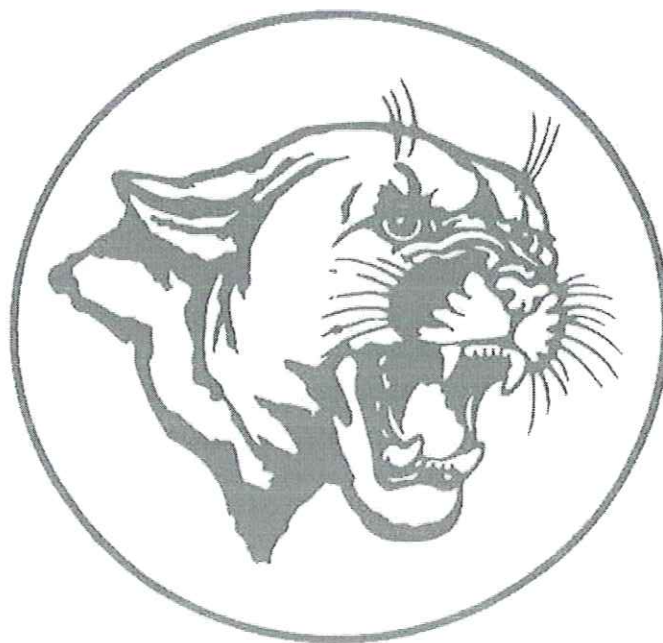
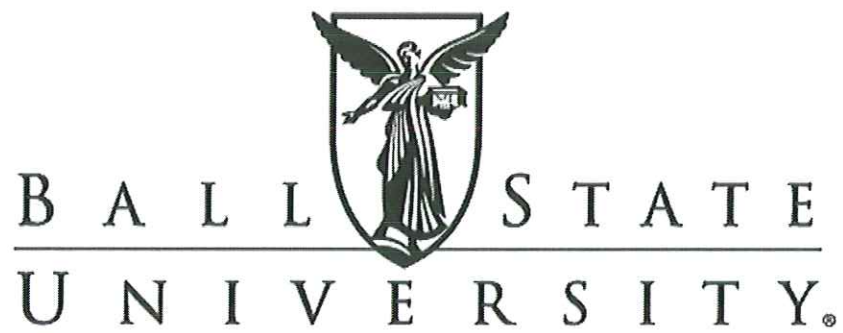




The Little School with the Big Heart

Office of Charter Schools

Canaan Community Academy

2016-17 Charter Renewal Application



The Starfish Story

A young man is walking along the ocean and sees a beach on which thousands and thousands of starfish have washed ashore. Further along he sees an old man, walking slowly and stooping often, picking up one starfish after another and tossing each one gently into the ocean.

"Why are you throwing starfish into the ocean?," he asks.

"Because the sun is up and the tide is going out and if I don't throw them further in they will die."

"But, old man, don't you realize there are miles and miles of beach and starfish all along it! You can't possibly save them all, you can't even save one-tenth of them. In fact, even if you work all day, your efforts won't make any difference at all."

The old man listened calmly and then bent down to pick up another starfish and threw it into the sea. "It made a difference to that one."

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

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

2016-17 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	89	
# of Students on Waiting List	0	
Gender		
# Male	43	48.3
# Female	46	51.7
Ethnicity/Race		
# White		93.3
# Black	1	.01
# Hispanic	5	56.1
# Asian		
# Native American		
# Other		
Special Populations		
# Students with IEPs	36+	41
# English Language Learners	3	.034
# Homeless Students	0	
# Eligible for Free and Reduced Lunch	49	56.327

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Total Student Enrollment	93	114	106	109	89

Only 5 out of the original 93 students (.05%) are currently with us in the 2016-17 school year. Three original families moved then returned for a total of eight of our current students having been here all the years or were here at the opening and are here currently.

Enrollment Plan for the next three years (e.g, grade level and projected student enrollment) Identify how the school plans to sustain its enrollment and what pan(s) the school has to continue to recruit students.

Year	Projected enrollment	Grade levels
2017-18	115	K-8
2018-19	125	K-8
2019-20	140	Pre-K-8

Parents have always expressed a desire to have a Middle School/Junior High in the school. Their greatest concern is the attention and individualization we provide drops off in the 7th/8th grade and the students have a difficult time adjusting. They feel that their students would be more mature and better able to transition at 9th grade. Former students come back to us and say they want to return here; Middle School is too overwhelming with the number of students and lack of individual attention.

