



**BALL STATE
UNIVERSITY**

Office of Charter Schools

Canaan Community Academy

Kindergarten through Eighth Grade

2021-22 Charter Renewal Application

October 2021

RENEWAL NARRATIVE

I. Enrollment Diagnostic

Provide the enrollment and demographic information for the current school year.

2021-22 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	129	
# of Students on Waiting List	0	
Gender		
Male	65	50.39
Female	64	49.61
Ethnicity/Race		
White	126	97.67
Black	0	0
Hispanic	3	2.33
Asian	0	0
Native American	0	0
Other	0	0
Special Populations		
Students with IEPs	23	29.67
English Language Learners	0	0
Homeless Students	0	0
Eligible for Free and Reduced Lunch	129	100

Provide enrollment information for length of current charter contract (ADM count).

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Student Enrollment	103	125	159	125	129

Provide the student attendance information for the length of the charter contract.

	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	2017-18	2018-19	2019-20	2020-21	2021-22
K	16	22	43	25	26
1	18	16	19	18	21
2	15	21	21	17	13
3	19	23	24	19	20
4	19	20	24	18	13
5	7	17	15	16	13
6	9	6	13	12	15
7	na	na	na	na	8
8	na	na	na	na	na
9	na	na	na	na	na
10	na	na	na	na	na
11	na	na	na	na	na
12	na	na	na	na	na
All Grades	103	125	159	125	129

Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year's December 1 count.. Historically CCA has had a higher percentage of special education students enrolled. At the time of the last charter renewal 41% of the student population were special education students and currently has a higher population of special education students than the national average of 14.4%.

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2017-18		2018-19		2019-20		2020-21		2021-22	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	6	6	7	9	8	13	5	6	3	4
Blind of Low Vision	0	0	0	0	0	0	0	0	0	0
Cognitive Disability	0	0	0	0	0	0	0	0	0	0
Deaf or Hard of Hearing	0	0	0	0	0	0	0	0	0	0
Deaf-Blind	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0	0	0	0	0
Emotional Disability	3	3	3	4	1	2	3	4	2	3
Language or Speech Impairment	9	9	8	10	5	8	8	10	7	9
Multiple Disabilities							15	12	7	5.42
Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0
Specific Learning Disability							18	14.4	15	11.6
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0
Other Health Impairment	3	3	2	3	3	5	4	5	3	4

Provide the number and percentage of ELL students for length of the current charter contract.

ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
2	1.9	2	1.6	2	1.2	0	0	0	0

Provide the number and percentage of homeless students for length of current charter contract.

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	10	7.75

Provide the number and percentage of High Ability students for length of current charter contract. Canaan Community Academy was in transition the 2017-18 school year. The CAO changed in the middle of November and the earlier CAO did not have a High Ability specific program nor instructor. Teachers did differentiate instruction in the classroom to meet the needs of the High Ability students. Measures were taken that spring to correct this and better serve the High Ability students with a pull-out program and continued differentiation in the classroom

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#0	0%	#19	15%	#24	15.09%	#20	16%	#27	20.9%
0	0	19	15.2	24	15	20	16	27	20.9

Enrollment Projections for the next 5 years

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
2022-23	145	276	K-8
2023-24	155	276	K-8
2024-25	165	276	K-8
2025-26	175	276	K-8
2026-27	185	276	K-8
At Capacity (specify year)		276	K-8

Optional The reconfiguration to a Kindergarten through Eighth grades should positively affect enrollment. Families have requested for seventh and eighth grades be added to CCA for many years. Currently when students leave CCA they go to Madison Consolidated Schools. MCJH has a configuration of grade five through eight. Historically parents transfer students out of CCA to attend MCJH in fifth grade to supply an easier transition rather than start in grade seven or eighth into their programs and extra curriculums. The reconfiguration of CCA to a Kindergarten through grade eighth allows students to an opportunity to complete elementary and middle school then transfer to high school. Administration believes the enrollment projection could be negatively affected if the pandemic continues through 2022.

II. Executive Summary

School and Community Overview

A. The site where Canaan Community now stands has had an operating school since 1872. The current building was built in 1954. The school has always been an important part of the community and is steeped

in community traditions and outreach. The school is a major participant in the local Canaan Fall Festival complete with a Pony Express ride that students have postcards they have written delivered. Plus, the school also participates in the festival's parade and other activities. The local volunteer fire department and historic sites offer walking fieldtrip opportunities for the students. Students also give back to the community through food drives, raising monies for the volunteer fire department and the local animal shelter. The school community also helps community members in need through donations when tragedies have struck. The school has provided gathering a place for outside youth groups, funerals, and even a wedding. CCA has families that have attended for many generations.

Canaan Community Academy is a small, rural, place based curriculum, community charter school. The mission and vision align with the first and ongoing philosophy of the school that serves the whole child not just the performance on standardized tests. The mission: Our community allows children to explore, experience and excel. The vision is to become the best place for kids to experience STEAM (science, technology, engineering, art, and math).

Previously CCA had been part of the Madison Consolidated School System. Canaan Community School was closed in 2010 and students were absorbed into the Madison schools. Shortly thereafter the school was given back to the Canaan community by the Madison Consolidated School System. The school was then used for local events and meetings. The community became overly concerned about the closing and set out to reopen it as a charter school, which they accomplished in 2012 under the sponsorship of Ball State University.

1. Canaan Community Academy is a small rural school found in the southeastern corner of the state in Jefferson County. The demographics of Jefferson County is 95.2% white, 1.7% black or African American, 0.7% Asian, 0.2% American Indian, 0.9% from other races. Those of Hispanic or Latino made up 2.3% of the population. The is consistent with the enrollment population of CCA. The demographics of CCA are white 90.8%, Black/African American 0%, Asian 0%, Native American 1.4%, Hispanic 4.9%. The lack of diversity at CCA causes the subgroups to be too small to count on standardized tests. Students at CCA live in poverty (97.2%) which is significantly higher than Jefferson County's poverty rate of children under 18 (17.1%). CCA has students enrolled from 3 different counties; the majority enrolled live in Jefferson County. The data used does not reflect the impact the pandemic has had on the demographics; that data is not currently available. It is predicted that the pandemic will increase the number of children living in poverty due to the unemployment rates during the pandemic and especially as families' benefits end. The substantial number of CCA students living in poverty means they are at a disadvantage compared to students. Poor students with their lack of resources or the ability to access resources due lack of knowledge of the availability plus the lack of reliable transportation and money for gas inhibits their academic achievement. Studies show the correlation between poor academic achievement and the socioeconomic status of students. The staff at CCA are diligently working to address the needs of students (whole child) while striving to close the achievement gap. The pandemic is expected to severely widen the achievement gap; this can be evidenced in the performance of CCA students.

Canaan Community Academy has experienced changes over the last charter term. The changes began in the middle of November 2017. At that time, a new CAO was hired. The new CAO had five resignations prior to starting. The entire special education department resigned; two special education teachers, two instructional assistants one of which also was a bus driver, and the P.E. teacher. Students also began transferring to other schools. This transition had a negative impact on the culture of CCA causing low morale. The CAO's priority was to fill the vacancies, stabilize the staff, and focus on building a positive culture. The vacancies were filled then the CAO began building relationships with students, staff, and families. Slowly the culture began to improve and hiring practices focused on hiring experienced staff that believed in the philosophy of the school and planned to stay not waiting for a position in another school to become available. Increased communications with families and opportunities for family and community members to take part in activities/events and interact with staff helped to build a positive culture and

retain students. Intentional enrollment campaigns began that involved all stakeholders. Once CCA began to intentionally promote what makes them unique the enrollment began to grow. This was not a one-time enrollment campaign it is ongoing and evolving to reflect the opportunities offered to students. The enrollment campaign worked which is shown in the enrollment numbers. There was an increase of twenty-two students during the 2018-19 school year and an added thirty-four students during the 2019-20 school year. While the increased numbers may seem small, they are significant to a school of our size. Then the pandemic struck, and enrollment began to decline; families opted to keep students' home, others had to move due to lost employment and others chose online schools or to homeschool. Federal data confirms a 3% drop in K-12 enrollment. The decrease is even greater in younger students, preschool and kindergarten saw a decline of 13% according to federal data.

CCA put measures in place to keep staff and students as safe as possible from COVID; screening staff, students and visitors upon entering the building (take temperature, use of P.P.E., sanitize hands, and smell check), social distancing and spending as much time outdoors as possible. Canaan Community Academy's agrarian culture is reflected in the school's philosophy. Spending time in nature is important to this culture. The school went from 15 to 30 to 60 minutes of recess time and no student is denied recess. The added recess time is beneficial for the development of children academically, socially, and emotionally. This is based on research; links to three studies:

<https://www.cdc.gov/healthyschools/physicalactivity/recess.htm>

<https://pediatrics.aappublications.org/content/131/1/183>

https://scholar.google.com/scholar?q=research+supporting+recess&hl=en&as_sdt=0&as_vis=1&oi=scholar

Opportunities in nature have been increased with the development of the campus. This is shown in the "Landlab of Canaan" (funded by Jefferson County Community Foundation) which offers trails, story walk, tree cookies, stepping stumps, and is still being developed. The addition of picnic tables with umbrellas supplies outdoor workspace for taking lessons outside plus allows students to have lunch outside when weather permits.

Lack of technology made it exceedingly difficult to supply remote learning during the COVID closures. Initially CCA only had enough devices for one class which also meant staff and students had minimal experience using the devices and Google classroom. The spring of 2019 CCA received the GEER grant and at once ordered enough chrome books to be 1:1 and began Google classroom and best practices professional development for staff. Despite ordering chrome books, the spring of 2019, the chrome books did not arrive until January 2020. Students only had access to the chrome books one week before having to go virtual again. At this time staff members have received certifications in Google; levels I and level II certification. COVID has also negatively impacted enrollment. Prior to COVID CCA enrollment was growing.

