



Single Building District Improvement Plan

Canton Charter Academy

Canton Charter Academy

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Canton Charter Academy is a state-funded public charter school academy located in Canton, Michigan. It is situated on the far western edge of Wayne County, approximately 20 miles east of Ann Arbor and 35 miles west of Detroit. Canton Charter Academy opened on August 31, 2000, providing education to 294 students in grades K-5; current enrollment is 747 students in grades K-8. Students at Canton Charter Academy identify as Asian (45%), Caucasian (38%), African American (11%), Hispanic (3%), and Multi-racial (3%). Our ELL population is 16%. The school is located in a relatively low-poverty, suburban area; 8% of Canton Charter Academy students qualify for free or reduced price lunch. The school has strong ties with the community including Canton Public Library, Eastern Michigan University, University of Michigan, Lawrence Technological University, the Detroit Institute of Arts, the University Of Michigan Museum Of Natural History, Cranbrook Institute of Science, Community Financial Credit Union, Plymouth Family YMCA, Meijer, and Target.

Canton Charter Academy is a stable, high achieving school; there have not been significant changes within the community or within the school's demographics, test results, or parent and staff perceptions during the past three years. Canton Charter Academy was designated a Reward School in 2014 by the State of Michigan for being one of the Highest Performing schools in the state for 2013-2014.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement: To better educate more children

Mission Statement: To ensure that all students master the academic basics and develop principled centered lives, to foster in every student an ability to think, understand and communicate, to imbue to them a deep sense of individual responsibility, and to develop an appreciation for the dignity of a good work ethic.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In 2nd grade, the percentage of students on the CRP in reading has grown from 44% to 57% to 67% over the last three years. The 2nd grade teachers note that they have been more intentional about teaching phonics, and there is a strong focus on the comprehension strategies in Reading Street.

According to our data set, Necessary Growth for 7th grade math shows a three year increase from 85%, to 85%, to 95%. Strategies to address this are intentionally building students' confidence through tracking their own learning and targeted lessons based off weakest objectives (determined by fall MAP scores). From there, individualized packets are created for each student to target their individual strengths and weaknesses. In addition, the teacher re-teaches weak areas/ Challenge- extension for strong areas. In addition, the 7th grade teacher has put in place a three day workshop (4.5 Hours, the three days before the MAP Test) where students highlight what objectives they want extra practice on based off the years assessments (both formative and summative). Finally, the teacher incentivizes students for meeting or beating individual goals.

According to our data set, the percentage is students making Necessary Growth for 6th grade math shows a three year trend from 63%, to 48%, to 43%. The years in question are 2012, 2013, and 2014. According to staff, personnel changes along with a curricular tool that was too difficult for students. This required a great deal of scaffolding which resulted in less content being taught. The outcome: fewer students making necessary growth.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The school ensures that a variety of stakeholders are part of the development of the SIP. All stakeholders are encouraged to participate in the school improvement process by attending SIP meetings both during the regular school day and in the evenings, as well as providing feedback through written surveys. Roles of each stakeholder and the process are discussed in detail at the initial SIP meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

- Staff - A school improvement-focused staff meeting is held in Feb/March. Staff discuss the comprehensive needs assessment data and analyze/evaluate improvement efforts to determine the focus for the following school year. Staff are formally surveyed during this time, which ensures that they provide feedback on programs and professional development.
- Parents - A school improvement-focused parent meeting is held in Feb/March. Parents are presented with comprehensive needs assessment data for their analysis, and they provide feedback/evaluation on school programs via a formal survey.
- Board members - School improvement components are reviewed during board meeting(s), to ensure that the Board members have an opportunity to evaluate programs and provide input for the following school year.
- Students do not participate on the planning team as the school serves students in grades K-8.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is shared with staff, parents, and the Board each year in the spring during stakeholder meetings. Additionally, the plan is reviewed at the beginning of each school year during stakeholder meetings with parents and staff. Then, the Committee meets regularly throughout the school year to monitor and evaluate the plan and updates are shared on a regular basis.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

There was no significant changes in the total number of students enrolled in the 2015-16 school year, however there was an increase in the number of female students and a decrease in the number of male students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Average daily attendance has been stable at a high level (96%) for the last 4 years.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Male students have significant more reports of student discipline than females, 716 to 181 respectively. While the number incidents per female has decreased in 14-15 when compared to 13-14 (181 to 218), the number of incidents per male has increased in 14-15 when compared to 13-14 (716 to 684).

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

It is important to understand the factors associated with differences between the number of discipline reports for male and female students. We will use the Behavior dashboard to complete an analysis of male-female differences to try and identify any patterns associated with grade level, location, motivator, or type of incident.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The years of teaching and administrative experience do impact student achievement. New leaders often struggle with providing their staff with effective development and coaching. The leadership's PD plan is based on the administrators' needs as well as anticipated needs based on experience.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The years of teaching experience do impact student achievement. New teachers often struggle with classroom management. The school plans PD events around teachers' needs as well as anticipated needs based on experience.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Professional development is an important part of education and illness are unforeseen events. Absenteeism for either reason has a direct impact on student achievement. It is critical for the school leader to have a constant presence in the building to support the staff, students, and parents. Without this direct support, behavior issues arise and the effectiveness of instruction is impacted.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Professional development is an important part of education and illness are unforeseen events. Absenteeism for either reason has a direct impact on student achievement. Having a teacher absent from their classroom disrupts the learning environment, pacing, and rigor. Typically substitute teachers are used when a teacher is absent. The quality of these substitute teachers varies greatly and as a result, effective instruction does not always occur when a teacher is absent, and that has a negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

There are only three teachers with three or fewer years of experience, and Canton has a teacher turnover count of zero. Therefore there have not been any identified challenges regarding teacher/school leader demographics. We will continue to provide professional development to all staff.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The standards that are considered strengths are Standard 2: Instruction and Standard 7: Professional Learning Culture because all of the indicators in these standards have sustained implementation.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The indicator that is a challenge is Indicator V: Impact of Professional Learning because it is only considered to be partially implemented.