On the other end of the spectrum, many students come to us in Kindergarten with few if any readiness skills. It takes quite a while to “catch them up” to where they need to be to access the general education curriculum. That time could be saved if we provided pre-Kindergarten services in advance.

We are looking for funding to address these two needs. Once implemented, our enrollment will go up and be more consistent with growth. Parents like to know their children will have a positive learning environment for as long as possible.

We are looking at adding a virtual piece to our curriculum to help meet the needs of students that need an individualized program to help fill in gaps of 2,3,4 years below grade level or for those students that need a different venue to learn. This would not be just the textbook online, but a program designed to present different concepts in different ways.

We are also working towards designing a High Ability program that will accent the advanced students skills and interest. More flexibility, money, and time needs to be added into the program. Teacher training and support will be addressed to help them transition into or continue the mission of our school. All teachers need to be effective in looking at data trends and providing instruction that prepares students to progress to the next grade level or skill/concept level.

Canaan Community Academy will work on designing a well-articulated Professional Development Plan to address the diverse needs for Language Arts (informational text across grade levels) and Math (basic facts, problem solving strategies) best practices. At the current time we are trying to be frugal gatekeepers for our finances by having teachers teach teachers, using the Wilson Education Center more often, teaming up with surrounding districts that will allow us to share in their PD opportunities, and hiring a retired administrator/teacher to provide ongoing PD and mentoring.

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

	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	2012-13	2013-14	2014-15	2015-16	2016-17
K	94.7	95.2	94.7	95.5	
1	95.4	96.9	94.9	95.1	
2	93.7	95.7	96.1	94.9	
3	96.1	95.6	96.1	96.7	
4	95.9	92.1	96.6	95.6	
5	95.5	96.2	93.5	96.6	
6	94.8	92.8	***	***	
7					
8					
9					
10					
11					
12					
All Grades	95.10	95.19	95.43	95.60	na

D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on the previous December 1 count.

Year 5 currently evaluating 13+ students for special needs services 9/24/2016. Year 5 data does not reflect those outcomes

Our population is very transient yet we continue to have a high percentage of special needs students. Most students come to us with recommendations from current or former parents

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	1	1.07	2	1.75	3	2.8	2	1.83	3	3.4
Blind or Low Vision	0		0		0		0		0	
Cognitive Disability	0		0		0		0		1	1.1
Deaf or Hard of Hearing	0		0		0		0		0	
Deaf-Blind	0		0		0		0		0	
Development Delay (early childhood)	0		0		0		0		0	
Emotional Disability	7	7.52	15	13.2	10	9.43	12	11	7	7.95
Language or Speech Impairment	11	11.8	9	7.89	10	9.43	16	14.7	12	13.6
Multiple Disabilities	9	9.7	12	10.5	12	11.3	14	12.8	13	14.8
Orthopedic Impairment	0		0		0		0			
Specific Learning Disability	9	9.7	21	18.4	22	20.8	23	21.1	19	21.6
Traumatic Brain Injury	0		0				0			
Total Special Education services provided	28		47		42		53		42	48%

E.

F. 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	
2012-13		2013-14		2014-15		2015-16		2016-17	
#	%	#	%	#	%	#	%	#	%
0	0	1	0.88	2	1.89	2	1.83	3	3.45

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

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2012-13		2013-14		2014-15		2015-16		2016-17	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0

H. Provide the number and percentage of High Ability students for length of current charter contract.

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2012-13		2013-14		2014-15		2015-16		2016-17	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	14	12.85	18	20.45

II. Executive Summary See AdvancED

III. Self-Assessment See AdvancED

IV. Academic Performance Overview

	PL 221/A-F	Data Results Under Intervention /Assessment Policy	NWEA % Average or above average in reading	NWEA % Average or above average in math	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2012-13					91	89	80
SY 2013-14							
SY 2014-15					53.3	50	40.9
SY 2015-16			51.4	56.9	40.5	48.5	27.6

Accountability Framework: School-specific Goals

Indiana law requires a charter school to establish and provide innovative and autonomous programs that 1) serve the different learning styles and needs of public school children; 2) offer public school students appropriate and innovative choices; 3) provide varied opportunities for professional educators; 4) allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and 5) provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system.