The staff reorganized the building to better use the space for instruction. The room that housed the library is now currently used as a first-grade classroom and library books line the hallway. The room that previously used for the pullout specials (Art, Gardening, Music, Library, and Minds & Body) is now used as a kindergarten classroom. The specials instruction is now pushed into the classrooms. An unexpected benefit of moving the library books to the hallway is that students have taken a greater interest in the books due to the increased exposure. The Mind & Body special is a combination of the prior physical education and character education classes. Space and time are now used to maximize instruction and encourage learning. One example of the better use of time happens during the students' lunch period with the implementation of the Lunch Literacy program. The café houses a small library and sitting area that students can use when they finish eating plus guest readers read to the students while they are eating. The guest readers can be family and community members plus leaders in the community i.e., prosecutor,

mayor, board member. Students even requested to be a guest reader. Students previously used Minds in Motion which and required staff to set up and take down equipment daily and limited the time students could use it. The Minds in Motion program was a maze of exercises developed to stimulate different areas of the brain that can aid in learning. This administration and staff replaced Minds in Motion program with a sensory path that staff painted is on the hallway that has the highest foot traffic. The sensory path incorporates the exercises from Minds in Motion plus more. All students complete the path at least daily. Typically, students can be seen going through the sensory path motions on the way to the restroom, lunch or any time they are in the hall. CCA has also implemented a real world take on learning with a schoolwide micro-society putting learning theory into practice. Incorporates real world learning into daily instruction. Students can apply what they learn in the classroom to real life and helps staff a CCA transcend the “stand and deliver” daily routine. The micro-society supplies more relevant real-world experiences; this replaces traditional school consequences such as lunch detentions. The building and campus have also had improvements since the last charter renewal. Overdue maintenance and repairs have taken place from boiler repair to replacement of air conditioners, roof repairs, installation of solar film to windows and doors, removal of carpet and installation of tile. The improvements have made a healthier more comfortable environment for student learning.

3.CCA staff found the need for a more formal curriculum the spring of 2018 after review of Northwest Evaluation Association (NWEA) and Indiana Learning Evaluation Assessment Readiness (ILEARN) to identify deficiencies data plus staff input received during weekly team meetings. Equitable Education Solutions conducted a needs assessment and analysis to help develop a plan, a school improvement plan (SIP included as curriculum attachment) to move student achievement forward. Staff began at once working on Language Arts and Math curriculum for grades Kindergarten through Sixth. The work sessions during the school year helped to ensure the vertical and horizontal alignment. Staff prioritized standards that are on the school website; provided is the link to the prioritized standards, [CURRICULUM \(canaancommunityacademy.org\)](http://curriculum.canaancommunityacademy.org). This was completed during the 2018-19 school year. The 2019-2020 school year implementation began and the 2019-20 was to be the year to revise and hone the new curriculum to better serve instruction. Unfortunately, COVID closures made the data and classroom observations invalid. This is still true for this school year. The achievement gap of CCA students has grown significantly as shown in the 2021 ILEARN, IREAD, NWEA scores and classroom observations. The academic losses during the closures were greater than the typical summer slide. The student losses are compounded by the increased social emotional needs of the students. COVID has touched every family whether it be loss of employment, loss of home, food security, sickness or even death of family or friend(s). CCA focuses on the whole child and with the increased social emotional needs of students hired a behavior interventionist and social worker. The behavior interventionist and social worker will continue to be employed to meet the needs of the students and families.

4.Expected changes to the essential terms of the school’s education program as described in the current charter that relate to the educational program is the recent change in grade levels. CCA reconfiguration added seventh grade 2021-22 school year and plan to add eighth grade, 2022-23 school year. The main challenge to adding seventh and eighth grades is growing and sustaining enrollment. Added challenge would be to be able to offer affordable extra curriculars that interest students. CCA’s size would prohibit adding extra curriculars such as football or basketball. The positives would be the added opportunities for students. This grade configuration better aligns to surrounding school corporations for a smoother transition to high school. CCA students who leave in sixth would be starting in the middle of the Madison Junior High program (grades 5-8). Starting in the middle of the program would be difficult for students since peer groups at the school and sports teams would already be set up. Families have requested CCA to offer grades seventh and eighth for years.

A. Goals and Plans

1. Accomplishing CCA future goals will require maximizing space and use of time to improve instruction. That and the implementation of the more rigorous curriculum with more intentional instruction will improve the academic achievement of students. For example, when ever staff have a thematic unit or STEM project the teacher should be intentional on which standards students should be learning during the lesson. Ongoing professional development for staff will provide staff with skill sets to ensure students receive the most effective instruction. Administration will check instruction by conducting through walk through observations. Assessment data will be better used to drive instruction to meet each child's needs. Remediation and enrichment will continue to implement during the school day and offered after school with transportation being offered by CCA to better accommodate students. Canaan Community Academy will continue providing every student with Social Emotional Learning (SEL).

Canaan Community Academy students will achieve at standard progress and/or above standard progress on NWEA tests.

Canaan Community Academy students will improve Language Arts ILearn scores by 8.4%.

Canaan Community Academy students will improve Math ILearn scores by 8.4%.

Closing the large achievement gap will not happen quickly however increase in student progress should begin in year one and continue progressing. A major challenge to meeting the goals would COVID-19. The impact of COVID-19 learning loss will continue to affect the achievement gap of CCA students who are poor. CCA is an extreme poverty school with 97.2% of the students living in poverty. CCA has found three areas of focus based on the last valid data recognized by the IDOE.

Focus area 1: Canaan Community Academy students have showed a consistent decline in proficiency rates for both English language arts and mathematics. ELA data shows that between the 2016 and 2017 school years, the number of students passing decreased from 52.1% to 46.5%. In the 2018 school year, the passing rate was 28.3%. Similarly, math shows a declining trend with the data showing that between the 2016 and 2017 school years the number of students passing decreased from 39.6% to 35.7%. During the 2018 school year the passing rate was 27.7%. Because of this declining proficiency, Canaan will focus on increasing the number of students that demonstrate proficiency in ELA and math.

Focus area 2: Students at Canaan also demonstrated an increase in the number of students who obtained low growth on math and an increase in the number of students in the top 75% receiving low growth on ELA. Of the students that are in the top 75% at Canaan, 81% fall in the low growth category. This means that they did not show a year's growth on the 2018 ISTEP test. In math, 42.9% of the bottom 25% and 76.2% of the top 75% are in the low growth category. Due to these trends, Canaan will focus on decreasing the number of students that receive low growth and increase the number of students that receive standard and/or high growth.

Focus area 3: Various focus groups, interviews, and data reviews found a high free and reduced population at Canaan. While social emotional learning has begun to take place at Canaan, added learning, and development in SEL and culturally relevant practices in relationship to poverty is an identified need. Canaan will take measures to create a system of support in SEL and culturally relevant practices as it relates to the needs of all students.

Optional Executive Summary Attachments

III. Student Performance Diagnostic

Academic Performance Framework (see supporting attachments)

1. CCA Math proficiency and growth for 2018 indicates of the 29 students, there were 10.3% who passed and 89.7% who did not pass. Of the students who passed, there were 33% demonstrated high growth, 00.0% demonstrated standard growth, and 66.7% demonstrated low growth. For the students who did not pass, there were 11.5% demonstrated high growth, 19.2% demonstrated standard growth, and 69.2% demonstrated low growth. A high percentage of the students who passed were in low growth category

with 66.7%, this indicates that these students had less than one-year growth when compared to their academic peers. A high percentage of the students who did not pass were in the low growth category with 69.2%, this indicates that these students had less than one-year growth when compared to their academic peers. Of the 30 students, there were 13.3% who passed and 86.7% who did not pass. Of the students who passed, there were 25.0% demonstrated high growth, 0.0% demonstrated standard growth, and 75.0% demonstrated low growth. For the students who did not pass, there were 23.1% demonstrated high growth, 11.5% demonstrated standard growth, and 65.4% demonstrated low growth.

- A high percentage of the students who passed were in the low growth category with 75.0%, this shows that these students had less than one-year growth when compared to their academic peers. A high percentage of the students who did not pass were in the low growth category with 65.4%, this shows that these students had less than one-year growth when compared to their academic peers

Academic performance resulting in a rating of 'Falls Far Below' on any Quality indicator in the Ball State Academic Framework during the charter term has not resulted. CCA procedure would be to make necessary changes to address any deficiencies.

Due to the U. S. Department of Education's waiver of Indiana's annual assessment and accountability requirements the 2018 data is the most current data being used at the state and federal level for CCA's accountability. These measures were implemented by legislature to help schools from being negatively penalized. While it was helpful to schools it continues to penalize CCA. CCA has been frozen by the legislation at the low accountability rating. This has had a negative impact on promoting the school's achievements and progress plus negatively impacted funding. CCA has lost \$500.00 per student every year since 2018 and continues to lose \$500.00 per student. The outdated data from 2018 continues to be used. CCA also focuses on the NWEA data to drive instruction while monitoring student progress while better meeting student needs.

Current NWEA longitudinal data from Fall 2020-Spring 2021 of Grade-Level Norms projected show low growth overall growth in Math except for first grade. It also shows low growth overall except for grades First and Second. Science also showed low growth, except for sixth grade. Staff is implementing added interventions to increase student growth. Students take the NWEA assessments three times a year and the data are used to monitor student progress. Teachers also use it to drive classroom instruction based on school wide and classroom trends. Interventionist also use the data to provide specific remediation and enrichment for students based on their needs. State standardized test data is by stakeholders also providing a comparison to how CCA students fair with schools of similar demographics. Classroom assessments are also used by teachers to monitor whether students are mastering the standards being taught in the classroom. The administration continually communicates the school's focus on student growth and achievement. Administrations provides time for collaboration and reflection plus resources and relevant professional development opportunities. Weekly team meetings are productive providing feedback, opportunities for teachers to also share additional resources. Teachers also meet individually with the administrator to discuss challenges and what's working in the classroom. All of which support student learning and professional development for the staff.

B. Continuous Improvement Practices

The school engages in a systemic, inclusive, and comprehensive process to review, revise, and communicate the school's mission and design. Surveys, walkthrough observations, forums, and review of assessment data (NWEA, ILearn, IRead 3) which are stored in a data warehouse (Pivot) that staff have access to and continued training on how to access and use the data to drive instruction is reviewed and discussed during team meetings (most recent October 26, 2021). Classroom teachers share the data with parents (most recently October 2021) that is applicable to their child and longitudinal data is shared in communications and at committee meetings (made up of all stake holders) and board meetings. All the information will be reviewed by stakeholders and communicated for alignment with the school's mission and design.

Needs of Learners

The progress of individual students is monitored through performance through classroom assessments and NWEA assessments. The interventionists are in every classroom multiple time a week providing push in services. Interventionists also meet with teachers during prep times to discuss individual student performance. Based on the individual student need additional staff members may be included to collaborate and implement support to student learning. The demographics of the school 90.8% white and 97.2% of the students living in poverty means school wide strategies are being used to address the need to close the achievement gap.

Optional Student Performance Attachments.