12. How might these challenges impact student achievement?

Having Instructional staff that understands and implements skills learned in professional learning and school leaders who monitor and evaluate the implementation and impact of the professional development is important to the instructional quality of education that students receive.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Using resources to develop a coherent curriculum, implementing professional learning into instructional quality, using the SIP data to drive decision making, and creating a shared leadership for learning will all assist with increasing student academic achievement.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All qualified students, including students with disabilities, are provided access to supplemental intervention programs and supplemental support from supplemental staff to increase academic achievement for all at-risk students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

There are no grant funded extended learning opportunities offered at this time.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are identified to participate in extended learning opportunities through student data reviews. The most academically at-risk students are prioritized for program participation. Extended learning opportunities are shared with students and parents through school newsletters, parent letters, student invitations to participate in extended learning opportunities, parent meetings, and teacher- parent conferences.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Evidence of implementation of Common Core State Standards will be loaded in every teacher's gradebook. These standards will be reported out to parents and students in progress reports and report cards. Professional Development for teachers in the summer and fall will entail a deep dive into the Common Core standards. Furthermore, assessment evidence will also be aligned to the Common Core Standards from classroom assessments and NWEA assessment reports.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Reading proficiency scores did not experience significant overall changes from 2012-13 to 2013-14, however in 2014-15 the state test measured English Language Arts rather than separate Reading and Writing sections so the data is not comparable to previous years. No specific conclusions can be drawn without relevant data.

19b. Reading- Challenges

Current data is not comparable to previous years. No specific conclusions can be drawn without relevant data.

19c. Reading- Trends

Current data is not comparable to previous years. No specific conclusions can be drawn without relevant data.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Canton will work to better implement intervention tools in order to supplement and strengthen students' understanding of curriculum.

20a. Writing- Strengths

Current data is not comparable to previous years. No specific conclusions can be drawn without relevant data.

20b. Writing- Challenges

Writing proficiency scores declined slightly from 2012-13 to 2013-14, however in 2014-15 state tests measured English Language Arts rather than separate Reading and Writing sections so the data is not comparable to previous years. No specific conclusions can be drawn without relevant data.

20c. Writing- Trends

Current data is not comparable to previous years. No specific conclusions can be drawn without relevant data.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Canton will work to better implement intervention tools in order to supplement and strengthen students' understanding of curriculum.

21a. Math- Strengths

Math proficiency scores did not experience significant overall changes from 2013-14 to 2014-15. The grades that did show an improvement in Math proficiency are Third, Sixth, and Eighth grade students.

21b. Math- Challenges

Fourth and Fifth Grade students significantly declined in Math proficiency, by 16% and 11% respectively.

21c. Math- Trends

Overall Math proficiency scores did not experience any significant changes.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Canton will work to better implement intervention tools in order to supplement and strengthen students' understanding of curriculum.

22a. Science- Strengths

The overall state test proficiency in Science has improved from 36% proficient in 2013-14 to 41% proficient in 2014-15.

22b. Science- Challenges

There is not enough data, no specific conclusions can be drawn without relevant data.

22c. Science- Trends

The overall state test proficiency has slightly improved since 2012-13.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Canton will work to better implement intervention tools in order to supplement and strengthen students' understanding of curriculum.

23a. Social Studies- Strengths

The state test proficiency in Social Studies has improved from 60% in 2013-14 to 64% in 2014-15.

23b. Social Studies- Challenges

The overall state test proficiency in Social Studies has declined from 66% in 2012-13 to 64% in 2014-15.

23c. Social Studies- Trends

The overall state test proficiency has slightly declined since 2012-13.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Canton will work to better implement intervention tools in order to supplement and strengthen students' understanding of curriculum.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

N/A

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

N/A

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

N/A

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The highest overall level of parent satisfaction is "Likelihood to Enroll Next Year" with an 86% satisfaction rate.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The lowest overall level of parent satisfaction is "Satisfaction with Child's Progress" with a 53% satisfaction rate.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

School leadership has created a comprehensive communication plan that highlights some of the academic and social pieces in our building. Canton will also work to focus curriculum and to better implement intervention tools in order to supplement and strengthen students' understanding of curriculum.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The area with the overall highest level of satisfaction is "School Provides Quality Education" with a 92% satisfaction rate.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

One of the areas with the overall lowest levels of satisfaction is "Morale is School is High" with a 64% satisfaction rate.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

The Staff Perceptions data shows almost all areas of teacher satisfaction have increased significantly from previous years' data. School leadership will continue to communicate with teachers to make Canton a productive learning space.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The stakeholder survey process is in process. The results will be reviewed and analyzed when available.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The stakeholder survey process is in process. The results will be reviewed and analyzed when available.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The stakeholder survey process is in process. The results will be reviewed and analyzed when available.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Average daily attendance has been stable at a high level (96%) for the last 4 years, meaning students are spending a lot of time in the classroom. Male students, however, have significant more reports of student discipline than females, with 79% of disciplinary incidents involving male students.

The standards that are considered strengths are Standard 2: Instruction and Standard 7: Professional Learning Culture because all of the indicators in these standards have sustained implementation. The indicator that is a challenge is Indicator V: Impact of Professional Learning because it is only considered to be partially implemented.

The overall state test proficiency in Social Studies has slightly declined since 2012-13, while the overall state test proficiency in Science and Math has slightly improved since 2012-13.

The highest overall level of parent satisfaction is "Likelihood to Enroll Next Year" with an 86% satisfaction rate. The lowest overall level of parent satisfaction is "Satisfaction with Child's Progress" with a 53% satisfaction rate. The area with the overall highest level of satisfaction is "School Provides Quality Education" with a 92% satisfaction rate. One of the areas with the overall lowest levels of satisfaction is "Morale is School is High" with a 64% satisfaction rate.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Even though students are attending school every day, the students who are involved in disciplinary incidents are still missing valuable instructional time in the classroom. Male students in particular who receive discipline will be missing instructional time which will have an impact on their student achievement.