Canaan Community Academy focuses on the whole child. We work on the physical, emotional, mental, and social aspects of each one by implementing Minds in Motion every morning and throughout the day, designing a sensory room for students that need the different devices and activities to self-regulate, an out of the box counseling program that links our school to LifeSpring and Bloomington Meadows, building wide every staff member knows all students. Our list of children receiving Special Education services, OT, speech, and counseling exceeds the percentage of larger school districts. In fact some parents have stated that they were recommending here by the child's former school or a parent of a child attending here due to our focus on the child(ren).

Our teachers tend to come to us straight from college or from the more experienced or retired arena. The first year teachers like our focus on "back to basics" and the experienced teachers like that they can "teach" again. They appreciate the fact that teachers are evaluated without the competition component, but rather on their individual merits. Staff, parents/families, and students are all people not statistics.

Parents are very supportive and volunteer for festivals, dinners, auctions, fundraisers, field trips, projects, performances, classroom support, field day, extra-curricular activities, family literacy nights, and more. Even former students' parents and grandparents return to help during different events.

Community members join us for presentations, festivals, Veteran's Day, Christmas Programs, Art Shows, parades, reunions, auctions, seasonal events, family nights, dinners, and more. The community also joins us to share their unique skills, information, and careers. The Fire Department joins us for Fire Prevention Week, field day, fish fries, and emergency events.

Assessments are chosen to meet the needs of the current students and include, STAR reading, early literacy, math, NWEA, ISTEP, IREAD3, and IXL. The formative and summative assessments are used to evaluate the current curriculum's effectiveness and students' growth. IXL is used on a continual basis; STAR at least once every grading period in reading and math; NWEA three times per year; ISTEP in several sessions; IREAD3 once in third grade with the option to retake. Classroom assessments, observations, and staff input are also used to design RTI groups.

See also School Data Summary Document at end of application

Organizational Performance- Canaan Community Academy is not aware of any issues of non-compliance. We believe all documents available to us have been updated and submitted to CSAPPHIRE

Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

Transportation

Our transportation routes and schedules reflect the shortest distances and the least amount of time for students to be on the bus. Central pick up points are created to allow easier access to school transportation for large groups of parents coming from several different areas. Our bus drivers and buses have met all state and local requirements and laws. We have policies in place for drivers, parents, and students. We passed the Indiana State Motor Carrier Enforcement before school started and will have the buses inspected again in the winter. At the current time, all extra-curricular events require parent/guardian transportation.

V. Financial Performance

Financial Assurance: Bookkeeping Plus continues to provide financial accounting and reporting services to Canaan Community Academy. All payroll taxed, debt service payments, employee benefits, and other obligations of the school have been met. At the moment we plan to continue with Bookkeeping Plus.

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY			Meets
			Does Not Meet
			Falls Far Below
1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	4
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	4
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	82
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	0 (0.97)
1.e.	Default		N
0.972. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	0.07
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	0.35
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)	103,466.79
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	2

Financial Performance Framework – Data Points	
Current Assets	232,560.76
Current Liabilities	49,155.78
Cash	225,863.65
Unrestricted Cash	197,811.02
Total Expenses	969,487.23
Depreciation Expenses	90,909.50
Enrollment Projection in Charter School Board-Approved Budget	110
Actual Enrollment	107
Default	N
Net Income	22,032.54
Total Revenue	995,463.15
Aggregated Total Margin	0.022132954
Total 3 Year Net Income	211,668.97
Total 3 Year Revenues	3,254,113.81
Total Liabilities	113,601.11
Total Assets	328,218.06
Year 1 Total Cash	122,046.86
Year 2 Total Cash	197,859.11
Year 3 Total Cash	225,513.65
Depreciation	90,909.50
Interest	0
Interest Expense	3,943.38
Annual Principal, Interest, and Lease Payments	48,936.00

School Data Summary Document

2015/16 Testing data for Canaan Community Academy 9725/3312 Disaggregated by CAO

Grade # of students	ISTEP + ELA % that passed	ISTEP + MATH % that passed	ISTEP+ SCIENC E/ SS % passed	Proficient %Passed both ELA and Math	STAR READING Class growth	STAR MATH Class growth	NWEA ELA % met projection	NWEA MATH % met projection
K	na	na	na				73	82
1	na	na	na		0.8	1.2	52	43
2	na	na	na		1.0	1.2	21	26
3 (13)	54	54	na	39%	2.4	1.4	33	50
4 (17)	47	29	47	30%	1.0	1.1	71	35
5 (10)	50	50	70	Undeter	0.8	0.9	60	50
6(7)	43	29	43	28%	0.9	0.6	*low #	*low #