IV. Stakeholder Diagnostic

Third party observations and interviews revealed an environment in which all stakeholders are genuinely supportive of each other and feel as though they are all a part of a loving and close-knit family. Interviews with students, parents, and teachers further revealed that material resources are readily available as needed to support the school's programs and practices. All stakeholders maintain that the school is now known as one that families want for their children. Interviews with the school's leaders gave evidence that the principal uses various forms of communication to keep all stakeholders informed on the school's activities and programs. Artifacts and stakeholder interviews gave evidence that weekly newsletters and informational flyers are sent home with students to inform families of school activities. Interviews with all stakeholder groups proved that the principal holds a community meeting prior to monthly school board meetings, and all community members are encouraged to attend. The principal added that she is on the local board of the Chamber of Commerce, and that position serves as an avenue for communicating the school's purpose, progress, and activities. Teacher interviews gave evidence that weekly staff meetings are held in which staff and leaders discuss which programs are or are not working. In addition, staff members reported that a "Good for the Cause" item is included on the agenda where staff members may voice any concerns or ideas that they may have. Through interviews and surveys, students, parents, and staff gave evidence that school's leaders maintain an open-door policy for responding to questions or concerns. Students interviewed reported they may write letters to the principal asking to meet with her. Interviews with students, parents, and staff, as well as artifacts proved that Harmony (SIS) and DOJO and email are utilized well by all staff. Harmony and DOJO have been replaced with Gradelink a new SIS that allows for additional way to communicate. The school staff is encouraged to continue its policy of communicating with all stakeholder groups and monitor its practices to ensure its effectiveness. Parent surveys (third party) gave evidence that 92.5% of them felt that the school provides varied teaching practices for student engagement, and 85% of the students surveyed indicated that teachers provided activities that make them think in diverse ways.

V. Organizational and Financial Diagnostic

Upon reflection of the school's governance and organizational performance over the past charter term the board has been and continues to be supportive of the administration without micromanaging everyday operations. There are no anticipated changes to the governance and management of the school. Canaan Community Academy Board of Education is comprised of five members: David Herring, Kenny Miller, Julie Stockman, Jerry Eaton and Nickie Backus. The executive members are President David Herring, Vice President Kenny Miller, and Secretary Nickie Backus. Kenny Miller chairs the financial oversight committee. Currently the board is actively recruiting new members since a current board member is moving out of the county. The board can recruit up to three members according to the bylaws that allow five to seven board members. At this time, it is not expected or amended changes to board policies,

including but not limited to policies to deal with board conflicts of interest and grievances by stakeholders. CCA does not have an ESP contract.

The building and campus have also had improvements since the last charter renewal. Overdue maintenance and repairs have taken place from boiler repair to replacement of air conditioners, roof repairs, installation of solar film to windows and doors, removal of carpet, installation of tile, plumbing, fresh paint and multiple murals. The current condition of the school's facility is that it is in excellent shape and will continue to be with implemented maintenance schedules, repair reporting and completion procedures, plus increased maintenance budget with a plan for continued repairs and maintenance. Also, a four-classroom modular (ESSERIII grant) has been added to better accommodate seventh and eighth grades. At this time, the modular is onsite and installation will begin soon. The improvements have made a healthier more comfortable environment conducive to student learning.

CCA leases the facility from the community (Canaan Council) for \$1.00 annually which automatically renews annually. This is evidence of the community's support of the continuation of Canaan Community Academy.

No organizational deficiencies or findings were noted in any of annual audits, prior notices of deficiencies, onsite reviews, or prior renewal letter.

We have students in attendance from three counties; therefore, transportation is always an issue. However, parents are willing to make the sacrifices it takes to have their child in attendance here. Due to the rural area, transportation is a major concern. The narrow, steep, and winding roads, insufficient road maintenance, and isolated homes make travel perilous for buses and parents, especially during the winter months. The administration with the approval of the board have made to improvements to transportation services making it more convenient for families. CCA has increased the number of buses from two to six plus replaced the two older buses which allowed CCA to double the number of bus routes. CCA offers a rural route and multiple routes in Madison plus a route in Hanover. The increase in buses includes two activity buses (ESSER II funds) which provide transportation for after school remediation, enrichment and extracurricular activities. The after-school activities are popular especially archery with an archer placing third at a world archery competition. Despite the distances that families must travel, activities at Canaan Community Academy are well attended. Music programs, STEM night, Crusade for Canaan ATV ride, Breakfast with Buddies, Veterans' Day, Canaan Fall Festival Parade and booths, fundraisers, and Family Literacy Events, Graduations, and more. COVID prohibited gatherings impacting family involvement. This year CCA can encourage family and community participation in school activities. Events were moved outdoors whenever possible and creative scheduling limited the number of people in the building plus the required use of P.P.E. helped to keep everyone as safe as possible. These practices will be continued throughout the pandemic. The additional buses also provide transportation for field trips and extracurricular activities. The activity buses also provide additional opportunities to have smaller groups of students i.e., student council to participate in community activities and additional trips. The school complies with the McKinney-Vento act by transporting homeless students even if general transportation is not provided. One of the fourteen passenger activity buses will be used to transport homeless student(s). The fourteen-passenger bus does not require a CDL to drive making it possible for anyone with a valid license to drive it. This allows more flexibility when scheduling staff to drive. A fourteen-passenger bus was used during the spring of 2021 to transport a foster student out of the county to Ohio county to the child's new placement.

Financial

The board assures that financial resources provide adequate support for the school's overall program and to improve student achievement. Administration presents student needs and achievement which the board reviews. The administration makes recommendations then after reviewing the board votes on which

recommendations are financially responsible and supports the school's overall program and to improve student achievement. The board also approves the budget annually after presentation and review. The annual independent audits did not find significant deficiencies; the auditors did have two findings. The two findings were procedures used for ADM findings and timeliness of bank deposits (see financial attachments).

CCA strives to continue to operate a financially responsible corporation by continuing current practices and implementing recommendations from independent audits. Checks and balances are in place that require multiple steps and both administrators to complete accounts payable, finalize reports, and payroll. CCA contracts Greggs and Reid Bookkeeping services separately from the independent auditors provided by Ball State.

VI. Financial Dashboard

Review of the Financial Performance Framework showed a negative cash flow for 6/30/21. See attachment from bookkeeping to address this.

Ball State University Financial Performance Framework Dashboard

Meets
Does Not Meet
Falls Far Below

1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	
1.e.	Default		
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	

Financial Performance Framework – Data Points	
Current Assets	
Current Liabilities	
Cash	
Unrestricted Cash	

Total Expenses	
Depreciation	
Enrollment Projection in Charter School Board-Approved Budget	
Actual Enrollment	
Default	Yes or No
Net Income	
Total Revenue	
Total 3 Year Net Income	
Total 3 Year Revenues	
Total Liabilities	
Total Assets	
Year 1 Total Cash	
Year 2 Total Cash	
Year 3 Total Cash	
Interest	
Annual Principal, Interest, and Lease Payments	

Financial Performance Framework Dashboard

Canaan Community Academy

6/30/2017

6/30/2018

6/30/2019

6/30/2020

6/30/2021

Meets
Does Not Meet

Meets
Does Not Meet

Meets
Does Not Meet

Meets
Does Not Meet

Meets
Does Not Meet

1. NEAR TERM INDICATORS

1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	2.0	2.9	3.1	5.0	1.9
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	1.7	2.5	3.0	1.9	0.8
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	69	67	87	64	30
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	92%	125%	123%	112%	86%
1.e.	Default		No	No	No	No	No

2. SUSTAINABILITY INDICATORS

2.a.	Total Margin	Net Income divided by Total Revenue		3.8%	6.1%	-0.5%	2.1%
		Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	1.0%	-0.7%	1.2%	2.8%	2.4%
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	0.43	0.30	0.39	0.23	0.43
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)			\$130,489	\$94,362	-\$164,704
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	-14,127.00	63,032.00	92,482.00	10,783.00	2.91

CliftonLarsonAllen LLP Independent Audit Report notes that as of June 20, 2020, Canaan Community Academy has \$726,680 in financial assets, which includes cash and grants receivable, all of which are available to meet cash needs for general expenditures within a year.

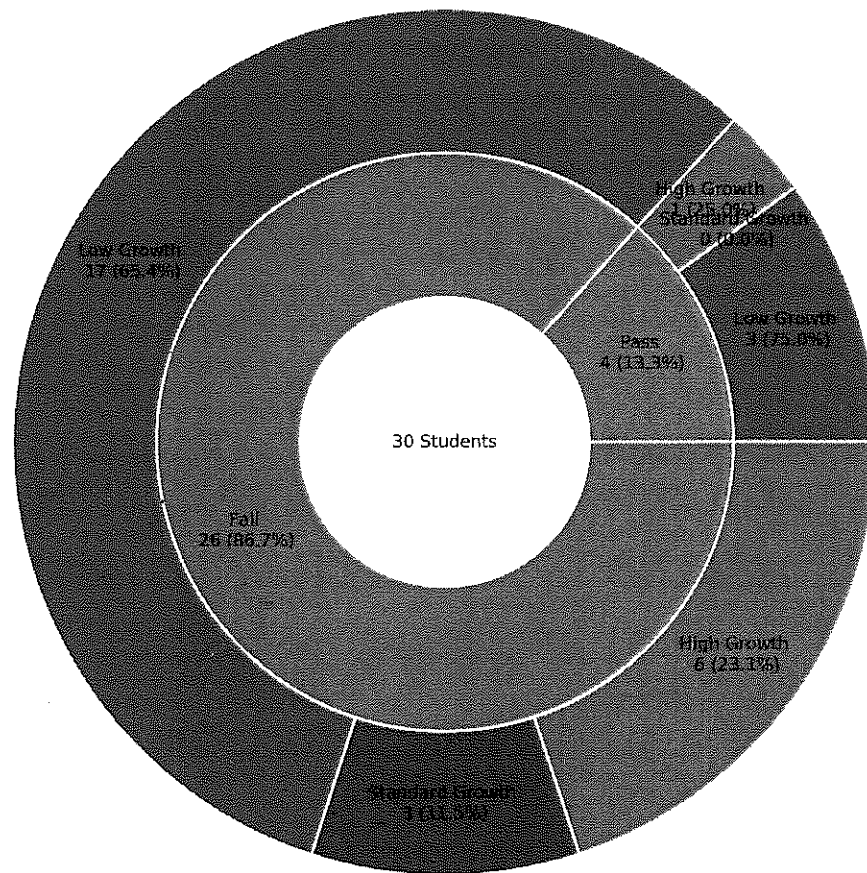
Current Assets	\$180,953	\$213,076	\$303,575	\$742,249	\$288,815
Current Liabilities	\$90,979	\$73,120	\$96,977	\$148,262	\$155,315
Cash	\$158,950	\$180,409	\$289,439	\$274,771	\$124,735
Unrestricted Cash	\$158,950	\$180,409	\$289,439	\$274,771	\$124,735
Total Expenses	\$909,512	\$1,008,067	\$1,224,403	\$1,582,250	\$1,519,582
Depreciation	\$65,776	\$22,934	\$12,802	\$16,514	\$16,826
Enrollment Projection in Charter School Board-Approved Budget	95	82.65	101	132.78	145
Actual Enrollment	87	103	124	149	125
Default	No	No	No	No	No
Net Income	-\$81,921	\$39,499	\$79,636	-\$7,490	\$32,691
Total Revenue	\$827,591	\$1,047,566	\$1,304,039	\$1,574,760	\$1,552,274
Total 3 Year Net Income	\$27,674	-\$20,387	\$37,214	\$111,645	\$104,837
Total 3 Year Revenues	\$2,874,309	\$2,856,206	\$3,179,196	\$3,933,855	\$4,438,563
Total Liabilities	\$95,438	\$73,120	\$161,560	\$198,146	\$205,246
Total Assets	\$223,963	\$241,144	\$409,220	\$852,022	\$473,432
Year 1 Total Cash	\$198,209	\$225,864	\$158,950	\$180,409	\$289,439
Year 2 Total Cash	\$225,864	\$158,950	\$180,409	\$289,439	\$274,771