Having instructional staff that understands and implements skills learned in professional learning and school leaders who monitor and evaluate the implementation and impact of the professional development is important to the instructional quality of education that students receive.

Student achievement is impacted when state testing data shows decreasing proficiency in core subject areas. Canton will work to better implement intervention tools in order to supplement and strengthen students' understanding of curriculum.

If parents and staff are not highlight satisfied with the school, they are less likely to go above and beyond to provide additional support and encouragement necessary to have a positive impact student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The School will prioritize its schoolwide goals to address these identified challenges.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	https://www.nhaschools.com/schools/canton/Lists/School%20Operations%20Documents/Canton%20Annual%20Education%20Report%202015-16%20FINAL.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Member of Employee Relations , Attn: Employee Relations, 3850 Broadmoor Avenue, Suite 201, Grand Rapids, MI 49512, 616- 222-1700	

Single Building District Improvement Plan

Canton Charter Academy

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	Attached Canton 2016-17 Parent Involvement Plan	Canton 2016-17 Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Attached	Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Single Building District Improvement Plan

Canton Charter Academy

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	See state-approved technology plan on file.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	See state-approved technology plan on file.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	See state-approved technology plan on file.	

Single Building District Improvement Plan

Canton Charter Academy

Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Member of Employee Relations , Attn: Employee Relations, 3850 Broadmoor Avenue, Suite 201, Grand Rapids, MI 49512, 616- 222-1700	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

A formal comprehensive needs assessment is completed by the School Improvement Committee at least annually. It includes a review of a variety of data from the following categories:

1. Student achievement data, including State test data, NWEA data, and local and formative assessment data (including subgroup analysis)
2. Demographic data, including student demographics by subgroup, student enrollment information, teacher demographics (including years of experience), Highly Qualified teacher and paraprofessional information, student attendance and discipline information, etc.
3. Programs and process data, including curriculum alignment assessments, School Quality Review findings (if appropriate), MI-SAAS, etc.
4. Perceptions data, including staff survey results, parent survey results, perception information from community members, etc. This data is analyzed and discussed by the School Improvement Team. Results of the analysis determine the school's focus areas, and the following stakeholders are given an opportunity to provide feedback:

i. Staff - A School Improvement-focused staff meeting is held in Feb/March. Staff discusses the comprehensive needs assessment data and analyzes/evaluates improvement efforts to determine the focus for the following school year. Staff is formally surveyed during this time, which ensures that they provide feedback on programs and professional development.

ii. Parents - A School Improvement-focused parent meeting is held in Feb/March. Parents are presented with comprehensive needs assessment data for their analysis, and they provide feedback/evaluation on school programs via a formal survey.

iii. Board members - School improvement components are reviewed during the board meeting, to ensure that they have an opportunity to evaluate programs and provide input for the following school year.

- The comprehensive needs assessment data was used to develop Title I, Title II, and Section 31a programs and services. The program and services are outlined in detail in the goals sections as well as in the schoolwide reform strategies.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The school utilizes many data points to identify at-risk students, or students who need timely and additional assistance, including: 1) failing the MEAP, 2) scoring below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress or Primary Grades Assessment, and 3) teacher recommendation. Academic progress is monitored through these methods as well as the formative assessment process. Students are exited from these programs based on their progress against the aforementioned three factors.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

The following objective criteria are established to generate the list of eligible students in grades 3-8: 1) failing the MEAP, 2) scoring below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress, and 3) teacher recommendation.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

The following objective criteria are established to generate the list of eligible students in grades K-2: 1) scoring below the 50th percentile on the Northwest Evaluation Association Primary Grades Assessment, and 2) teacher recommendation.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

The supplemental services provided to eligible students in the four core academic areas include:
supplemental instructional positions and supplemental professional development.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

A formal comprehensive needs assessment is completed by the School Improvement Committee at least annually. The identification and prioritization of needs for students who qualify for Title I, Part A services is included in this analysis. Specific instructional strategies, supplemental interventions, and extended learning programs are included in the School Improvement Plan.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

The school has adopted as a schoolwide reform strategy the delivery of additional opportunities to learn for students who need to increase their background knowledge. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring, mentoring, vocabulary instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful.

Additionally, the school has developed measures to ensure that students' difficulties are identified on a timely basis in order to provide teacher and school leadership with sufficient information on which to base effective assistance. Teachers utilize the formative assessment process to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible groupings in order to meet each student's individual learning needs.

Supplemental intervention services are provided to students that are having difficulty mastering State academic achievement standards through differentiation in the classroom. If the school has student that are identified as neglected or delinquent, they will use the Comprehensive Needs Assessment data to develop neglected programs and services.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

The school's educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning. By definition, an "Effective School" is one in which all children obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. This school has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the community. These seven characteristics are as follows: clear school mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunities to learn, safe and orderly environment, and strong home-school relations.

In addition to adopting these characteristics of Effective Schools Research, the educational program includes a "Back to Basics" approach, a longer school day, structured discipline, and a moral focus component of the curriculum based on the Greek cardinal virtues. The educational program utilizes a curriculum that is scientifically research-based, aligned with State standards, and designed to ensure college opportunity for each child that the academy serves.

While Effective Schools Research serves as the foundation of the educational program, it has adopted a number of school wide reform strategies to ensure that it provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, uses effective methods and instructional strategies that are based on scientifically-based research, and addresses the needs of
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all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards.

One research-based schoolwide reform strategy that has been adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order to meet the varied learning needs of students. The school uses differentiated instruction through implementing regularly-scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs. As such, the school differentiates instruction in order to address the needs of all children in the school--particularly those at risk of not meeting challenging State standards.