2014/15 Testing data for Canaan Community Academy 9725/3312 Staff disaggregation

Grade # of students	ISTEP+ ELA % that passed	ISTEP+ MATH % that passed	ISTEP+ SCI/SS %that passed	STAR reading Class growth	STAR MATH Class growth	NWEA ELA met projection	NWEA MATH % met projection	IREA D 3 % passed
K	na	na	na	Na	na	na	na	na
1	na	na	na	Na	na	10	26	na
2	na	na	na	56	87	50	17	na
3(17)	47	52.9	na	36	64	47	59	(18)83
4 (13)	69.2	46.2	na	75	63	54	31	na
5 (7)	43	(8)38	na	69	77	63	38	na
6(7)	43	86	na	50	50	0	43	na

ISTEP 2014-15 Corporation COMPASS

Grade	# passed ELA	% passed ELL			#passed math	% passed math	% passed both
3	8	47.1%			9	52.9%	41.2%
4	8	61.5%			6	46.2%	38.5%
5	NO	DATA			AVAILABLE	ON	COMPASS
6	NO	DATA			AVAILABLE	ON	COMPASS
Corporation Totals	Total # of students Passing ELA	Total % passing ELA	Total # of students passing math	Total % passing math			
	22	50%	24	53.3%			40.9%

General education	# Passing ELA	% Passing ELA	# Passing math	% Passing math	% Passing Both
	19	61.3%	18	58.1%	48.4%

Special Education	# Passing ELA	% Passing ELA	# Passing math	% Passing math	% Passing Both
	3	23.1%	6	42.9%	23.1%
Free and Reduced	# Passing ELA	% Passing ELA	# Passing Math	% Passing Math	% Passing Both
	9	40.9%	11	47.8%	36.4%

Paid Lunches	# Passing ELA	% Passing ELA	# Passing Math	% Passing Math	% Passing Both
	13	59.1%	13	59.1%	45.5%

Historically for the Corporation:

2012-13 -first year

IREAD3 scores 1% higher than the state accountability trend

Science scores about 2% lower than state accountability trend

ELA Percent Passing Trend almost even with state accountability trend

Math Percent Passing Trend almost even with state accountability trend

Science Percent Passing Trend almost even with state accountability trend

2013-14-second year

IREAD3 scores were about 1 ½ % lower than the state accountability trend

2014-15- third year

IREAD3 scores about 5% lower than state accountability trend

Science scores about 1% higher than state accountability trend

ELA Percent Passing Trend about 8% lower than the state accountability trend

Math Percent Passing Trend was about 4% lower than the state accountability trend

Science Percent Passing Trend was slightly higher than the state accountability trend

2015-26-fourth year

IREAD3 100% of the class passed by the Spring Testing

Notes on testing:

1. Transient students: Only 60% of the students that took the test in 2014-15 also took the test with us in 2015-16 (45/27)=60%
2. Per our phone conference with Jamie Garwood and Ms. Briles from Ball State on September 6th we were asked, due to our unique situation, to report on only 2015-16 ISTEP+ information. However as of September 24, 2016 we do not have any data on IDOE COMPASS, Pearson, or Learning Connection. I have found one set of information (P/NP) for 2015-16 that I have gone through myself and tried to pull out information. I have also tried to include information from 2014-15 in a simple format.
3. **ISTEP+ 2015-16** Out of 47 students taking the test 21 were our **special education population**. Out of the 21 special education taking the test 4 passed ELA (19%), 6 passed math (29%), and out of 18 (4-6 graders) 3 passed either science or social studies (16.6%).

- Free and reduced lunches**, out of 47 students, 20 were free and 1 was reduced (45%). Out of 21 students on either free or reduced 5 passed ELA, 1 pass plus ELA (29%), math 4 passed (19%), out of 18 (4-6 graders) science or social studies 4 passed, 2 pass plus (33.3%)
4. Our low student numbers restricts us from qualifying for data or growth points in many areas.
 5. We currently show no growth data for ISTEP+.
 6. The click and drag style of NWEA was very difficult for a lot of our students.
 7. Approximately 20% (with another 8 being evaluated) of our students receive OT and/ or Speech Therapy services for motor skills, social/emotional adjustments. perceptual abilities, language and speech interventions.
 8. Three out of five of the school years have been started with almost a brand new certified staff. Usually teachers fresh out of college and with only student teaching as experience. Their concerns are they received little real world training, data analysis, or classroom management trainings.
 9. Change in administration has occurred four out of the five years. Going from CAO, COO, and special education department to one CAO with the transportation department also being added to that position this year.
 10. The secretary position has changed three out of five years.
 11. More ISTEP practice materials need to be provided. The short 1,2,or3 question on line practice test is not adequate to acquaint students with the format.

