Ashland County Community Academy strives to provide a holistic education that focuses beyond academics to meet the needs of the whole child. ACCA ensures that each student is prepared and empowered by providing a learner-centered curriculum, guided by state standards, that incorporate important 21st Century skills, career preparation, college readiness, and social-emotional awareness. Support services and enrichment opportunities are woven into the framework of ACCA's educational climate so that students, as well as their families, can focus on their health, well-being, and safety. It is the goal of Ashland County Community Academy to give students a solid, educational foundation, in which they can build from to become healthy, productive, and contributing members of society.

Core beliefs and values (which align with the school's mission and philosophy):

Core Beliefs

We believe that our school is the heart of the community

We believe in educating the whole child and recognize that every student learns differently

We recognize that every individual is unique and different, and we will respect those differences

We will provide access to services that will support the social-emotional growth, health, and well-being of our students and their families

We believe that every student can learn and achieve at high levels

We believe that respect, responsibility, and readiness are key to attaining achievement

We will provide the necessary services, interventions, and programs to support achievement, personal enrichment, and attainment of everyday life skills

We will ensure that our learning environment is both safe and conducive, and designed to provide learner-centered instruction

We will provide an education program and student services that prepare learners for career and college readiness

As a staff, we will continue to use best practices and maintain a high level of professionalism

As a district, we will maintain a collaborative process for decisions-making and we will be responsible for the efficient and effective operation of the school system, both administratively and fiscally, ensuring that all decisions, actions, and resource allocations are made in the best interest of the students.

Core Values

Respectfulness

Responsibility

Reliability

Integrity

Readiness

Skillfulness

Motivation

Dedication

Ambition
Kindness
Patience
Tolerance
Empathy
Forgiveness
Self-Awareness

Describe the length of the school year and day (include other areas of school design):

Ashland County Community Academy's overall school design encompasses core values and mindset, curriculum and learning design, student learning products and voice, and infrastructure, which is further elaborated upon in the Education Plan. The length of the Ashland County Community Academy school year is 171 days, and the length of each school day is 5.77 hours for a total of 986.67 hours. ACCA employs two District Administrators, one EMIS/Student Services Director, one Attendance Specialist, one School Resource Officer, one Technology Coordinator, four Teachers, one Intervention Specialist, one Literacy Coach, one Educational Aide, one Student Success Facilitator, one School Liaison, one TAY Coordinator, and one Counselor.

B. Educational Programming

Describe the schools educational programming and the instructional materials that will be used to implement the curriculum.

Statement:

The majority of the learning population at Ashland County Community Academy can be described as “at-risk” (of dropping out) or socio-economic (SES/FRED), and are categorized as Dropout Recovery Prevention students. Dropout Recovery Prevention (DORP) designated schools service students between 16-21, who are at least one grade level behind, who are “at-risk” of dropping out (due to credit deficiency or experienced trauma) or who have dropped out and want to graduate. Roughly 29% of the students who attend ACCA are on an IEP or 504 Plan. The remaining students are general education students, in grades 7th-9th, who require a unique and holistic learning environment, which include support services and enrichment programs. In order to identify DORP students diagnostically, ACCA employs the use of the STARS assessment. The STARS assessment measures reading and math ability and aids in the determination of the DORP designation. The STARS assessment is also administered twice within the school year (fall and winter) in order to monitor student progress and measure the effectiveness of reading and math interventions and instructional strategies implemented by the ACCA teaching staff within the classroom.

Student Success Plans are also an effective tool that ACCA uses to gauge student ability level, as well as identify learning styles, personal interests, work values, and create a graduation plan and career/college profile. Student Success Plans are a comprehensive portfolio of data and planning tools that focus on the appropriate graduation pathway of each identified cohort within ACCA and provide a wealth of individualized information used to guide instructional planning. This portfolio includes student transcripts and grades, state assessment scores (AIR: End of Course Exams), diagnostic assessment scores (STARS), achievement assessment scores (ACT/SAT), multi-aptitude assessment scores (ASVAB), skills assessment scores (Work keys), and learning style and personal interests data. Students and parents/guardians take an active involvement in Student Success planning by working with ACCA student services to plan course schedules and review graduation pathways on an annual basis. Students may incorporate the use of credit flex options such as online course work, independent studies, work-based learning, and test outs, in order to create an individualized instructional plan. ACCA student services also provides students with career/college readiness preparation through career/college readiness coursework (Career-Based Intervention/Postsecondary), career and college mentoring, and planning tools, such as the Ohio Mean Jobs Website and Student Profile.