Year 3 Total Cash	\$158,950	\$180,409	\$289,439	\$274,771	\$124,735
Interest	\$2,018	\$599	\$44	\$1,759	\$3,521
Annual Principal, Interest, and Lease Payments	\$1	\$1	\$1	\$1	\$18,249

Year	Net Income	Revenue	Margin
2020-2021	\$32,691	1552274	2.1
2019-2020	-\$7,490	\$1,582,250	-0.5
2018-2019	\$79,636	\$1,304,039	6.1
2017-2018	\$39,499	\$1,047,566	3.8
2016-2017	-\$81,921	\$827,591	-9.9
2015-2016	\$22,035	\$981,049	2.2
2014-2015	\$87,560	\$1,065,669	8.2

Canaan Community Academy

ELA Proficiency and Growth for 2018

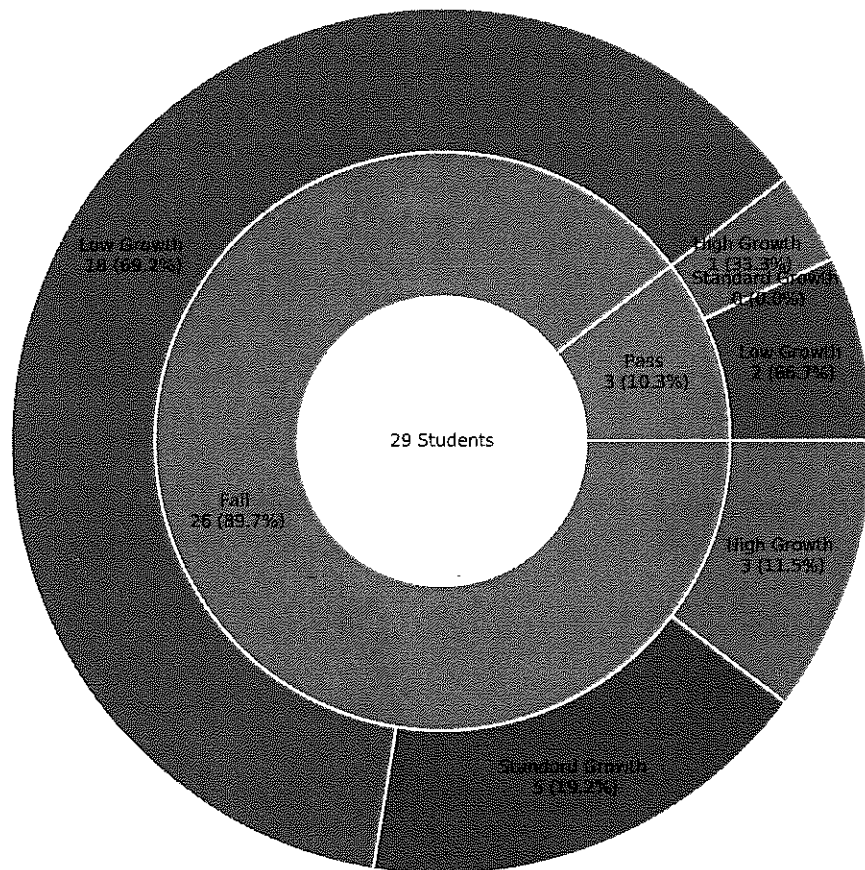


Equitable Education Solutions

Of the 30 students, there were 13.3% who passed and 86.7% who did not pass. Of the students who passed, there were 25.0% demonstrated high growth, 0.0% demonstrated standard growth, and 75.0% demonstrated low growth. For the students who did not pass, there were 23.1% demonstrated high growth, 11.5% demonstrated standard growth, and 65.4% demonstrated low growth.

- A high percentage of the students who passed were in the low growth category with 75.0%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 65.4%, this indicates that these students had less than one-year growth when compared to their academic peers.

Canaan Community Academy
MATH Proficiency and Growth for 2018



Equitable Education Solutions

Of the 29 students, there were 10.3% who passed and 89.7% who did not pass. Of the students who passed, there were 33.3% demonstrated high growth, 0.0% demonstrated standard growth, and 66.7% demonstrated low growth. For the students who did not pass, there were 11.5% demonstrated high growth, 19.2% demonstrated standard growth, and 69.2% demonstrated low growth.

- A high percentage of the students who passed were in the low growth category with 66.7%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 69.2%, this indicates that these students had less than one-year growth when compared to their academic peers.

Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Canaan Community Academy

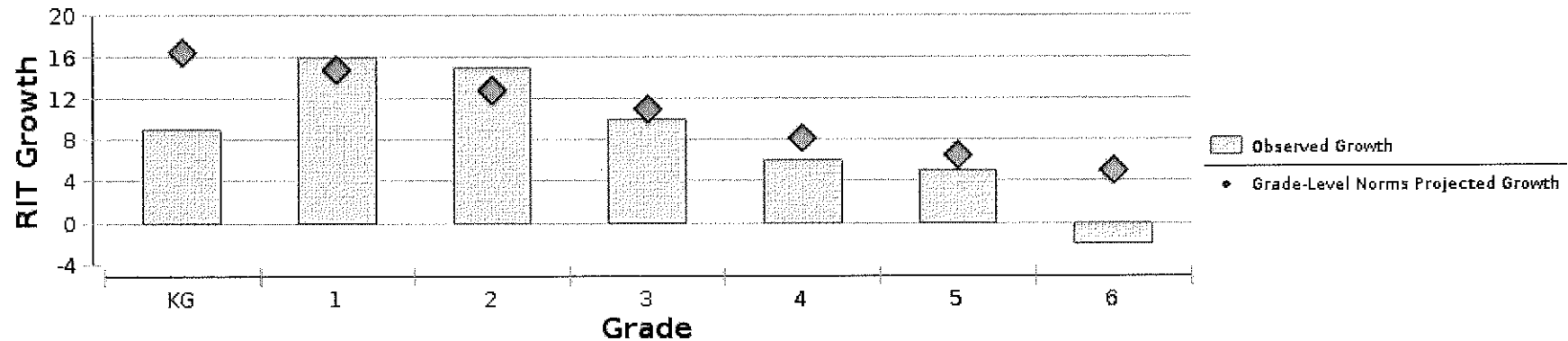
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)
Grouping: None
Small Group Display: No

Canaan Community Academy

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
KG	23	137.0	8.2	53	146.4	11.9	10	9	1.8	16.4	-2.88	1	23	6	26	22
1	14	147.6	14.6	6	163.1	13.8	10	16	1.8	14.7	0.31	62	14	8	57	55
2	12	158.5	14.9	2	173.5	14.0	5	15	3.5	12.8	0.87	81	12	6	50	49
3	13	176.1	17.3	7	185.5	16.9	5	10	3.0	11.0	-0.74	23	13	6	46	45
4	16	197.1	16.7	52	203.1	17.3	40	6	1.6	8.1	-1.03	15	16	8	50	46
5	15	203.5	15.5	45	208.7	12.6	37	5	2.7	6.6	-0.68	25	15	9	60	55
6	11	212.1	10.7	61	209.7	11.1	21	-2	2.9	5.1	-4.30	1	11	3	27	14

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Canaan Community Academy

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

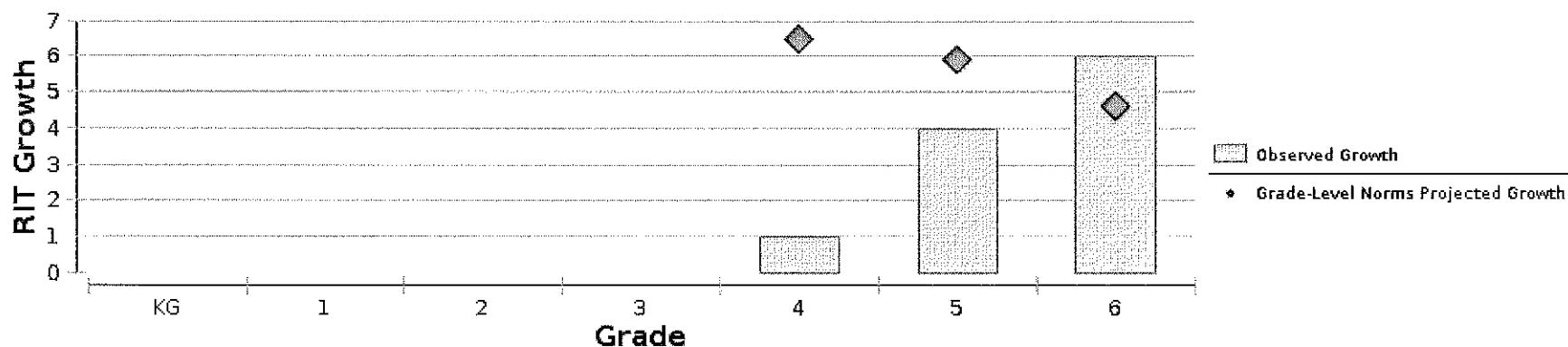
Grouping: None
Small Group Display: No

Canaan Community Academy

Science: Science K-12

		Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
KG	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	16	196.9	13.3	66	198.1	13.1	30	1	2.4	6.5	-2.60	1	16	5	31	32
5	15	203.1	8.7	69	207.4	9.3	58	4	2.2	5.9	-0.75	23	15	6	40	36
6	11	203.1	7.2	45	209.3	12.0	55	6	1.8	4.6	0.74	77	11	6	55	61

Science: Science K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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10/29/21, 11:02:03 AM

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Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Canaan Community Academy