By implementing differentiated instruction as a schoolwide strategy, it allows teachers to use a variety of teaching strategies to connect with each student's unique learning style. By incorporating multiple methods and supplemental support, teachers are able to provide access for all students to the general education curriculum. This also allows for enrichment activities for students who have mastered the content standards and are performing at a higher level. Teachers differentiate instruction by incorporating a variety of teaching strategies including direct instruction (traditional whole group instruction), inquiry-based learning (independent student investigation), cooperative learning (small teams of students working together), and information processing (memorization, reciprocal teaching, webbing, graphic organizing, etc.) Additionally, teachers differentiate instruction by providing students with supplemental curricula materials, utilizing computer programs, having supplemental grant-funded staff reviewing learning objectives that were previously introduced and taught by the regular classroom teacher. By using these multiple strategies, teachers are able to meet the needs of students' various learning styles.

Grade level and department meetings focus on differentiation strategies which teachers plan, implement, evaluate and share with the instructional team to ensure students are receiving the most effective instruction. School leadership supports differentiated instruction by including additional professional development opportunities for teachers through conferences, workshops, and team meetings.

Another research-based schoolwide reform strategy that has been adopted is the development of what Richard DuFour calls a Professional Learning Community. The school has adjusted its class and teacher schedules to ensure that grade-level teachers share a common planning time in which each member of the instructional team participates in dialogue about student learning and develops strategies to improve both teaching and learning.

The focus on student learning drives discussions in which teachers examine how students learn and where learning gaps are for each of their students. Through these discussions teachers are better able to understand the whole student and not just their achievement in a certain content area.

In addition to utilizing differentiated instruction and implementing professional learning communities, the school has also adopted a system that ensures that teachers and students can establish and communicate student learning goals and track student progress through the formative assessment process. The school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success as they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals--which align with the State's Grade Level Content Expectations--teachers can effectively provide feedback on student learning through the use of formative assessment. Since teachers have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed.

Finally, the school has adopted as a schoolwide reform strategy the delivery of additional opportunities to learn for students who need to increase their background knowledge. Where students do not have background knowledge sufficient to ensure academic success, the school

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works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring, mentoring, vocabulary instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful.

The needs assessment reveals that students as a whole are struggling in the content areas of English Language Arts (including Reading and Writing), Math, Science, and Social Studies. It is a priority to bring all students up to grade level and surpass all state targets of performance. The school will use the strategies outlined above to address the needs of all students and will utilize staff and supplemental programs to provide additional support to the students who need it most. Please see the schoolwide goals which are aligned to the Comprehensive Needs Assessments and specifically target struggling students and specific content standards.

The school's foundation of Effective Schools Research, coupled with these comprehensive schoolwide reform strategies, is the means by which it ensures that all children are academically successful. Indeed, these strategies enable the school to provide opportunities for all students to progress toward and demonstrate proficiency, and to also ensure college opportunity for each student.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

There are no grant funded extended learning programs offered at this time.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Students are not pulled for supplemental support during core instruction as evidenced by grant funded staff schedules.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The school's Title I, Part A program coordinates with and supports the regular education program. The program provides supplemental services designed to support the regular education program through individualized and extended learning opportunities to students, including limited English proficient students, who are most at risk of failing state standards. In addition, services are provided to assist preschool children in the transition to elementary school.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

The school is committed to connecting with preschool age children in order to prepare them for school and has developed preschool transition strategies to ensure that incoming students are well-prepared for kindergarten. The plan for connecting with preschool age children also includes numerous summer get-togethers in which the children can meet the teachers and staff of the school and other students making a similar transition. For example:

- Popsicles in the Park (school wide summer fun at the park for new students to meet staff members and other students making a similar transition)
- A welcome party for new families including all incoming kindergarteners
- An Open House will occur prior to the school year in which students will meet their classroom teachers.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	The school is compliant with the 100% paraprofessional requirement and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	The school is compliant with the 100% teacher requirement and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

The principal and the Intervention Service Coordinator receive professional development on Title I Part A, including allowability, evaluation, and student eligibility criteria through their Grants Consultant, the Grants Compliance Requirements Website, and the Intervention Services Scorecard. If there are additional needs during the school year, additional professional development activities will be provided.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

PD is sustained and ongoing through grade level meetings, and schoolwide professional development events. Staff complete surveys after each professional development to assess the content of each training. Grade ongoing and sustained job-embedded professional development. Deans monitor and observe implementation throughout the year through observations, coaching, modeling, and continuous feedback.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Attached Canton 2016-17 PD Plan	Canton - 2016-17 PD Plan

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Design of Targeted Assistance Program Plan: Parent involvement programs are designed by stakeholders, including representative parents, who serve on the School Improvement Committee. The Committee analyzes academic, perception, and process data in order to determine needs related to parent involvement. In addition, parents provide input into the program design through several surveys and parent meetings.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents will be involved in the implementation of the schoolwide plan by their continued participation on the school improvement team and also by attending the annual parent meetings in the spring and fall. They also participate in the parent involvement activities implemented to support the schoolwide goals. Parents that volunteer in the classrooms will assist teachers in helping students meet their yearly goals as well as the overall schoolwide goals. They will work in small groups assisting in workshop and during reading circles. Parents will be invited to participate in the implementation of the schoolwide plan through other events and volunteer opportunities during the school year.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Feedback from parents on the annual evaluation of the targeted assistance program plan will be solicited formally through annual surveys and meetings surveys as well as informally from principal meetings and parent teacher conferences, as well as their participation on the SIP team. The parent feedback will be incorporated into the review process and the targeted assistance program plan and programs will be adjusted accordingly.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Outlined below are several parent involvement activities and strategies that will be implemented throughout the school year, as required in ESEA Section 1118(e)1-5,14 and (f): Section 1118 (e) - Building Capacity for Involvement

1118 (e) (1) - The school provides assistance to parents of children served by the school in understanding such topics as the state's academic content standards and student achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve achievement for their children. The school complies with Section 1118 (e)(1) as follows: Parents will have the opportunity to learn about the following during Parent Learning Events, Coffee with the Principal, and other Parent Meetings: the state's academic content standards and student achievement standards, state and local academic assessments, the requirements of this part, how to monitor a child's progress and work with educators to improve achievement for their children. The school

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will also hold Parent Teacher Conferences twice per year, and teachers will communicate opportunities to volunteer in the classroom as well as specific meeting times and dates for them to participate and learn about their child(s) education via school email, teacher and principal newsletters, and School Reach (automated communication system).