Describe how the education program will serve the diverse needs of the individual students (provide evidence and explicit research citations or other data that was reviewed by the school in selecting the educational program (this research and data should include information related to how the program and practices will result in improved student outcomes, high academic achievement and the attainment of knowledge, skills and experiences that ensure college and career readiness):

ACCA's education program is designed for the student to be successful. Because it is data driven, and learner-centered, the program molds itself to fit the needs of each individual student. The curriculum is interesting, relevant, and fosters ACCA's core values. Modifications and interventions can easily take place within the learning environment, and intervention and support staff are available to provide individualized attention to students who are deficient. The program offers choice-based learning, meaning students can choose a career pathway, or traditional pathway, based on their interests and goals. Multiple and diverse instructional options are available, such as credit recovery, online coursework, independent studies, project-based learning, work-based learning, and test-outs. Smaller class sizes promote growth at ACCA. Because the ratio of student per teacher is 12:1, more individualized instruction is taking place. There is more opportunity for cooperative learning, learning experiences, and instructional variety. Special education students and underperforming students (not yet identified) have the opportunity to engage and excel in this particular educational program. With the addition of support services and enrichment programs outside of the academic day, ACCA provides students with a well-rounded, meaningful educational experience that is focused on the learner.

Provide data to show that the education program demonstrates an understanding of the school's special education obligations:

ACCA uses a data collection sheet for each of our special education students. We currently have 26 special education students. Each intervention specialist has 13 students on their caseload. We also give the students various surveys to determine their learning styles and career interests. We also have student success plans that correlates with the special education transition goals.

According to our 2018-19 Special Education Profile, the indicators were met for ACCA's participation in reading and math alternate assessments. ACCA also met participation for the following indicators: facilitate parent involvement, School-age Restrictive Educational Environments Separate Facilities and secondary transition. The target indicator was not met for dropout. ACCA had 19.77% of students with disabilities throughout that school year. The breakdown of the disability categories is as follows: 6.8% intellectual disabilities, 21.31% emotional disturbance, 7.65% other health impairment – minor and specific learning disability 62.78%. ACCA did not have any late or uncorrected findings. ACCA had 100% timely initial evaluations.

Describe the methods, service, and staffing the school will employ to provide a free, appropriate public education (FAPE) to all students with special needs:

ACCA offers specially designed instruction, explicit instruction and differentiated instruction. This means that instruction is designed for an individual student. Thus, the services look different for every student. Instruction includes more than academic instruction.

IDEA requires "specially designed instruction" for students who are eligible for special education services. This means that instruction must be designed for an individual student. Thus, services will look different for every child.

According to Gauthier, Bissonnette and Richard (2013), explicit instruction can be divided into three sequential steps: **modeling, guided or directed practice, and independent practice**. The modeling step promotes the understanding of the learning objectives for students with LDs. Guided practice allows students to practice using the technique and to consolidate their understanding through group work. Independent practice provides students with learning opportunities to acquire and master the target skills.

Some students require a behavior intervention plan and other require additional work on social skills, etc. ACCA also uses assistive technology, adaptive equipment (as needed), various accommodations and modifications.

ACCA employs two intervention specialists to work with student with disabilities. This places the caseload below the ODE requirements. ACCA also has two aides/tutors that assist the intervention specialists with students throughout the day.

Outline how the school will roll out the Response to Intervention (RTI), its capacity to implement such efforts, and the specific methods to monitor progress:

RTI (Response to Intervention) is a systematic approach for meeting the needs of all children. It is a multi-tiered, problem-solving approach that addresses academic needs of all students. RTI is effective for students of all academic readiness at all levels of instruction. It is a proactive approach and incorporates both prevention and intervention.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions. Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom.

Tier 2: Targeted Interventions - Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum.