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

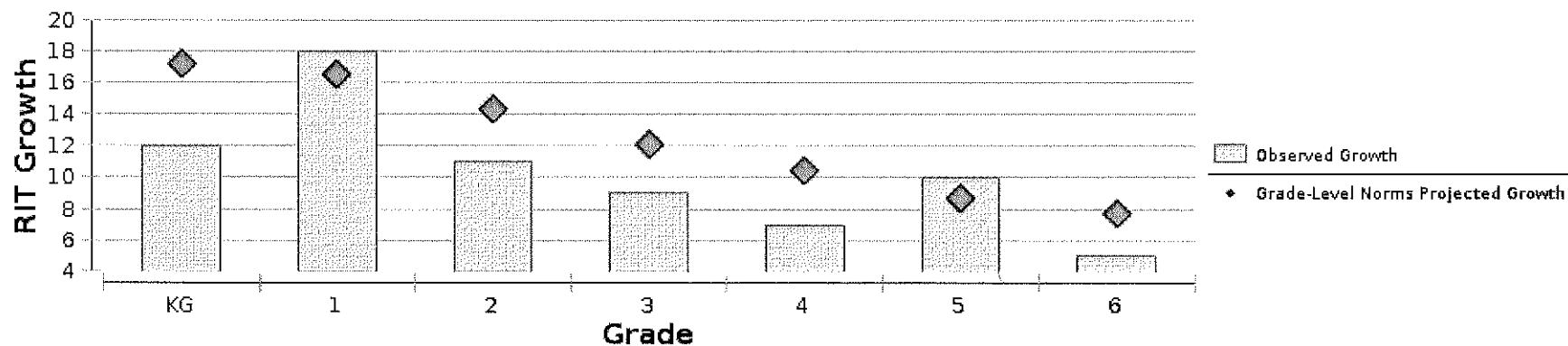
Grouping: None
Small Group Display: No

Canaan Community Academy

Math: Math K-12

		Comparison Periods							Growth Evaluated Against									
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms					
Grade (Spring 2021)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		KG	23	141.7	7.3	65	153.2	10.0	22	12	1.7	17.2	-2.56	1	23	6	26	20
		1	14	153.7	13.1	14	171.6	9.0	22	18	1.9	16.5	0.55	71	14	7	50	50
		2	13	164.1	8.1	3	175.2	9.3	1	11	2.3	14.3	-1.42	8	13	5	38	44
		3	13	178.7	14.0	5	187.2	15.2	2	9	1.1	12.2	-1.74	4	13	2	15	22
		4	16	191.8	12.4	12	198.6	18.1	5	7	1.8	10.5	-1.86	3	16	6	38	24
		5	15	200.1	11.1	11	209.7	13.2	14	10	1.5	8.8	0.36	64	15	7	47	47
		6	11	207.3	11.3	17	212.3	12.0	11	5	1.5	7.7	-1.23	11	11	3	27	22

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Generated by: Michele Hopper
10/29/21, 11:02:03 AM

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Page 1 of 3

nwea™



8775 N. Canaan Main St. (P. O. Box 20) Canaan, IN 47224

812-839-0003

To whom it may concern:

Canaan Community Academy is a small rural school located thirty minutes from a bank. The banking hours make it difficult for the Chief Operations Officer to make daily deposits.

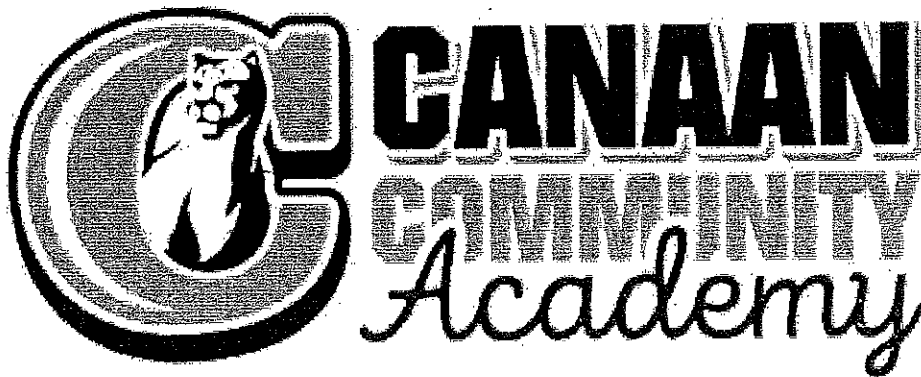
Due to the small school population there are days that there are no monies to deposit and sometimes the monies received are for an amount less than \$50.00. Monies are secured in a safe until a deposit can be made.

Please direct questions to the Chief Administrative Officer.

Sincerely,

Rhonda Pennington

Chief Administrative Officer



8775 N Canaan Main St. (P. O. Box 20) Canaan, IN 47224

812-839-0003

To whom it may concern:

This is a response to clarify the procedure used when submitting the spring/fall ADM. The student enrollment information is entered by the administrative assistant into the student management system (Harmony). The Chief Operations Officer is responsible for preparing the ADM report. Once the ADM report is prepared it is reviewed for accuracy by the Chief Administrative Officer. Then after it is approved it is submitted by the Chief Operations Officer. The ADM report is printed; it did not display signature lines. Going forward the ADM report will be signed at the bottom of the document.

Canaan Community Academy has recently had staffing changes for the Administrative Assistant, Chief Operations Officer and the Chief Administrative Officer recently returned after a medical leave.

Please direct additional questions to the Chief Administrative Officer.

Sincerely,

Rhonda Pennington
Chief Administrative Officer

**Darin Gregg, CPA**

Certified Public Accountant, Gregg & Reid CPAs

TH 3438 S. 7th St Terre Haute, IN 47802
 S 817 N Section St. Sullivan, IN 47882
 L 2170 E State Highway 54 Linton, IN 47441

P (812) 645-8020 E dgreggs@greggsandreid.com

W www.greggsandreid.com

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From: Kristi Allard <kallard@canaanca.com>
Sent: Friday, October 29, 2021 11:00 AM
To: Darin Gregg <dgreggs@greggsandreid.com>
Subject: Re: [External] Charter Renewal

[Quoted text hidden]

**Canaan Financial Performance Dashboard-2017-2020 (2) (1).xlsx**

20K

Kristi Allard <kallard@canaanca.com>
 To: Darin Gregg <dgreggs@greggsandreid.com>

Fri, Oct 29, 2021 at 11:10 AM

With the grants, do we still have a negative cash flow?

Kristi

[Quoted text hidden]

Darin Gregg <dgreggs@greggsandreid.com>
 To: Kristi Allard <kallard@canaanca.com>

Fri, Oct 29, 2021 at 11:11 AM

Grants receivable were \$135000 at year end. I think some big ones were drawn in July and August.

**Darin Gregg, CPA**

Certified Public Accountant, Gregg & Reid CPAs

TH 3438 S. 7th St Terre Haute, IN 47802
 S 817 N Section St. Sullivan, IN 47882
 L 2170 E State Highway 54 Linton, IN 47441

P (812) 645-8020 E dgreggs@greggsandreid.com

W www.greggsandreid.com

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School Name Canaan Community Academy

The following comprehensive needs assessment and school improvement plan was prepared in partnership with Equitable Education Solutions LLC. This comprehensive process intends to encompass all Every Student Succeeds Act (ESSA), Indiana Code, and Title I Schoolwide school improvement planning requirements for school year 2021-2022.

Date September 2019

The School Improvement Plan must be informed by a Comprehensive Needs Assessment. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Ensure the School Improvement Plan and annual review are completed with input from a committee of persons interested in the school, including administrators, teachers, parents, and community leaders. (References: Indiana Code 20-31-5-1, Every Student Succeeds Act, Title I Schoolwide Program)

Comprehensive Needs Assessment – School Improvement Plan Committee		
NAME	TEAM MEMBER ROLE	GROUP REPRESENTATION
Rhonda Pennington	Chief Academic Officer	Administration
Kristi Allard	Chief Financial Officer	Administration
Cindie Watkins	6th Grade	Teacher
Barbara Risk	Retired Teacher	Community Member
Angi Imel	Parent	Parent
Comprehensive Needs Assessment – School Improvement Plan Academic Subgroup Committee		
NAME	TEAM MEMBER ROLE	GROUP REPRESENTATION
Rhonda Pennington	Chief Academic Officer	Administration
Kristi Allard	Chief Financial Officer	Administration
Cindie Watkins	6th Grade	Teacher
Barbara Risk	Retired Teacher	Community Member
Angi Imel	Parent	Parent

Describe how the needs of high-risk students will be addressed through: mental health programs, instructional support and mentoring, and non-academic skill improvement strategies. Describe how Title I funds will be coordinated with other local, state, and federal funding and programs. Describe how the goals and priorities set forth in the school improvement plan will be coordinate programs, services and resources (e.g., violence prevention, nutrition, housing, Head Start, Adult Education, and Career and Technical Education). (Title I Schoolwide Plan) This plan can be found in Appendix H.

Comprehensive Needs Assessment – School Improvement Plan Social-Emotional Subgroup Committee		
NAME	TEAM MEMBER ROLE	GROUP REPRESENTATION
Rhonda Pennington	Chief Academic Officer	Administration
Kristi Allard	Chief Financial Officer	Administration
Cindie Watkins	6th Grade	Teacher
Barbara Risk	Retired Teacher	Community Member
Angi Imel	Parent	Parent

Describe the process for involving stakeholders and how their input was used to develop the (School Improvement) Plan. (Reference: Title I Schoolwide Program)

Stakeholder Engagement

Describe the key findings from examination of student, teacher, school, and community strengths and needs. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (References: *Every Student Succeeds Act, Title I Schoolwide Program*)

Engage a broad range of stakeholders in the Comprehensive Needs Assessment process, such as family members, educators, community partners, and students. (References: *Every Student Succeeds Act, Title I Schoolwide Program*)

Note specific areas where improvement is immediately needed. (Reference: *Indiana Code 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program*)

Parent Stakeholder Group		Number of Participants: 40	
Key Factors from Parent Inquiry Form			
Strengths		Opportunities for Improvement	
<ul style="list-style-type: none">82.5% of parents agree or strongly agree that Canaan maintains a safe, orderly, and welcoming environment for parents and students.95% of parents agree or strongly agree that the school supports students in valuing regular attendance.87.5% of parents agree or strongly agree that Canaan's teachers promote clear academic and behavioral goals for all students.90% of parents agree or strongly agree that the school builds positive relationships with parents and treats them as a partner in their student's education.		<p>The parent inquiry form showed strong support for the climate, instructional practices, and initiatives that are currently emphasized at Canaan. However, there were lower number of parents that strongly agreed in the following areas:</p> <ul style="list-style-type: none">Canaan provides varied teaching practices for student engagement.The school ensures students are provided materials that challenge students academically.Technology is used in the classrooms to enhance student learning.	
Teacher Stakeholder Group		Number of Participants: 15	
Key Factors from Teacher Inquiry Form			
Strengths		Opportunities for Improvement	
<ul style="list-style-type: none">80% of teachers agree or strongly agree that school procedures for promoting a safe learning environment are implemented consistently and communicated clearly to students, parents, and staff.86.67% of staff agree or strongly agree that professional development opportunities are beneficial and based on the needs of students and staff.100% agree that Canaan works proactively with parents as partners in student learning.73.33% agree or strongly agree that school improvement initiatives are clearly articulated to staff and are consistently supported by the leadership team.		<p>Based off of teacher inquiry results, the following areas are identified as needing further development.</p> <ul style="list-style-type: none">Teachers have scheduled collaboration time to analyze assessment data as it relates to planning instruction.Students at Canaan are actively engaged in their learning and communicate their overarching learning goals.Inter-connectedness is clear between curriculum mapping, instruction, and assessment.Teachers are provided the necessary resources to implement instructional practices that promote 21st century skills.	
Administrative Focus Group		Number of Participants: 2	
Key Factors from Administrative Focus Group			
Strengths		Opportunities for Improvement	
<ul style="list-style-type: none">Staff has developed a "family" like culture among themselves. The teachers are very passionate about their students and their school. They are ready and willing to do what is in the best interest of Canaan.		<ul style="list-style-type: none">Curriculum needs to be a priority moving forward. Now that staff and enrollment have been stabilized, Canaan is ready for the next step of curriculum alignment.	