1118 (e) (2) - The school fosters parental involvement by providing materials and training to help parents work with their children to improve their children's achievement. The school complies with Section 1118 (e)(2) as follows: This is done in myriad of ways, one of which is the Back to School event held in August each year, in which families will receive a school calendar and information regarding additional services offered by the school; they will also have access to their child(ren)'s teacher(s), and will receive print materials to help them understand the opportunities for parent involvement during the school year. Another way that the school reaches parents is through monthly newsletters in which information regarding current happenings in the school, strategies to increase student achievement, and community resources for parents and students are articulated. These newsletters are distributed via email, the school's website, and in print form available in the school's front office. Additionally, the principal hosts informal "Coffee with the Principal" meetings. Further, the school holds two annual parent-teacher conferences, which are very well-attended, but parents are always welcome to schedule additional time with school staff to discuss these and any other topics as needed. Another way in which parents are provided with materials and training to enable and empower them to help their children increase their achievement is through parent learning events. All parents are invited to these events to help them better understand their key role in their child(ren)'s education. Finally, all parents are invited to attend the Title I Parent Meetings held at least twice per school year. The meetings will always include the following agenda items, but will be expanded based on student needs:

- What is Title I?
- Why might my child need help?
- How can I get involved?
- School Improvement Overview
- Title I Parent Involvement Policy Review
- Teacher-Parent-Student Compact Review
- Homeless Dispute Resolution Process

1118 (e) (3) - The school takes seriously its commitment to educating teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. The school complies with Section 1118 (e) (3) as follows: Educators receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school. The school solicits the assistance of parents through its parent nights and surveys so that they are part of the conversation around educating all school staff on the value and utility of the contributions of the parent population. Further, the school's Director of School Quality provides the school leadership team with ongoing support related to these key areas of parent/school development, and in turn, the leadership team provides weekly observations and one-on-one coaching for teachers which includes coaching around meaningful parent involvement and family engagement to increase academic achievement. Teachers are encouraged to keep open lines of communication with parents, to work with them as partners in every student's education, to participate and volunteer for parent events and programs, and to build and maintain positive relationships between families and the school.

1118 (e) (4) - The school coordinates and integrates parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and/or public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The school complies with Section 1118 (e)(4) as follows: One of the duties of the school's social worker is to coordinate and integrate the parental involvement program at the school with activities and resources in the community by attending meetings with local agencies

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monthly, maintaining regular contact with community services resources and not for-profit counseling and young person's groups such as The Boys and Girls Club and the YMCA. Additionally all staff are expected to educate the whole child by encouraging and supporting parents to fully participate in their child's education. Staff does this by being available via phone, email and for in-person meetings, and also more formally through parent and family events. The plan for connecting with preschool age children also includes numerous summer get-togethers in which the children can meet the teachers and staff of the school and other students making a similar transition.

For example:

- Popsicles on the Playground (school wide summer fun at the school playground for new students to meet staff members and other students making a similar transition)
- A welcome party for new families including all incoming kindergarteners
- An Open House will occur prior to the school year in which students will meet their classroom teachers.

1118 (e) (5) - The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand. The school complies with Section 1118 (e)(5) as follows: The school communicates information via SchoolReach (emails and texts), direct emails from teachers, and via principal and teacher newsletters. These modes of communication are helpful for literate and seeing parents but and if there is a literacy or sight barrier the school communicates verbally with parents as well. Additionally, all documentation and communication is translated for parents whose primary language is not English. Accommodations including relay services are used for any parents with disabilities.

1118 (e) (14) - The school provides such other reasonable support for parental involvement activities under this section as parents may request. The school complies with Section 1118 (e)(14) as follows: The school solicits feedback from parents about support they may need via surveys, meetings, and informal communication. If requested by parents, the school will provide parents of identified Title I students additional opportunities for regular meetings to offer suggestions and to participate in decisions that impact their child's education such as during the already regularly scheduled monthly parent/principal meetings.

Section 1118 (f) - The school provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of migratory children, including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand, in carrying out parental involvement policy in the school. The school complies with Section 1118 (f) as follows: the school provides individual student academic assessment results (MEAP, NWEA, and other formal and informal assessments) to all parents in a format that they can understand, including an interpretation of the results. This information will not only be translated in a language that parents can understand, but the educational language and acronyms will be communicated during parent learning events, parent trainings, parent-teacher conferences, principal meetings, and other informal and formal parent events. The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. The school wants parents to fully understand their child's test results so they can be an active participant in their academic success. The school communicates information via SchoolReach (emails and texts), direct emails from teachers, and via principal and teacher newsletters. These modes of communication are helpful for literate and seeing parents but and if there is a literacy or sight barrier the school communicates verbally with parents as well. Additionally, all documentation and communication is translated for parents whose primary language is not English. Accommodations including relay services are used for any parents with disabilities. Outlined below and within the Parent Involvement Plan are several parent involvement activities and strategies that will be implemented throughout the school year. Parent involvement activities and strategies that will be implemented throughout the school year include:

Popsicles on the Playground, Parent Information Meeting with Principal, Summer Learning Activity Newsletters, Back to School Open House, Parent Orientations, Title I Parent Meeting, Parent Teacher Conferences, Parent SIP Meeting, and Principal Newsletters, Dean Newsletters, and Teacher Newsletters, Additional activities will be added as needed. Through these activities and parental involvement components, the school assures that it appropriately: 1) provides assistance to parents through parent teacher conferences, access to teachers and

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administrators via phone, email and in person, parent trainings, and other individualized ways according to parent needs; 2) provides materials and training to help parents work with children to improve their achievement during family engagement and parent involvement events, meetings with school leadership and teachers, parent teacher conferences and other individualized ways according to parent needs; 3) trains teachers and other required staff in the importance of and how to partner with parents during staff professional development days, through coaching with new teacher mentors and school leadership, and via online courses provided by the management company; 4) coordinates and integrates to the appropriate degree its parent involvement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language via text, SchoolReach, phone call, email, letters home and face-to-face meetings with school staff; and 6) provides full opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports; and 7) provides other reasonable support for parental involvement activities as parents may request. The school uses all necessary means to ensure that all parents receive opportunities to be involved at the school and that they are provided information in a format that is useful to them. As such, the school complies with NCLB Sections 1118(e) 1-5 and (14) and Section 1118 (f).