Tier 3: Intensive Interventions and Comprehensive Evaluation - At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Describe the process the school will use to annually evaluate, review and revise the education program and make adjustments based on the student population:

Ashland County Community Academy will annually evaluate, review, and revise the education program through the use of Stufflebeam's (1971) CIPP Evaluation Model (Context, Input, Process, Product). Because there has been a change in administration and teaching staff over the duration of 14 months, and the education program is evolving, the CIPP model is the most efficient evaluation tool for new leaders (Frye and Hammer, 2012). The CIPP model addresses all phases of an education program: planning, implementation, and a summative assessment. The first three elements of the CIPP Model (context, input, and process) are useful for improvement-focused (formative) evaluation studies, while the product approach, the fourth element, is very appropriate for summative (final) evaluation studies. The CIPP model incorporates attention to multiple 'inputs': learner's characteristics, variability, and preparation for learning; faculty's preparation in terms of context and expertise, and relevant teaching skills, the number of faculty available at the right time for the program; learning opportunities; adequacy of funding to support program needs and leadership support. The CIPP model allows educators to consider the processes involved in the program or to understand why the program's products or outcomes are what they are (Frye and Hemmer, 2012). The education program evaluation team will consist of the ACCA Administration (Superintendent and the Director of Special Education), the general education teachers, and members of the Governing Board.

The ACCA education program evaluation team will employ the use of the following formative evaluations that are useful for improvement-focused studies (Context, Input, and Process). Formative evaluations are valuable in providing the necessary feedback used to review the education program at the end of the school year. Formative evaluations will be carried out by the ACCA administration, educational staff, and support staff, on a continuous basis, to ensure that the appropriate changes are made to meet the needs of all learners. The superintendent and assistant superintendent will formatively evaluate the instructional staff in the form of classroom observations and walkthroughs, where constructive feedback will guide instruction, improve classroom management, and reinforce the use of best practices; all of which can have profound effect on the success of an education program. The superintendent will examine lesson plans for alignment to the ASSURE curriculum model as well as the district's educational philosophy and the state learning standards. The superintendent will review measurable goals listed in the lesson plans and evaluate their effectiveness by monitoring class averages and students' grades. From this data, the superintendent will provide the necessary feedback to the teaching staff to improve student growth measures quarterly and support professional growth by working with teachers to set instructional goals, in order to improve upon best practices.

The ACCA teachers will use an objective-based approach to formatively evaluate the effectiveness of their instructional strategies and the measurable objectives that are listed in their instructional plans. Teachers will analyze data from various formative assessment tools such as, student observations, learning experiences, exit tickets, rubrics, checklists, quizzes, and tests to validate that students are able to meet the desired goals. The teachers will also use a constructivist approach while formatively evaluating the relevance of their curriculum. They will accomplish this by assessing their students' ability to successfully use their acquired skills in real world situations; therefore, making the content relevant and meaningful to the learner (Bruner, 1960). Teachers will analyze the data from their formative evaluations on a continuous basis and conduct progress monitoring, throughout the year, in order to ensure alignment and to measure growth. This data will be shared with the education program

evaluation team and utilized greatly in the program's annual evaluation and revision process.

Summative evaluation of the education program will take place on a district level by tracking and analyzing the data of district diagnostic tests (STARS), state assessments (Ohio AIR Tests), the successfulness of graduation pathways among seniors, and the overall graduation rate (4 years-8 years). The collection of data from district surveys distributed to staff, students, and parents, will also be a helpful summative evaluation measure.

Outline any supplemental services, non-classroom learning, and after school programs that will enhance the educational environment:

Ashland County Community Academy offers a variety of supplemental services, non-classroom learning opportunities, and after school programs. In order to support the health and social-emotional attributes of our student population, ACCA employs the services of its community partners. Organizations, such as Catholic Charities, provide "in-house" counseling, support and empowerment groups, and transitional age youth services. These services are designed to promote social-emotional awareness and improvement, as well as help students learn to transition to life after graduation. Appleseed, another community partner, provides ACCA with a school liaison, for 10 hours per week. The school liaison works with administration and the school resource officer to provide social services to the student population and their families. Services range from attainment of basic needs and social-emotional learning to school attendance, behavior, and performance. ACCA and the Ashland County Sheriff's Department collaborate to employ a full-time School Resource Officer. The SRO is responsible for working with administration to promote school safety, reduce school violence, and implement drug/crime prevention programming. The SRO is also responsible for mentoring and engaging the student body in relevant programming. The goal is to build a positive relationship between law enforcement and the students who attend ACCA. The SRO teaches a 10-week DARE course to students, which is focused on decision making, peer pressure, and goal-setting as well as drug/alcohol/crime awareness and prevention. The SRO and ACCA Administration have also created a "Building Safety Committee" composed of law enforcement and fire, emergency management, ACCA administration, the SRO, and four student representatives. The BSC meets four times a year to review and revise the emergency operations manual and plan safety drills in order to create change within the building. The SRO in conjunction with the 21st Century Grant has created the ACCA Neighborhood Safety Patrol. Any ACCA student can volunteer to assist ACCA staff members and the SRO with after school crosswalk and bus duty. Students and staff wear reflective vests and utilize signage and flags to promote traffic and neighborhood safety.