<ul style="list-style-type: none"> • TBRI trainings and the implementation of some of those strategies are having a positive affect in the building. • PIVOT was purchased to assist teachers in analyzing data for instructional decisions. 		<ul style="list-style-type: none"> • Trainings in PIVOT and coaching in how to align data with instructional practice will need to continue. • Staff collaboration on curriculum, instruction, and data will also need to be a priority.
Student Focus Group		Number of Participants: 15
Key Factors from Student Focus Group		
Strengths		Opportunities for Improvement
<ul style="list-style-type: none"> • Students feel safe and welcomed at Canaan. • Most students feel as though they know what they are learning each day and why it is important to them as a student. • The school values learning for all students and articulates the expectations for students in the learning environment. • Students see their parents as active members in their education through the utilization of teacher messaging programs and school events. • STEM was mentioned by several in the focus group as a favorite. 		<ul style="list-style-type: none"> • Students would like to see additional opportunities in learning that would promote excitement (participants in their own data, coding, additional STEM). • Students would also like increased opportunities to use technology within their learning.
Date(s) of Instructional Examination	# of classrooms observed	Analysis of Classroom Examination
Due to COVID Virtual/In person original 2019 observations used	6	Classroom Examination Analysis is located in Appendix C of the CNA-SIP.
Based on the Instructional Investigation at Canaan Community Academy, it is recommended that the following professional learning occur:	Canaan's staff will need further professional learning on the importance of core curricular elements as it relates to curriculum and instruction. Additionally, developing priority standards and comprehensive curriculum maps will ensure that Canaan has a guaranteed and viable curriculum that will improve student outcomes.	

Vision of Excellence

The Vision of Excellence (VOE) aims to capture the desired state of the school building as it relates to the purpose of the school, aspirations and expectations for students, responsibilities of adults who work in the school, partnerships and collaborations to support the school's continuous improvement, intents and purposes of schoolwide programs and initiatives, and aspirational measures of success.

Canaan Community Academy strives to educate the whole child by inspiring children to learn and explore in a caring, safe environment. Canaan empowers and supports students as they reach their maximum potential through sound, innovative, research driven practices. In providing academic, social, and emotional learning and support, students will be well rounded, productive members of society.

We aspire to promote learning that allows students to excel in all aspects of life and drives them to continuously push for their personal best. We expect students to be an active member of the school community, showing kindness, empathy, and respect to others in that community. Furthermore, we expect students to embrace mistakes and use them as a way

to analyze their growth and learning. Students at Canaan understand that their goals can be met through hard work, support, and embracing a growth mindset.

It is the responsibility of the adults at Canaan to ensure that everyone is safe, learning, and improving. We will do this by providing the stability and support that students need to thrive. We will build relationships with students allowing an open forum for academic instruction and growth to take place. It is in this loving and safe environment that we will provide the support and encouragement students need to achieve their very best, while being a role model of kindness, respect, and teamwork.

Canaan recognizes the importance of parents and community in the education of children. We will continue a legacy of community involvement and service. In reaching out to our diverse community members, we can utilize their talents in developing a curriculum and system of support that will allow our students to expand their knowledge and see its use in a real-world context. We want all stakeholders, including students, parents, and community members, to feel we are building a strong sense of community and ownership for all involved in the educational process.

We aspire for students to demonstrate growth academically, socially, and emotionally. We want each student in our school to reach their academic goals while preparing them with the life skills needed to be college and career ready. We aspire to produce happy, well-rounded, educated citizens through a curriculum that is hands-on, standards-driven, research based, and encompasses the whole child.

Examine relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Current School Profile

The current school profile identifies each building's current educational state.

Vision	Mission
Our vision is to become the best place for kids to experience STEAM (science, technology, engineering, art and math).	Our community allows children to explore, experience, and excel.

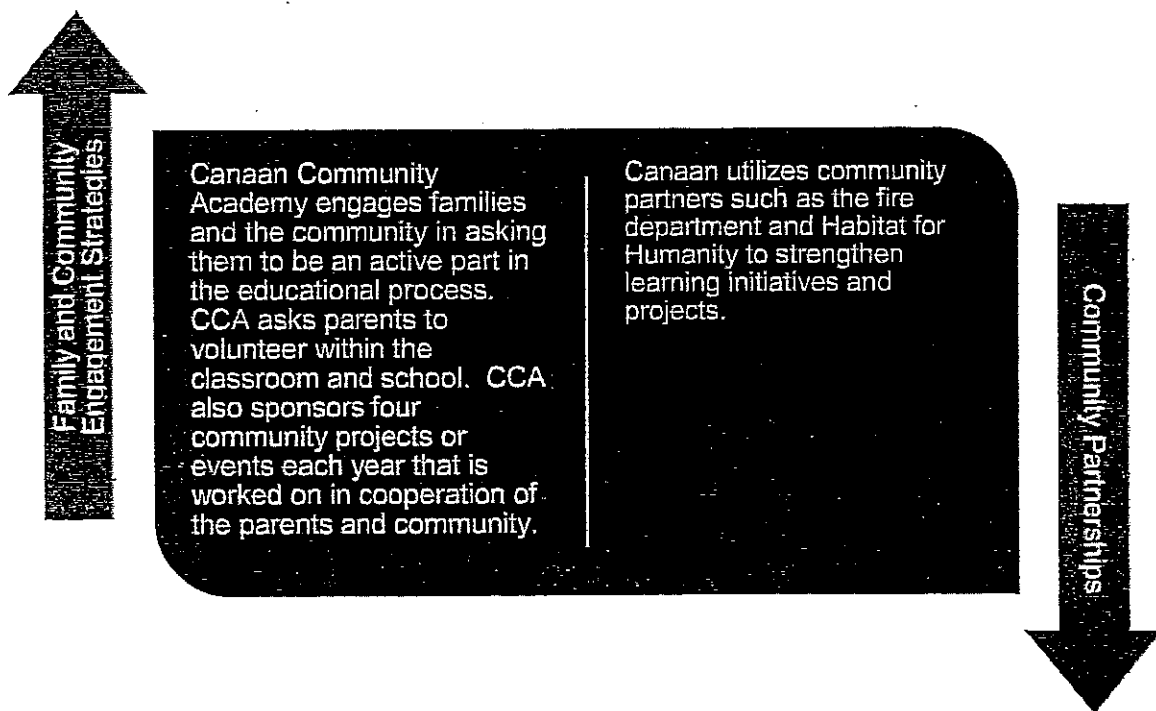
Core Curriculum: A full curriculum audit is located in Appendix D of the CNA/SIP.

A Curriculum Audit conducted at Canaan analyzed curriculum maps including the prioritization of standards, student learning indicators, and core curricular elements. The recommendations from the audit are as follows:

1. **Resource alignment.** Evidence from the audit shows that while assessments align to the Indiana Academic Standards, the types of questions asked do not align to cognitive demand of the standards being assessed. Further investigation into the alignment of the assessment resources used is essential for teachers to ensure their students are getting exposure to items like those seen on ILEARN.

	<p>2. Webb's Depth of Knowledge. Learning and assessment should include a variety of questions from all levels of DOK. The addition of level 3 and 4 DOK questions in instruction and assessment will allow students to think deeply about the content being taught. By increasing the cognitive demand in instruction and assessment, student outcomes can be improved.</p> <p>3. Metacognition practices. In allowing students to think about how they are thinking and learning, we are allowing students to take more ownership in their learning. Incorporating metacognition into assessment supports student's critical thinking and allows them to transfer skills to other subjects.</p>
<p>Summative, Interim, and Formative Assessments: A full assessment audit is located in Appendix E of the CNA-SIP</p>	<p>An Assessment Audit conducted at Canaan analyzed both informal and formal assessments for the standards assessed, item type, level of DOK, and the presence of metacognition. The recommendations from the audit are as follows:</p> <ol style="list-style-type: none"> 1. Ensure units of study are designed using the Indiana Academic Standards and reach the depth necessary to fully cover the standards. 2. Establish priority standards for each grade. This will allow teachers to focus on the standards that are most essential to their grade and ensure student mastery of those standards. Establishment of these standards will also help focus remediation and enrichment. 3. Develop a system for teachers to establish curriculum, discuss units of study, and analyze data that shows points of success and opportunities for improvement.
<p>Targeted Academic Programs</p>	<p>Currently, Canaan Community Academy uses NWEA and teacher observation to identify areas of need in student performance. Intervention and enrichment time is built into each classroom's schedule when additional support from teaching assistants and the special education teacher is available. Students are also able to compete in additional academic teams, such as Spell Bowl, Future Problem Solving, and MATH Bowl.</p>
<p>Schoolwide Academic Programs</p>	<p>Canaan teachers utilize the following programs:</p> <ul style="list-style-type: none"> • PIVOT as a data warehouse to analyze students' achievement on ISTEP, ILEARN, and NWEA. • NWEA is taken three times a year to monitor student achievement. • Reading Street as the adopted reading curriculum. • Fountas and Pinnell as an intervention in reading. • Eureka Math as the adopted math curriculum.
<p>Teacher Recruitment, Selection, Induction, and Retention</p>	<p>Teacher and Staff Professional Learning</p>

<p>In recruiting needed staff for Canaan, the administration team posts a job description on Indeed. Once the posting is approved, multiple social media outlets are utilized in promoting the vacant position such as the school's Facebook page and website. Once applications are screened, multiple interviews are held with administration and established staff. New hires complete needed paperwork with the financial officer and are recognized at the beginning of the year teachers meeting.</p>	<p>Teachers have a common 30 minute prep time that allows them to discuss instructional practice. Team meetings are also held weekly.</p>	<p>Modified RISE is used to evaluate teachers. Coaching also occurs each Friday when teachers meet with the administration to discuss classroom data and need.</p>
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Current School Improvement Strategies

Canaan recognizes a strong need for social emotional supports for students, as a large number come to Canaan with outside trauma that hinders their learning. TBRI training has been introduced within the last year and implementation of some of the learned strategies began at the start of the 19-20 school year. Character education occurs every Friday with the school counselor, and a simplistic PBIS system is in place with the "Cougar Mart."