5. Describe how the parent involvement activities are evaluated.

Parental involvement activities, and the parent involvement component of this targeted assistance plan, will be involved in the annual evaluation of the SIP plan. Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the targeted assistance plan and programs will be adjusted accordingly. Also, annual parent survey results will be analyzed as part of the program evaluation.

6. Describe how the school-parent compact is developed.

The School-Parent Compact was developed and created by all stakeholders and includes input from Board members, school employees, and parents. During the developmental process, the proposed School-Parent Compact was shared with parent groups, including the parents serving on the School Improvement Team. All parents were asked to provide feedback and propose changes or additional language to the School-Parent Compact. The changes in content and additional language requested by parents were incorporated into the final version of the document.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Compact attached	Compact Canton

8. How does the school provide individual student academic assessment results in a language parents can understand?

The school provides individual student academic assessment results (MEAP, NWEA, and other formal and informal assessments) to all parents in a format that they can understand, including an interpretation of the results. This information will not only be translated in a language that parents can understand, but the educational language and acronyms will be communicated during parent learning events, parent trainings, parent-teacher conferences, principal meetings, and other informal and formal parent events. The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. As such, the school complies with NCLB Section 1118. The

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school wants parents to fully understand their child's test results so they can be an active participant in their academic success

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Attached Parental Involvement Policy/Plan	Canton 2016-17 Parent Involvement Plan Canton PI

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

In accordance with NCLB Section 1118(d)(1)(a), the school discusses the Parent-Student Compact at least annually during parent-teacher conferences. The compact is discussed as it relates to individual student performance and the participation and commitment of the parent, teacher, and child in the child's education, and parents sign in to demonstrate that they have reviewed the Compact. Also during parent-teacher conferences, individual student assessment results and interpretation are provided to parents. Teachers are responsible for communicating student performance information to parents during these meetings. Additionally, the school collects parent feedback on the Compact via surveys collected during Title I Meetings, and adjustments to the Compact are made accordingly. Parent feedback on the Compact is also gathered through informal meetings with the principal, school leadership team, and teachers.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

The school uses several resources to implement the required Schoolwide plan components. Title I and Section 31a provide supplemental services to students. Professional development programs, supplemented with funding available through Titles IIA, are also supported by the school's Schoolwide Plan. A complete list of support can be found in below.

Components 2,3,4,5,6,7,8, and 9 - Resources: IDEA, state/general and local funds

Support provided: Admissions representative (general), teachers (general and IDEA), and the school leadership team (general) will work in collaboration to support student achievement. Staff will be provided job-embedded professional development to increase teaching effectiveness. Parent involvement activities will provide parents with opportunities to learn how to better support their children's academic experience.

Components 1,2,3,6 and 9 - Resources: Title IA

Support provided: Paraprofessionals

Components 1,2,4,5 and 9- Resources: Title IIA

Support provided: Supplemental professional development

Component 1,2,3,4,5,6 and 9 - Resources: Title III Funds

Support provided: Supplemental Support Provided: Professional development on English Learner strategies, Software and progress monitoring tools, Instructional coaching support, ESL certification reimbursement, fees associated with a Title audit, and English instruction for EL parents including supplies and child care.

Components 1,2,3, and 9- Resources: Section 31a

Support provided: Paraprofessional

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

While funding will not be consolidated, the school's entire educational program is supported by the Schoolwide Plan; this includes supplemental programs. Since the school is a single-school, K-8 public school academy, it does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan. While the school receives funds through the National School Lunch Act / Child Nutrition Act, their use is not coordinated under this plan as they do not contribute directly toward upgrading the school's educational program.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Teachers have significant input into school-based academic assessments. Each grade level has shared planning time and is expected to spend time each week reviewing student needs, developing instructional strategies to address those needs, and assessment to ensure needs are met. Additionally, teachers choose to implement, as appropriate, tests and assessment that measure student performance with respect to the school's curriculum. The school utilizes many data points to throughout the year to monitor the progress of students participating in the Title I program:

- 1) The Northwest Evaluation Association test is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers and school leadership analyze the data they receive.
- 2) Each year, MEAP scores are analyzed to determine student proficiency
- 3) Formative assessments are given throughout the year to measure mastery of state standards.

When students have mastered content (as measured by progress monitoring tools, MEAP, and NWEA) they are moved out of the intervention program and are continued to be monitored through regular meetings between intervention and general education staff. Students are exited from the Title I program or receive additional, more intense services based on their progress against the aforementioned three factors.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

The school provides assistance in enabling participating children to meet the State's challenging student achievement standards in all content areas while focusing on the identified needs in the comprehensive needs assessment. The school staff have many opportunities to learn how to identify academically struggling students and they are aware of the assistance that is available to struggling students. The school utilizes many data points to identify students who are experiencing difficulty mastering the State's academic achievement standards at an advanced or proficient level, including the analysis of:

- 1) Failing the MEAP
- 2) Scoring below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress or Primary Grades Assessment,
- 3) Teacher recommendation
- 4) Behavior results - Atypical behavior is observed
- 5) NWEA/MEAP results - Flat or declining test scores
- 6) Student classwork - There is a decline or the student is not making typical growth
- 7) In-class formative assessments - Student does not demonstrate mastery of concepts
- 8) Student classroom engagement - When the student becomes withdrawn and stops engaging in classroom discussion.