The 21st Century Grant Program is responsible for the implementation of field trips, after school programs, and community service projects, which provide enrichment opportunities for the ACCA student body. ACCA provides free after school tutoring Monday through Friday to all students who need extra help with schoolwork or who need to get caught up due to absence. Reading and Math enrichment activities are woven into the after school tutoring program to build interest and improve MAP scores as the year progresses. Examples of enrichment activities include Scrabble Tournaments, Math enrichment board games, and book clubs.

The ACCA Angels were created to provide dance/art enrichment as a supplement to the daily curriculum. Team values include pride, self-respect, service, kindness, acceptance, leadership, and teamwork. Because self-esteem and positive body image are an integral part of social-emotional awareness, this enrichment group allows members a platform for healthy self-expression. The Angels learn, mark, and practice a variety of dance routines and stunts. Team members practice and perform a multitude of styles, including hip-hop, cheer, jazz, and multicultural dance. A requirement of this team is participation in community service, student engagement, and serving as a positive role model within the student body.

ACCA implemented a Student Council to promote leadership and teamwork skills, to engage in and build relationships with the community, and act as an agent of change within the school culture. Student Council members work with administration to meet the needs of all learners, promote and embody ACCA's core beliefs and values, and create programs and activities that enhance the educational experience for the student body.

ACCA also hosts a rotating schedule of after school programs that students and their families can attend. Among these are the Outdoors Club (hiking and nature walks), and Basketball, where students can participate in a team sport at the local YMCA. Other programs include Family Engagement

Night,STEM and Archeology, Game Club, and Art Club.

C. Curriculum and Instruction

Community schools have the unique ability to select the curriculum models that best reflect the mission and educational philosophy of the school and best serve the needs of the student population. The school curriculum ensures students are college and career ready. The curriculum should reflect a rigorous academic program. Proposed schools should align their curriculum with Ohio's Learning Standards, which are available at <http://education.ohio.gov/Topics/Learning-in-Ohio>.

Detail the high-quality content-focused learner centered curriculum (and outline if the school uses the Ohio Model Curriculum):

The heart of the Ashland County Community Academy's education program is driven by a Learner-Centered Curriculum Design, which is delivered by direct instruction. ACCA utilizes a design that revolves around student needs, interests, and goals. It offers students the chance to choose their own pathway to graduation, reinforcing intrinsic motivation, goal setting, and accountability. This design uses the Ohio Model Curriculum as a blueprint in order to create differentiated instructional plans that target all learning styles, so that every student has the chance to succeed. It acknowledges that students are not uniform, but individuals. This approach aims to empower learners to shape their education through choices, thus educating the whole child.

How will the school develop curriculum maps and pacing guides:

Curriculum mapping ensures that the assessments, tests, and other methods teachers use to evaluate learning achievement and progress are based on what has actually been taught to students and on the learning standards that the students are expected to meet in a particular course, subject area, or grade level. Pacing guides are created by school district leaders to help teachers stay on track and to ensure curricular continuity within the district. At the beginning of every school year, the ACCA teaching staff will create curriculum maps to align instruction with the Ohio Model Curriculum. They will use tools offered by the Ohio Department of Education, such as the curriculum mapping form and Blueprints to guide instructional plans. The Superintendent will create pacing guides to provide constructive curriculum guidance, reinforcing the learner-centered philosophy among the teaching staff (David, 2008). Annually, curriculum will be evaluated and revised by the Superintendent and teaching staff, using curriculum maps and pacing guides as tools to improve instructional content, materials, methods, strategies, and effectiveness.