A teacher has been identified this school year to serve as an instructional leader. She will provide professional learning opportunities to her colleagues in the areas of instruction and data analysis. Discussion and learning opportunities on Marzano's *Classroom Instruction That Works* is a continued focus for the 19-20 school year. Due to COVID this was delayed till the 2021-22 school year. Plus 2 staff members have completed Orton Gillingham training and support staff and students with this approach.

Examine relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. (References: *Every Student Succeeds Act, Title I Schoolwide Program*)

Identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population. (Reference: *Indiana Code 20-31-6*)

A data dashboard which includes student demographics, staff demographics, and student behavior outcomes is located in **Appendix A** of this comprehensive needs assessment – school improvement plan.

A thorough data analysis of student academic outcomes disaggregated by subgroups is located in **Appendix B** of this comprehensive needs assessment – school improvement plan.

Examine relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. (References: *Every Student Succeeds Act, Title I Schoolwide Program*)

Describe the key findings and outcomes of the Comprehensive Needs Assessment, including but not limited to: the data sources used in the CNA process, a detailed analysis of data from all student subgroups, a summary of priorities that will be addressed in the school improvement plan including priorities that address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards. (References: *Every Student Succeeds Act, Title I Schoolwide Program*)

Focus Areas and Descriptions

The root cause analysis for each focus area description can be located in **Appendix C** of the CNA/SIP.

Focus Area Description 1	<p>Canaan Community Academy students have demonstrated a consistent decline in proficiency rates for both English language arts and mathematics. ELA data indicates that between the 2016 and 2017 school years, the number of students passing decreased from 52.1% to 46.5%. In the 2018 school year, the passing rate was 28.3%.</p>
Focus Area Description 2	<p>Similarly, math shows a declining trend with the data indicating that between the 2016 and 2017 school years the number of students passing decreased from 39.6% to 35.7%. During the 2018 school year the passing rate was 27.7%.</p>
Focus Area Description 3	<p>Because of this declining proficiency, Canaan will focus on increasing the number of students that demonstrate proficiency in ELA and math.</p>
Focus Area Description 4	<p>Students at Canaan also demonstrated an increase in the number of students who obtained low growth on math and an increase in the number of students in the top 75% receiving low growth on ELA.</p>
Focus Area Description 5	<p>Of the students that are in the top 75% at Canaan, 81% fall in the low growth category. This means that they did not adequately show a year's growth on the</p>

	<p>2018 ISTEP test. In math, 42.9% of the bottom 25% and 76.2% of the top 75% are in the low growth category.</p> <p>Due to these trends, Canaan will focus on decreasing the number of students that receive low growth and increase the number of students that receive standard and/or high growth.</p>
Focus Area Description #3	<p>Various focus groups, interviews, and data reviews identified a high free and reduced population at Canaan. While social emotional learning has begun to take place at Canaan, additional learning and development in SEL and culturally relevant practices in relationship to poverty is an identified need. Canaan will take measures to create a system of support in SEL and culturally relevant practices as it relates to the needs of all students.</p>
Focus Area of Identified Subgroup	<p>Canaan's federal accountability grade was a 44.2 F for the identified subgroup of white students. On the 2018 ELA ISTEP assessment, 87% of this subgroup didn't meet proficiency with 70% demonstrating low growth within this category. On the 2018 math ISTEP assessment, 86.4% didn't meet proficiency with 73.7% demonstrating low growth within this category. Canaan will work to ensure their lowest performing subgroup is supported in reaching high levels of achievement.</p>

Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (References: *Every Student Succeeds Act, Title I Schoolwide Program*)

Note specific areas where improvement is immediately needed. (References: *Indiana Code 20-31-5-4, 511 Indiana Administrative Code 6.2-3, Every Student Succeeds Act*)

511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program, Indiana Code 20-31-6

Core Competency Area Descriptions and Gap Analysis

Describe how the school will maintain a safe and disciplined learning environment for students and teachers. (References: *511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program*)

Safe Learning Environment

Canaan has several systems in place to promote a safe learning environment for staff and students. When arriving at Canaan, visitors must be buzzed in to enter the building. Classroom doors are locked throughout the school day.

The beginnings of a PBIS system have been put into place with the "Cougar Mart." This allows students to earn "money" for positive behaviors. Clear expectations and desired behaviors are posted in each classroom and throughout the building.

Additional approaches in establishing a positive, safe culture include weekly character education and individualized behavior plans. Canaan strives to put strong relationships to the forefront of education, thus minimizing behaviors.		
Descriptors	Benefits of the Current Plan for a Safe Learning Environment	Identified Gaps in the Current Plan for a Safe Learning Environment
Focus Area Description #1: Because of this declining proficiency, Canaan will focus on increasing the number of students that demonstrate proficiency in ELA and math.	The use of "Cougar Mart" provides students opportunities to be recognized for positive behaviors.	Further refinement and development of a school wide PBIS system would enforce the positive behaviors that allow learning to occur.
Focus Area Description #2: Canaan will focus on increasing the number of students that receive standard and/or high growth.	Positive words and affirmations are posted throughout the school building to help promote a positive culture and growth mindset.	The current plan lacks consistent expectations and consequences. Staff has not yet developed a system of consistency in awarding and addressing behaviors.
Focus Area Description #3: Canaan will take measures to create a system of support in SEL and culturally relevant practices as it relates to the needs of all students.	Canaan has begun training on TBRI. Teachers have implemented strategies to help students with trauma.	The neuroscience and research based practices of how to support students from poverty have not yet been utilized.
Subgroup Focus Area: Canaan will work to ensure their lowest performing subgroup is supported in reaching high levels of achievement	Character education takes place every Friday to help students build the soft skills needed to succeed.	Continued development of PBIS and strategies within TBRI will allow teachers to promote a safe, welcoming environment for all students.

Describe the school's curriculum. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program

Curriculum
<p>The curriculum for Canaan Academy is adopted through staff input. Teachers from each grade level and subject area review materials and assess the needs of their students to select resources.</p> <p>There is a building wide expectation that staff utilize Eureka Math and Reading Street for Math and ELA tier one instruction. The curriculum is currently inconsistent throughout the building and many teachers supplement materials with other resources. Canaan will be addressing this issue as a more guaranteed and viable curriculum is developed.</p> <p>The leadership team plans to include one teacher from the building to serve as an instructional leader to help build cohesiveness and targeted instruction through curriculum plans. The leadership team will be working to prioritize standards and develop curriculum maps for vertical articulation and alignment. The maps will identify resources and curriculum</p>

to meet the academic objectives with rigor. The priority standards for ELA and Math are in place; due to COVID the articulation and alignment will need to be reviewed during the 2021-22 school year.

Title one teachers support tier two instruction through small groups in the classroom. While Fountas and Pinnell resources are currently used to support ELA, IDOE High Ability resources will be ordered to support students once a week during small group pull out.

Descriptors	Benefits of the Current Plan for Curriculum	Identified Gaps in the Current Plan for Curriculum
Focus Area Description #1: Because of this declining proficiency, Canaan will focus on increasing the number of students that demonstrate proficiency in ELA and math.	Identifying priority standards is a recognized need for the 2019-2020 school year. Alignment & articulation of the priority standards are a focus for the 2021-22 school year.	Establishment of priority standards and curriculum maps will provide a guaranteed and viable curriculum for students.
Focus Area Description #2: Canaan will focus on increasing the number of students that receive standard and/or high growth.	Title I staff supports those struggling with additional curricular supports. High ability students are also pulled out once a week as enrichment to the current curriculum.	Current curriculum is not fully aligned to the content and rigor of the Indiana Academic Standards.
Focus Area Description #3: Canaan will take measures to create a system of support in SEL and culturally relevant practices as it relates to the needs of all students.	Strategies learned through TBRI are being utilized in helping students cope within the classroom.	A system for developing and refining curriculum is not yet in place.
Subgroup Focus Area: Canaan will work to ensure their lowest performing subgroup is supported in reaching high levels of achievement	A teacher has been identified to lead efforts in curriculum and instruction for the 2019-2020 school year. Alignment & articulation of the priority standards are a focus for the 2021-22 school year.	A defined RTI process for students has not yet been established.

Describe objectives for the school to achieve that are consistent with state academic standards and include improvement in at least the following areas: Attendance rate; The percentage of students meeting academic standards under the Indiana statewide testing program; and Graduation rate, for a secondary school. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

System for Attendance Practices

Canaan Academy diligently tracks attendance daily through the Harmony (GRADE LINK will be the new system in 2021-22) SIS system. Parental/guardian contact is made to verify absences each morning. Letters are sent home to inform parents/guardians after 5 days of absence. Chronic absenteeism is addressed through CPS contact after 10 days of absence. Attendance through COVID created greater learning gaps and inconsistency. Many families were just surviving and holding students accountable during COVID was difficult.

Descriptors	Benefits of the Current Plan for Curriculum	Identified Gaps in the Current Plan for Curriculum
Focus Area Description #1: Because of this declining proficiency, Canaan will focus on increasing the number of students that demonstrate proficiency in ELA and math.	Attendance is tracked daily using Harmony. GRADE LINK will be the new system in 2021-22)	Development of a system in which to support students that are chronically absent within the classroom should be established.
Focus Area Description #2: Canaan will focus on increasing the number of students that receive standard and/or high growth.	Staff continuously communicates with families when students are absent from school.	A system does not currently exist for teachers and staff to routinely review attendance data to identify at-risk students.
Focus Area Description #3: Canaan will take measures to create a system of support in SEL and culturally relevant practices as it relates to the needs of all students.	A system for decreasing the number of chronically absent students is in place.	Clear communication between administration and staff regarding attendance can support teachers in helping students that are chronically absent.
Subgroup Focus Area: Canaan will work to ensure their lowest performing subgroup is supported in reaching high levels of achievement	Good attendance is reinforced as an important part of the academic process.	A system for analyzing data as it relates to student subgroups and chronic absenteeism should be established

Describe the assessments that will be used in the school in addition to the statewide testing system. Provide a summary of how student learning data will be analyzed. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

System for Assessment Aligned to Data Analysis

Canaan Academy uses NWEA and PIVOT to track data within their building. Training will be provided by the appointed data coach/ teacher to further develop the capacity of the staff to read and identify data trends within the building and classrooms.