Canaan Community Academy
Madison, IN
In Operation since 2012 (4 Years)
Independent School
Grade Range: K-6

	2012-13	2013-14	2014-15	2015-16
Total Student Enrollment	93	114	106	109

2015-16 YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION			
	#	%	
Total Enrollment			
Ethnicity/Race			
White	103	94.5	
Black			
Hispanic	5	4.6	
Asian			
Multi-racial	1	0.9	
Native American			
Other			
Special Populations			
Students with IEPs	39	35.8	
English Language Learners	2	1.8	
Eligible for Free and Reduced Lunch	51	46.8	

	PL 221/A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2012-13	A	Meets Standards	38.1%	44.2%	55.8%	83.0%	78.7%	70.2%
SY 2013-14	*	Falls Far Below	n/a	n/a	n/a	*	*	*
SY 2014-15	*	Falls Far Below	38.8%	**	28.3%	53.3%	50.0%	40.9%
SY 2015-16	F	Held harmless	56.2%		49.4%	40.5%	48.5%	27.7%

	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch
SY 2012-13	14	13	92.9%		
SY 2013-14	15	13	86.67%		
SY 2014-15	17	15	83.3%		
SY 2015-16	13	13	100.0%	100.0%	100.0%

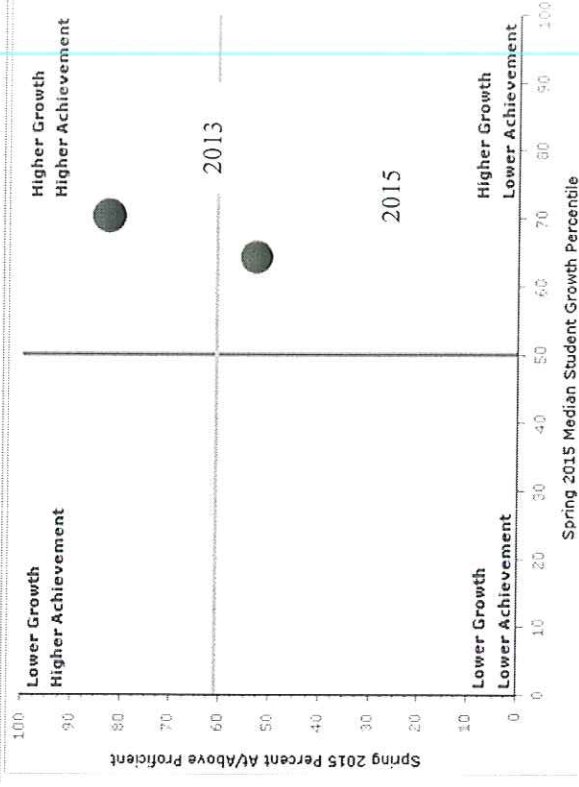
* Canaan Community Academy's 2013-14 ISTEP tests were invalidated. The school does not have an A-F grade in 2013-14 and 2014-15 due to invalidation of its 2013-14 ISTEP tests.

Math Growth:

2013: Higher Growth, Higher achievement
2015: Higher Growth, Lower Achievement

Year	# Tested	% Passed	Median Growth %
2013	47	83.0	70.0
2015	45	53.5	64.0

CANAAN COMMUNITY ACADEMY (3312): SCHOOL ACHIEVEMENT & GROWTH

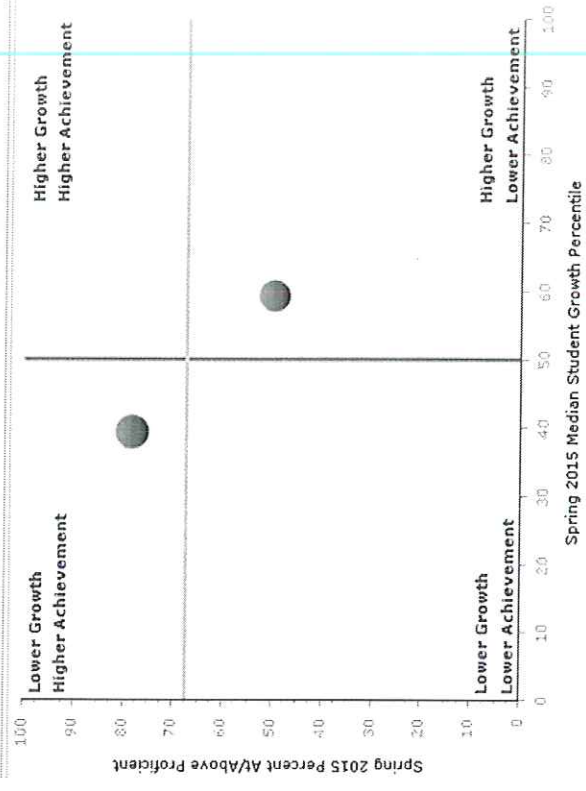


ELA Growth:

2013: Lower Growth, Higher Achievement
2015: Higher Growth, Lower Achievement

Year	# Tested	% Passed	Median Growth %
2013	47	78.7	39.0
2015	44	50.0	59.0

CANAAN COMMUNITY ACADEMY (3312): SCHOOL ACHIEVEMENT & GROWTH



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Search School and Corporation Reports

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Where we are and where we are heading.

Canaan Community Academy (3312)

PO Box 20
 Canaan, IN 47224-0000
 Phone: (812) 839-0003 Fax: (812) 839-0004
[School Homepage](#)

Principal: Ms Donna Taylor
dtaylor@canaanca.com
 Grade Levels KG - 06
 Accreditation Status: Charter Accredited

Jefferson County
 Charter School



Overview Enrollment & Attendance Student Performance Accountability School Personnel
 IREAD-3 ISTEP+ ECA IMAST ISTAR Graduates SAT & ACT College & Career Readiness WIDA

IREAD-3 Results Overview

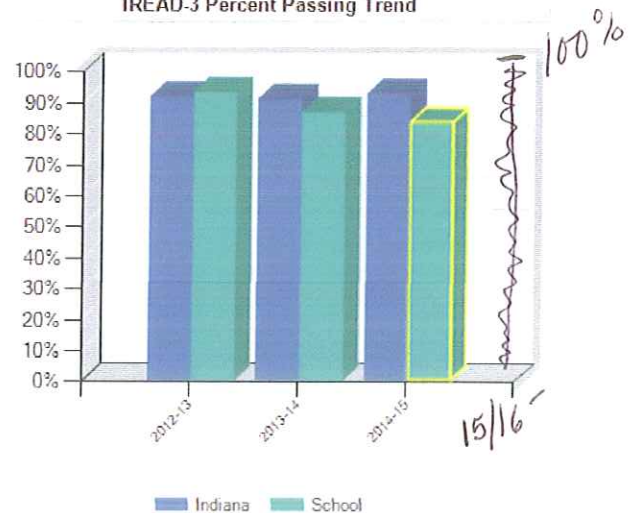
Year: 2014-15 ▼

IREAD-3 Data
 2015 Result

IREAD-3 2014-15 **



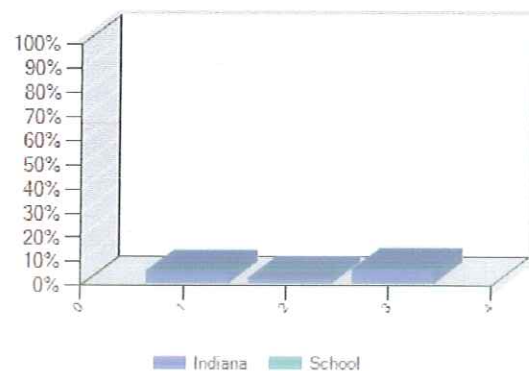
IREAD-3 Percent Passing Trend



IREAD-3 Percentage Promoted by Good Cause Exemptions 2014-15 ***

Data has been suppressed

IREAD-3 Good Cause Promotion Exemption Trend


[Click here to view IREAD-3 Accountability results](#)

* Spring IREAD-3 result consists of Preliminary data. Final proficiency will be calculated after summer test. Due to federal privacy laws, student performance data may not be displayed for any group fewer than 10 students. IREAD-3 only assesses students in grade 3.

** Pass data are based on total number of students tested. Did Not Pass data do not reflect students who participated in ISTAR or received a Medical Necessity Exception.

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Where we are and where we are heading.