Ashland County Community Academy utilizes the A.S.S.U.R.E. instructional design. A.S.S.U.R.E. is a hierarchical Instructional Systems Design developed by Heinrich and Molenda (1999), that teachers can use to design and develop the most appropriate learning environment for their students. The teacher can focus on the learner's needs by knowing their learning styles, abilities, interests, and demographics which ensures transferability of skills, makes content relevant, and learning meaningful. It allows teachers to implement a variety of instructional strategies, rooted in instructional and learning theory, as well as materials and technology that are appropriate for multiple ability levels. This design uses a constructivist perspective and is rooted in Gagne's (1974) theory of learning, in which he states, "not everyone learns in the same way; therefore, it is important to know your learners." Gagne stressed the importance of translating the learner's needs and goals into specific objectives, using state standards, to guide effective instruction. The A.S.S.U.R.E model identifies the learning audience and their characteristics (analysis), states measurable objectives (standards), allows teachers to select specific materials and determine how they will be utilized (strategies/utilization), promotes learner participation (require), and asks teachers to evaluate the effectiveness of their lessons for possible revision (evaluate).

Outline evidence of alignment of the curriculum model to the Ohio Learning Standards:

The Ashland County Community Academy teaching staff uses the data and information from STARS, AIR: End of Course Exams, student files, student success plans, and teacher manufactured assessments, to analyze learners in their A.S.S.U.R.E. instructional plan. The Ohio Learning Standards serve as guidelines for the measurable goals (which include audience, behavior, condition, and degree) and are listed within the objective phase of the instructional plan. Because the implementation of strategies and materials are at the foundation of an instructional systems design, ACCA teachers incorporate a variety of instructional strategies, materials, resources, and technology to meet the needs of their targeted audience.

Describe the primary instructional delivery methods, strategies and techniques the school will use:

Instructional strategies, such as direct instruction and differentiated instruction, are implemented in the A.S.S.U.R.E. design from theorists such as Marzano (2001), Tomlinson (2000), and Skinner (1968). Examples of these are Marzano's (2001) reinforcing effort and providing recognition, cooperative learning, and graphic organization. Examples of instructional theory include Kolb's (1984) "theory of learning styles", Tomlinson's (2000) "instructional variety", and Skinner's (1968) "programmed instruction" and "operant conditioning". Strategies and learning theories such as this supports educating the whole child. ACCA reinforces this ideology with its learner-centered approach. Teachers often include activities that encourage students to use and apply interpersonal, intrapersonal, and everyday life skills, as well as participate in career prep, and social-emotional learning, to provide a holistic experience.

To support such instructional strategies and theories, ACCA utilizes textbooks such as AGS (American Guidance Services, Inc) and Globe Pearson's Pacemaker series. These textbooks hold students' attention and promote understanding of concepts. They reach a wide variety of ability levels and learning styles through the use of chunking lessons, visuals, graphic organization, and differentiation. Critical thinking and extended response questions are included to promote high-level thinking as well as cooperative learning activities and learning experiences. The AGS and Pacemaker texts are available in each core content area, as well as Career-Based Intervention, and a variety of supplemental subject matters. Novels, workbooks, news articles (Newsela/Junior Scholastic) primary documents, and audio books are also used to improve reading comprehension in fictional media as well as content-area informational text. ACCA teachers integrate the use of manipulatives and supplementals into their lessons to require the learner to actively participate. Examples of these are hands-on math manipulatives, content related enrichment games/activities, STEM equipment for labs, and life skills enrichment activities. Technology integration plays a big role in active participation and teachers routinely require that students engage in activities that utilize this medium. Teachers create interactive lessons through the use of their Smart Board software, game-based learning platforms such as Kahoot, career/college readiness tools such as Ohio Means Jobs, the use of student Chromebooks and Google Applications, and using visual aids such as films and video clips. ACCA provides an online curriculum called Odysseyware that is used for credit flexibility (credit recovery/ test outs), and electives. The Odysseyware curriculum aligns with the A.S.S.U.R.E. model used by ACCA as it was designed to be compatible with an instructional systems design.

Provide evidence of the research-based practices per ESSA for these delivery methods:

*This answer is interwoven into the previous responses for this section

D. Assessments

Provide an overview of what assessments the proposed school will employ and how these assessments will drive discussions:

Outline how the academic calendar will meet all Ohio required assessments (including testing windows):

Assessments will be administered in the fall, winter, and spring. Annually, the Superintendent creates and distributes a district assessment calendar that outlines district and state testing periods. The district assessment calendar is aligned with the district academic calendar for the school year. Each assessment is scheduled for a specific testing window to allow for the necessary instruction to occur. District assessments, such as the STARS test, will take place twice a year, in the fall and in the winter. The state-mandated AIR: End of Course Exams are scheduled in the fall and spring. The ACT is scheduled for the spring.