Currently, assessments vary among classrooms. Most assessments are either teacher created or pulled from their ELA and Math curriculum teacher manuals.

Student academic progress is well communicated to parents/guardians as they have open access to grades through the schools reporting system, in which teachers are expected to

keep current.		
Descriptors	Benefits of the Current Plan for Assessment	Identified Gaps in the Current Plan for Assessment
Focus Area Description #1: Because of this declining proficiency, Canaan will focus on increasing the number of students that demonstrate proficiency in ELA and math.	All data from interim and standardized testing is available in PIVOT. A teacher has been appointed to lead the data conversations.	Teachers have not yet used this data to inform instructional practices.
Focus Area Description #2: Canaan will focus on increasing the number of students that receive standard and/or high growth.	There is built in collaboration time for teachers to analyze assessment data in order to develop actionable strategies for supporting students.	A protocol to analyze data in order to inform instruction would support teachers in increasing the percentage of students demonstrating standard and/or high growth.
Focus Area Description #3: Canaan will take measures to create a system of support in SEL and culturally relevant practices as it relates to the needs of all students.	Teachers meet with administration every Friday to discuss classroom data and observations.	The use of data collected from collaborations on Friday in conjunction with the data gathered through PIVOT could represent a more holistic picture of student success and growth.
Subgroup Focus Area: Canaan will work to ensure their lowest performing subgroup is supported in reaching high levels of achievement	Harmony collects data on all subgroups, including our lowest performing subgroup.	Teachers could be supported in analyzing data to identify discrepancies between subgroups.

Describe how the school will use instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Describe how the school will address the needs of all children, especially the needs of those at risk of not meeting the challenging state academic standards. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Instruction
<p>Canaan Academy teachers have built close and meaningful relationships with their students. These relationships have promoted students to take ownership and interest in their learning. Teachers motivate students daily by beginning their day with the "Minds in Motion" activity to get them readily engaged in the learning to come.</p> <p>While there is no building-wide system in place, some teachers integrate more project-based learning to give students more choice in demonstrating understanding</p>

and provide all students with engaging opportunities to learn at all Depth of Knowledge levels. While some teachers are familiar with DOK levels, the goal is to grow the staff's understanding in order to be more intentional within their instruction.

Teacher monitor students through observation and redirection during instruction. Teachers will provide more student to student dialogue during the instructional time to gauge understanding and thinking in order to partner students for support as needed.

Building administrators evaluate teachers on a modified RISE to ensure high quality, best practice instructional strategies.

Descriptors	Benefits of the Current Plan for Instruction	Identified Gaps in the Current Plan for Instruction
Focus Area Description #1: Because of this declining proficiency, Canaan will focus on increasing the number of students that demonstrate proficiency in ELA and math.	Canaan strives for a hands-on curriculum. Elements of project based learning and STEM can be found throughout the building.	With some targeted professional learning opportunities, teachers could increase authentic engagement in learning activities.
Focus Area Description #2: Canaan will focus on increasing the number of students that receive standard and/or high growth.	Teachers employ multiple strategies to vary their instructional delivery.	While teachers are familiar with the different levels of depth of knowledge and levels of questioning, additional support is needed to transfer this to instruction that drives growth for all students.
Focus Area Description #3: Canaan will take measures to create a system of support in SEL and culturally relevant practices as it relates to the needs of all students.	Students are offered support while instruction takes place, such as flexible seating, fidgets, and calm down corners.	Additional professional development on how to incorporate culturally relevant practices and support in relation to poverty can help improve student outcomes.
Subgroup Focus Area: Canaan will work to ensure their lowest performing subgroup is supported in reaching high levels of achievement	Teachers are invested in the success of their students and are willing to accommodate the diverse needs of students at Canaan.	Targeted professional development in instructional priorities and their practical use within the classroom can help strengthen classroom instruction as a building.

When developing the SIP, consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students. Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan. Define areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Cultural Competency

Canaan's staff have begun training on TBRI. The staff has fully embraced the philosophies behind TBRI and have implemented strategies for the 2019-2020 school year. In addition, Canaan continues to build on its practices of educating the whole child and recognizes the external needs of its students. The school has worked with outside agencies to ensure that needs such as food insecurities are being met.

Canaan recognizes the need to continue to explore the effects of poverty on the brain. As implementation of TBRI continues, further professional development on instructional practices as it relates to educational neuroscience and culturally relevant practices will be a focus.

Descriptors	Benefits of the Current Plan for Cultural Competency	Identified Gaps in the Current Plan for Cultural Competency
Focus Area Description #1: Because of this declining proficiency, Canaan will focus on increasing the number of students that demonstrate proficiency in ELA and math.	Staff utilizes various community resources and supports by allowing them to be a part of multiple school activities.	Teachers can increase engagement by incorporating culturally responsive and meaningful materials. This would positively impact growth toward proficiency for all students, as well as broaden students' understanding of the world.
Focus Area Description #2: Canaan will focus on increasing the number of students that receive standard and/or high growth.	Student growth is currently supported through the differentiation that is utilized in the current curriculum.	
Focus Area Description #3: Canaan will take measures to create a system of support in SEL and culturally relevant practices as it relates to the needs of all students.	Strategies from TBRI training are being implemented throughout the building.	Additional professional development on the effects of poverty and the brain could strengthen the work being done in TBRI.
Subgroup Focus Area: Canaan will work to ensure their lowest performing subgroup is supported in reaching high levels of achievement	Canaan provides a hands-on curriculum that is accessible to all students.	Analysis of the materials and curricular resources being used could result in a more varied and culturally diverse curriculum.

Describe how the school will work to maximize the engagement of family members in the school through a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. Describe the strategies that the school will use to increase family and community engagement, including family literacy programs. (References: 511 Indiana Administrative Code 6.2-3, Title 1 Schoolwide Program)

Family & Community Engagement

Canaan embraces families and the community as important pieces of the educational process. There are events during the school year to keep families engaged within the school. The

following occurs throughout the year - "Breakfast with Buddies," Fall Festival, Thanksgiving dinner, and a Christmas program. There is also an event held once a month after school. In addition, organizations like the local fire department and Habitat for Humanity have been utilized to enhance student instruction.

Parent participation is strongly encouraged at Canaan. In an effort to promote open communication, parents are sent monthly newsletters with updates and calendar information. They are encouraged to call or touch base via social media with any questions and concerns. A plan is currently being developed to include a time for parents to participate in a question and answer forum prior to the monthly board meeting. Parents are typically very comfortable approaching school staff and open about their concerns. Family and community engagement is a clear strength for Canaan. As a cornerstone to their community, this is an area where the school excels.

Descriptors	Benefits of the Current Plan for Family Engagement	Identified Gaps in the Current Plan for Family Engagement
Focus Area Description #1: Because of this declining proficiency, Canaan will focus on increasing the number of students that demonstrate proficiency in ELA and math.	Canaan actively communicates with parents using several forms of communication.	
Focus Area Description #2: Canaan will focus on increasing the number of students that receive standard and/or high growth.	Parents are invited to voice concerns about student progress. Multiple opportunities to discuss student achievement are present throughout the year.	
Focus Area Description #3: Canaan will take measures to create a system of support in SEL and culturally relevant practices as it relates to the needs of all students.	Parents within all groups feel comfortable approaching the school with concerns regarding their child.	
Subgroup Focus Area: Canaan will work to ensure their lowest performing subgroup is supported in reaching high levels of achievement.	Family STEAM night incorporates aspects of literacy and celebrates the work and vision of the school.	

Describe how the school will coordinate technology initiatives. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program

Technology

Canaan Academy prides itself on utilizing technology to enhance the learning of its students as a support to instruction but never as the main point of instruction. The building shares one classroom set of chromebooks. Each classroom also integrates technology with the support of three desktop computers available to students. Teachers use this technology to type, practice skills through Starfall, Prodigy, or accessing Google Suite.

While technology is being utilized, in some cases, tasks and activities are at a lower level of cognitive understanding centering around basic recall or typing skills. A goal with the use of technology is to leverage it in a way to engage students in higher levels of cognitive tasks - problem solving, analyzing, creating, and communicating.

Descriptors	Benefits of the Current Plan for Technology	Identified Gaps in the Current Plan for Technology
Focus Area Description #1: Because of this declining proficiency, Canaan will focus on increasing the number of students that demonstrate proficiency in ELA and math.	All teachers and students have access to technology they can utilize in order to engage in innovative curriculum and instructional techniques.	There is a need for support in more effectively integrating technology into curriculum and instruction.
Focus Area Description #2: Canaan will focus on increasing the number of students that receive standard and/or high growth.	Teachers recognize that devices create opportunities to differentiate instruction and provide remedial opportunities.	Staff has limited access to technology.
Focus Area Description #3: Canaan will take measures to create a system of support in SEL and culturally relevant practices as it relates to the needs of all students.		Current use of technology is varied, without consistent expectations and exposure to programs throughout grade levels.
Subgroup Focus Area: Canaan will work to ensure their lowest performing subgroup is supported in reaching high levels of achievement	Technology is being used sporadically as a support to tier 1 instruction.	Teachers are in need of strategies that support the use of technology as a remedial aid.

(Reference: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Describe objectives for a three-year period of time.

Established objectives of continuous improvement in, at minimum, the areas of attendance rate, ISTEP+ proficiency rates, and graduation rates for the school to achieve over a three (3) year period and how the school expects to meet these objectives, with annual review and revision if necessary, to accomplish objectives. (IC20-31-5, IC20-31-6, IAC 511 6.2-3-3)

Describe objectives for the school to achieve that are consistent with state academic standards and include improvement in at least the following areas: Attendance rate; The percentage of students meeting academic standards under the Indiana statewide testing program; and Graduation rate, for a secondary school.

Specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.

Describe how the SIP will be reviewed annually using data from the Indiana statewide testing program, other student performance data, and stakeholder perception data, and revised to accomplish the student achievement objectives of the school. (References: Indiana Code 20-31-5-4, 511 Indiana Administrative Code 6.2-3, Every Student Succeeds Act, Title I Schoolwide Program)

Describe how and when these evidence-based interventions will be implemented. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Describe how the school, including in terms of programs and services, will provide opportunities for all children, including each of the subgroups of students, to meet the challenging state academic standards. (References: Indiana Code 20-31-5-4, Title I Schoolwide Program)

Specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.

Describe how the impact of professional development will be evaluated.

(Reference: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

The professional development plan and implementation roadmap is located in **Appendix G** of the comprehensive needs assessment- school improvement plan.