Academic progress is monitored through these methods as well as the formative assessment process. Based on this analysis, the targeted assistance program services will be revised if necessary.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers regularly participate in training to better analyze data, differentiate instruction accordingly, and determine appropriate classroom-based interventions. They are active participants in the analysis of data to improve the academic achievement for all students. The Northwest Evaluation Association test is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers analyze the data they receive. Teachers also analyze MEAP results and school-based assessments. Additionally, each grade level has shared planning time and is expected to spend a minimum of one day each week reviewing student needs and developing instructional strategies to address those needs. Teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively with respect to the curriculum in order to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Instruction is adjusted accordingly by each teacher as they work to ensure mastery is attained by each student within their classroom and at the school. Through the analysis referenced above, professional development needs for teachers related to identification of students and implementing student academic achievement standards in the classroom may be identified. These needs will be prioritized and added to the plan as necessary.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The school annually evaluates the implementation of its school improvement efforts through its school improvement process. While the school regularly assesses its needs, when engaged in the school improvement process it specifically considers student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of its school improvement plan on meeting identified needs.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

The school improvement team and the staff will analyze MEAP, MI-SAAS, and NWEA MAP data to determine if goals were met. Appropriate supports will be put into place to support students not making appropriate gains.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

The school improvement process at the school will be ongoing and components will be reviewed and revised to assure continuous student improvement. Team meetings, staff meetings, and in-service days will be used to provide opportunities for the staff to be involved in the evaluation process.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The school improvement process at the school will be ongoing and components will be reviewed and revised to assure continuous student improvement. Team meetings, staff meetings, and in-service days will be used to provide opportunities for the staff to be involved in the evaluation process.

2016-2017 Canton Charter School Improvement Goals

Overview

Plan Name

2016-2017 Canton Charter School Improvement Goals

Plan Description

2016-17 Goals Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Canton Charter Academy will increase academic achievement in Mathematics.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
2	All students at Canton Charter Academy will increase academic achievement in Reading.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
3	All students at Canton Charter Academy will increase academic achievement in Science.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
4	All students at Canton Charter Academy will increase academic achievement in Social Studies.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0

Goal 1: All students at Canton Charter Academy will increase academic achievement in Mathematics.

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency according to the test parameters in Mathematics by 06/30/2019 as measured by NWEA.

Strategy 1:

Instructional Support Positions - Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to target academically struggling students.

Category: Mathematics

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Title I Part A, Section 31a	Principal, Content Area Teachers, Paraprofessionals

Strategy 2:

Professional Development - Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.

Category: Mathematics

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact

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student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development trainings and conferences in order to provide high quality instruction to students and increase academic achievement.	Professional Learning			07/01/2016	06/30/2017	\$0	Title II Part A	All Staff

Strategy 3:

Out of School Time - Math - Supplemental programming occurring outside of the regular school day/year, which provides at-risk students with supplemental services designed to increase their academic achievement and proficiency.

Category:

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will provide supplemental support to English Learner students to increase student proficiency in Mathematics. The tutors will work one-on-one or in small groups with at-risk students during out of school time (before or after regular school hours). Tutoring may be applicable for multiple strategies, objectives, and goals.	Other - Tutoring			07/01/2016	06/30/2017	\$0	Title III	Before/After-School Teachers

Strategy 4:

Supplemental Materials - Supplemental instructional staff will utilize supplemental materials to support academically at-risk English Learners in order to increase academic achievement.

Category: Mathematics

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity." Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

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In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

Tier:

Activity - Supplies Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for English Learner, at-risk students; supplemental services for at-risk students are designed to increase students' academic achievement and proficiency across all core content areas.	Academic Support Program			07/01/2016	06/30/2017	\$0	Title III	Teachers, supplemental instructional staff

Goal 2: All students at Canton Charter Academy will increase academic achievement in Reading.

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency according to the test parameters in Reading by 06/30/2019 as measured by NWEA data.

Strategy 1:

Instructional Support Positions - Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to target academically struggling students.

Category: English/Language Arts

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Title I Part A, Section 31a	Principal, Content Area Teachers, Paraprofessionals
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Strategy 2:

Professional Development - Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.

Category:

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development trainings and conferences in order to provide high quality instruction to students and increase academic achievement.	Professional Learning			07/01/2016	06/30/2017	\$0	Title II Part A	All Staff

Strategy 3:

Out of School Time - Supplemental programming occurring outside of the regular school day/year, which provides at-risk students with supplemental services designed to increase their academic achievement and proficiency.

Category: Other - Tutoring

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

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Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will provide supplemental support to English Learner students to increase student proficiency. The tutors will work one-on-one or in small groups with at-risk students during out of school time (before or after regular school hours). Tutoring may be applicable for multiple strategies, objectives, and goals.	Academic Support Program			07/01/2016	06/30/2017	\$0	Title III	Instructional Staff

Strategy 4:

Supplemental Materials - Supplemental instructional staff will utilize supplemental materials to support academically at-risk English Learners in order to increase academic achievement.

Category: English/Language Arts

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for English Learner, at-risk students; supplemental services for at-risk students are designed to increase students' academic achievement and proficiency across all core content areas.	Academic Support Program			07/01/2016	06/30/2017	\$0	Title III	Principal, supplemental staff, instructional staff

Goal 3: All students at Canton Charter Academy will increase academic achievement in Science.

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency according to the test parameters in Science by 06/30/2019 as measured by state assessment data.

Strategy 1:

Instructional Support Positions - Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to target academically struggling students.

Category:

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools

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for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Title I Part A, Section 31a	Principal, Content Area Teachers, Paraprofessionals

Strategy 2:

Professional Development - Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.

Category:

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development trainings and conferences in order to provide high quality instruction to students and increase academic achievement.	Professional Learning			07/01/2016	06/30/2017	\$0	Title II Part A	All Staff

Strategy 3:

Out of School Time - Supplemental programming occurring outside of the regular school day/year, which provides at-risk students with supplemental services designed to increase their academic achievement and proficiency.