Describe the school's standards for promoting students to the next grade, achievement level or grouping level in alignment with the educational program:

The Administrators shall consider the following factors in deciding whether to promote or retain a student:

- the student's current academic achievement;
- the student's physical, social, and emotional maturity/disability;
- whether student has met instructional objectives;
- attendance

KEY ACADEMIC AND NON-ACADEMIC GOALS & FAMILY ENGAGEMENT

A. Reading/English Language Arts

State the academic goals for reading/English language arts. The goals must be SMART and span a period of five years. Be sure to include goals for special education, English language learners, low-performing students and any other distinct populations the school serves. The goals must be aligned with the mission of the school and include specific outcomes that will result in academic achievement (copy and paste this section for each goal).

Goal:

1. Students will be able to recall key elements of selected reading passages (plot sequence, characters, point of view) and analyze themes and central ideas, drawing from the text for evidence, using study guides and guided reading, through written and verbal assessment.
2. Students will be able to produce clear and coherent writing, strengthening their writing through editing, reference to rubric, and use of technology.

Alignment of goal to mission:

Students will apply knowledge of English Language Arts content to improve communication with others, through their future careers as well as interpersonal communication, practicing how to use text as evidence for justifying their viewpoint and clearly expressing their opinion to others

Grade levels:

Grades 7-12

Student population:

SES, DORP, Special Education, General Education

Expected outcomes: Include at least two outcome measures: (1) a fixed measure for the school; and (2) a growth measure. These measures must align to benchmarks and identify methods for evaluation:

Students will be expected to use written and verbal expression to effectively communicate ideas, relying on textual evidence to support claims, with 75% accuracy, as stated in the rubric, in the first year, with a 5% increase each year, over a 5 year period

Student progress will be measured using the MAP assessment, and formative and summative assessments (projects, papers, quizzes, tests).

Data, resources and/or personnel used to monitor and ensure student success:

Students will be monitored through exit tickets/check lists, one-to-one instruction, small group work, partner work, and full class discussion

Students on IEPs/504 plans will receive the appropriate modifications/interventions outlined in their plans, as well as assistance from educational aides and the intervention specialist, and progress will be monitored using the same methods, with additional information provided by support staff

Plan for intervention should the school not be on track with stated goals:

Students who are not on track with the stated goals will be encouraged to participate in after school tutoring

Modifications, such as chunking, and extended time will be implemented to allow students to focus on smaller amounts of work over a longer period of time to promote retention

B. Math

State the academic goals for math. The goals must be SMART and span a period of five years. Be sure to include goals for special education, English language learners, low-performing students and any other distinct populations the school serves. The goals must be aligned with the mission of the school and include specific outcomes that will result in academic achievement (copy and paste this section for each goal).

Goal:

1. Students will be able to use basic math operations (addition, subtraction, multiplication, and division) in problems, correctly using calculator.
2. Students will be able to solve multi-step equations correctly using a calculator.

Alignment of goal to mission:

Students should be able to use basic math operations in real-world situations, while on the job, or while participating in post-secondary math courses

Grade levels:

Grades 7-12

Student population:

SES, DORP, Special Education, General Education

Expected outcomes: Include at least two outcome measures: (1) a fixed measure for the school; and (2) a growth measure. These measures must align to benchmarks and identify methods for evaluation:

Student progress will be measured using the MAP assessment, and formative and summative assessments (projects, papers, quizzes, tests).

Data, resources and/or personnel used to monitor and ensure student success:

Students will be monitored through exit tickets/check lists, one-to-one instruction, small group work, partner work, and full class discussion

Students on IEPs/504 plans will receive the appropriate modifications/interventions outlined in their plans, as well as assistance from educational aides and the intervention specialist, and progress will be monitored using the same methods, with additional information provided by support staff.

Plan for intervention should the school not be on track with stated goals:

Students who are not on track with the stated goals will be encouraged to participate in after school tutoring.

Modifications, such as chunking, and extended time will be implemented to allow students to focus on smaller amounts of work over a longer period of time to promote retention.