Canaan Community Academy (3312)

PO Box 20
 Canaan, IN 47224-0000
 Phone: (812) 839-0003 Fax: (812) 839-0004
[School Homepage](#)

Principal: Ms Donna Taylor
dtaylor@canaanca.com
 Grade Levels KG - 06
 Accreditation Status: Charter Accredited

Jefferson County
 Charter School



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[Enrollment & Attendance](#)
[Student Performance](#)
[Accountability](#)
[School Personnel](#)

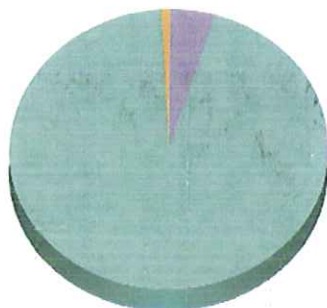
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Enrollment 2015-16

[109 students](#)

Enrollment 2015-16 by Ethnicity



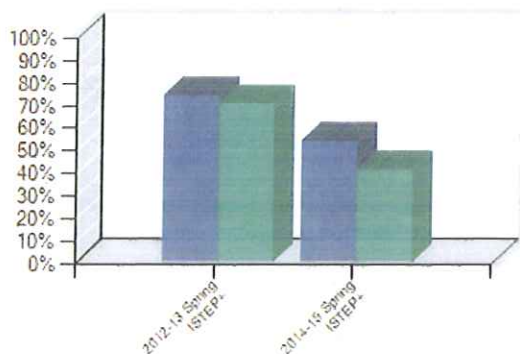
■ Hispanic
 ■ White
 ■ Multiracial

Enrollment 2015-16 by Free/Reduced Price Meals



■ Free meals
 ■ Reduced price meals
 ■ Paid meals

ISTEP+ Percent Passing Trend



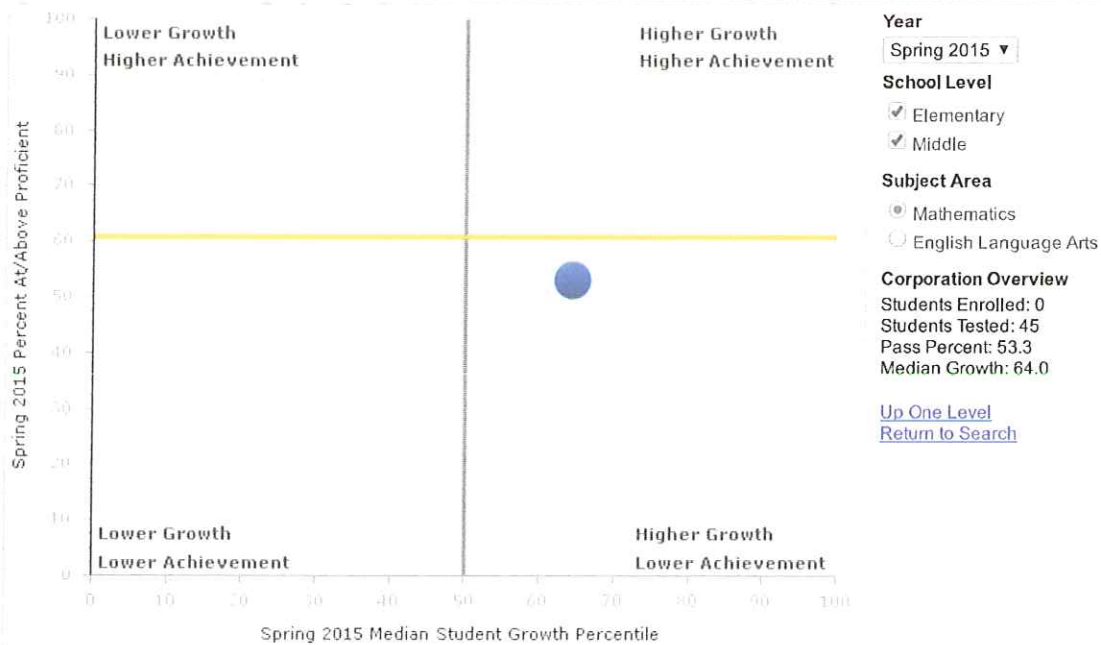
■ Indiana
 ■ School

Subject: Both English/Language Arts and Math ▼

In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.