Category: Science

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure

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academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will provide supplemental support to English Learner students to increase student proficiency. The tutors will work one-on-one or in small groups with at-risk students during out of school time (before or after regular school hours). Tutoring may be applicable for multiple strategies, objectives, and goals.	Other - Tutoring			07/01/2016	06/30/2017	\$0	Title III	Instructional staff, supplemental staff

Strategy 4:

Supplemental Materials - Supplemental instructional staff will utilize supplemental materials to support academically at-risk English Learners in order to increase academic achievement.

Category: Science

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for English Learner, at-risk students; supplemental services for at-risk students are designed to increase students' academic achievement and proficiency across all core content areas.	Supplemental Materials			07/01/2016	06/30/2017	\$0	Title III	Instructional staff, non-instructional staff

Goal 4: All students at Canton Charter Academy will increase academic achievement in Social Studies.

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency according to the test parameters in Social Studies by 06/30/2019 as measured by state assessment data.

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Strategy 1:

Instructional Support Positions - Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to target academically struggling students.

Category:

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Section 31a, Title I Part A	Principal, Content Area Teachers, Paraprofessionals

Strategy 2:

Professional Development - Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.

Category:

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development trainings and conferences in order to provide high quality instruction to students and increase academic achievement.	Professional Learning			07/01/2016	06/30/2017	\$0	Title II Part A	All Staff

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Strategy 3:

Out of School Time - Supplemental programming occurring outside of the regular school day/year, which provides at-risk students with supplemental services designed to increase their academic achievement and proficiency.

Category: Social Studies

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will provide supplemental support to English Learner students to increase student proficiency. The tutors will work one-on-one or in small groups with at-risk students during out of school time (before or after regular school hours). Tutoring may be applicable for multiple strategies, objectives, and goals.	Other - Tutoring			07/01/2016	06/30/2017	\$0	Title III	Instructional Staff

Strategy 4:

Supplemental Materials - Supplemental instructional staff will utilize supplemental materials to support academically at-risk English Learners in order to increase academic achievement.

Category: Social Studies

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for English Learner, at-risk students; supplemental services for at-risk students are designed to increase students' academic achievement and proficiency across all core content areas.	Supplemental Materials			07/01/2016	06/30/2017	\$0	Title III	Supplemental instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Support Positions	Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Principal, Content Area Teachers, Paraprofessionals
Instructional Support Positions	Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Principal, Content Area Teachers, Paraprofessionals
Instructional Support Positions	Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Principal, Content Area Teachers, Paraprofessionals
Instructional Support Positions	Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Principal, Content Area Teachers, Paraprofessionals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Instructional Support Positions	Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Principal, Content Area Teachers, Paraprofessionals
Instructional Support Positions	Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Principal, Content Area Teachers, Paraprofessionals
Instructional Support Positions	Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Principal, Content Area Teachers, Paraprofessionals
Instructional Support Positions	Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.	Academic Support Program			07/01/2016	06/30/2017	\$0	Principal, Content Area Teachers, Paraprofessionals

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Tutors will provide supplemental support to English Learner students to increase student proficiency in Mathematics. The tutors will work one-on-one or in small groups with at-risk students during out of school time (before or after regular school hours). Tutoring may be applicable for multiple strategies, objectives, and goals.	Other - Tutoring			07/01/2016	06/30/2017	\$0	Before/After-School Teachers
Out of School Time	Tutors will provide supplemental support to English Learner students to increase student proficiency. The tutors will work one-on-one or in small groups with at-risk students during out of school time (before or after regular school hours). Tutoring may be applicable for multiple strategies, objectives, and goals.	Other - Tutoring			07/01/2016	06/30/2017	\$0	Instructional staff, supplemental staff

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Supplemental Materials	Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for English Learner, at-risk students; supplemental services for at-risk students are designed to increase students' academic achievement and proficiency across all core content areas.	Supplemental Materials			07/01/2016	06/30/2017	\$0	Supplemental instructional staff
Supplemental Materials	Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for English Learner, at-risk students; supplemental services for at-risk students are designed to increase students' academic achievement and proficiency across all core content areas.	Academic Support Program			07/01/2016	06/30/2017	\$0	Principal, supplemental staff, instructional staff
Out of School Time	Tutors will provide supplemental support to English Learner students to increase student proficiency. The tutors will work one-on-one or in small groups with at-risk students during out of school time (before or after regular school hours). Tutoring may be applicable for multiple strategies, objectives, and goals.	Academic Support Program			07/01/2016	06/30/2017	\$0	Instructional Staff
Supplemental Materials	Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for English Learner, at-risk students; supplemental services for at-risk students are designed to increase students' academic achievement and proficiency across all core content areas.	Supplemental Materials			07/01/2016	06/30/2017	\$0	Instructional staff, non-instructional staff
Supplies Materials	Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for English Learner, at-risk students; supplemental services for at-risk students are designed to increase students' academic achievement and proficiency across all core content areas.	Academic Support Program			07/01/2016	06/30/2017	\$0	Teachers, supplemental instructional staff
Out of School Time	Tutors will provide supplemental support to English Learner students to increase student proficiency. The tutors will work one-on-one or in small groups with at-risk students during out of school time (before or after regular school hours). Tutoring may be applicable for multiple strategies, objectives, and goals.	Other - Tutoring			07/01/2016	06/30/2017	\$0	Instructional Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Single Building District Improvement Plan

Canton Charter Academy

Professional Development	Staff will participate in professional development trainings and conferences in order to provide high quality instruction to students and increase academic achievement.	Professional Learning			07/01/2016	06/30/2017	\$0	All Staff
Professional Development	Staff will participate in professional development trainings and conferences in order to provide high quality instruction to students and increase academic achievement.	Professional Learning			07/01/2016	06/30/2017	\$0	All Staff
Professional Development	Staff will participate in professional development trainings and conferences in order to provide high quality instruction to students and increase academic achievement.	Professional Learning			07/01/2016	06/30/2017	\$0	All Staff
Professional Development	Staff will participate in professional development trainings and conferences in order to provide high quality instruction to students and increase academic achievement.	Professional Learning			07/01/2016	06/30/2017	\$0	All Staff