C. Social Studies

State the academic goals for Social Studies. The goals must be SMART and span a period of five years. Be sure to include goals for special education, English language learners, low-performing students and any other distinct populations the school serves. The goals must be aligned with the mission of the school and include specific outcomes that will result in academic achievement (copy and paste this section for each goal).

Goal:

1. Students will be able to analyze opposing positions within argument using writing prompts, rubrics, and research strategies.
2. Students will be able to construct an argument and support that argument with evidence from various resources, through written or oral communication, using writing prompts, rubrics, and research strategies

Alignment of goal to mission:

Students will be able to apply content knowledge and skills learned in Social Studies to communicate effectively in real-world situations and use critical thinking to construct a well-thought out, evidence-based argument, while considering viewpoints that differ from their own.

Grade levels:

Grades 7-12

Student population:

SES, DORP, Special Education, General Education

Expected outcomes: Include at least two outcome measures: (1) a fixed measure for the school; and (2) a growth measure. These measures must align to benchmarks and identify methods for evaluation:

Students will use the RACE method, when responding to a prompt, to construct a valid argument, with 70% accuracy, per requirements stated within the rubric in year one, and improve 5% each year, over a 5-year period.

Student progress will be measured using the MAP assessment, and formative and summative assessments.

Data, resources and/or personnel used to monitor and ensure student success:

Students will be monitored through various formative assessments (exit ticket, check lists, rubrics, discussions)

Students on IEPs/504 plans will receive the appropriate modifications/interventions outlined in their plans, as well as assistance from educational aides and the intervention specialist, and progress will be monitored using the same methods, with additional information provided by support staff.

Plan for intervention should the school not be on track with stated goals:

Students who are not on track with the stated goals will be encouraged to participate in after school tutoring.

Modifications, such as chunking, and extended time will be implemented to allow students to focus on smaller amounts of work over a longer period of time to promote retention.

D. Science

State the academic goals for science. The goals must be SMART and span a period of five years. Be sure to include goals for special education, English language learners, low-performing students and any other distinct populations the school serves. The goals must be aligned with the mission of the school and include specific outcomes that will result in academic achievement (copy and paste this section for each goal).

Goal:

1. Students will be able to explain phenomena they observe through verbal and written assessments using scientific knowledge obtained in class.

Alignment of goal to mission:

Students will use scientific ways of knowing and thinking to explain the phenomena that takes place around them in everyday life and career situations.

Grade levels:

Grades 7-12

Student population:

SES, DORP, Special Education, General Education

Expected outcomes: Include at least two outcome measures: (1) a fixed measure for the school; and (2) a growth measure. These measures must align to benchmarks and identify methods for evaluation:

Students will use the RACE method to explain phenomena they observe through written expression, with 70% accuracy, as stated in the rubric, in year one, with a 5% increase each year, over a 5-year period

Student progress will be measured using the MAP assessment, and formative and summative assessments (projects, papers, quizzes, tests).

Data, resources and/or personnel used to monitor and ensure student success:

Students will be monitored through exit tickets/check lists, one-to-one instruction, small group work, partner work, and full class discussion.

Students on IEPs/504 plans will receive the appropriate modifications/interventions outlined in their plans, as well as assistance from educational aides and the intervention specialist, and progress will be monitored using the same methods, with additional information provided by support staff .

E. Other Academic and/or Nonacademic Goals

State the other academic or nonacademic goals. The goals must be SMART and span a period of five years. Be sure to include goals for special education, English language learners, low-performing students, and any other distinct populations the school serves. The goals must be aligned with the mission of the school and include specific outcomes that will result in academic achievement.

Goal:

21st Century Goals

Goal #1:

By the end of the 2024-2025 school year, 65% of the students enrolled in the after-school program will achieve the minimum of 1-year growth in mathematics as measured on the state and/or district assessments.

Goal #2:

By the end of the 2024-2025 school year, 60% of the students enrolled in the after-school program will achieve the minimum of 1-year growth in reading as measured on the state and/or district assessments.

Goal #3:

By the end of the 2024-2025 school year, 60% of the students enrolled in the after-school program will maintain or improve their social emotional learning as measured by teacher-reported improvement in homework completion, class participation, grades in classes and/or classroom.

School Resource Officer Goal

By the 2024-2025 school year, the presence of the SRO will reduce incidents of school violence by 95% as measured by school and SRO documentation.