CANAAN COMMUNITY ACADEMY (9725): SCHOOL ACHIEVEMENT & GROWTH



Mouse over a point to view school data summary
Click a point to view drill down options
Check boxes in grid below to highlight the points on the chart

[Clear All Selections](#)

Name	Id	# Tested	Pass %	Median Growth %
☒ Canaan Community Academy	3312	45	53.3	64.0

Yellow line represents percentage of all Indiana students who passed Mathematics (Pass and Pass+)

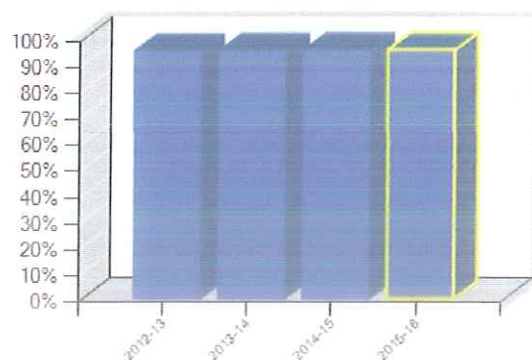
**School had fewer than 10 students tested

Attendance By Grade

Grade	2012-13	2013-14	2014-15	2015-16
Kindergarten	94.7%	95.2%	94.7%	95.5%
Grade 1	95.4%	96.9%	94.9%	95.1%
Grade 2	93.7%	95.7%	96.1%	94.9%
Grade 3	96.1%	95.6%	96.1%	96.7%
Grade 4	95.9%	92.1%	96.6%	95.6%
Grade 5	95.5%	96.2%	93.5%	96.6%
Grade 6	94.8%	92.8%	***	***
All Grades	95.1%	95.2%	95.4%	95.6%

*** suppressed

Attendance Rate Trend





Longitudinal Report

Canaan Community Academy - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2016 - 2017 Grade 1		11	64% 7	9% 1	0% 0	27% 3
	2015 - 2016 Kindergarten		-	-	-	-	-
	--						
	--						
Grade 2	2016 - 2017 Grade 2		17	53% 9	18% 3	12% 2	18% 3
	2015 - 2016 Grade 1		16	38% 6	31% 5	31% 5	0% 0
	2014 - 2015 Kindergarten		-	-	-	-	-
	--						
Grade 3	2016 - 2017 Grade 3		16	50% 8	19% 3	6% 1	25% 4
	2015 - 2016 Grade 2		10	40% 4	10% 1	10% 1	40% 4
	2014 - 2015 Grade 1		10	10% 1	50% 5	20% 2	20% 2
	2013 - 2014 Kindergarten		-	-	-	-	-
Grade 4	2016 - 2017 Grade 4		10	30% 3	10% 1	20% 2	40% 4
	2015 - 2016 Grade 3		8	13% 1	38% 3	13% 1	38% 3
	2014 - 2015 Grade 2		6	17% 1	17% 1	33% 2	33% 2
	2013 - 2014 Grade 1		-	-	-	-	-
Grade 5	2016 - 2017 Grade 5		13	46% 6	23% 3	23% 3	8% 1
	2015 - 2016 Grade 4		13	54% 7	15% 2	23% 3	8% 1
	2014 - 2015 Grade 3		12	25% 3	33% 4	17% 2	25% 3
	2013 - 2014 Grade 2		6	33% 2	0% 0	17% 1	50% 3
Grade 6	2016 - 2017 Grade 6		4	25% 1	25% 1	0% 0	50% 2
	2015 - 2016 Grade 5		4	25% 1	50% 2	25% 1	0% 0
	2014 - 2015 Grade 4		4	25% 1	50% 2	0% 0	25% 1
	2013 - 2014 Grade 3		3	33% 1	0% 0	33% 1	33% 1
Grade 7	2016 - 2017 Grade 7		2	50% 1	50% 1	0% 0	0% 0
	2015 - 2016 Grade 6		-	-	-	-	-
	2014 - 2015 Grade 5		-	-	-	-	-
	2013 - 2014 Grade 4		-	-	-	-	-
Grade 8	2016 - 2017 Grade 8		-	-	-	-	-
	2015 - 2016 Grade 7		-	-	-	-	-
	2014 - 2015 Grade 6		-	-	-	-	-
	2013 - 2014 Grade 5		-	-	-	-	-
Grade 9	2016 - 2017 Grade 9		-	-	-	-	-
	2015 - 2016 Grade 8		-	-	-	-	-
	2014 - 2015 Grade 7		-	-	-	-	-
	2013 - 2014 Grade 6		-	-	-	-	-
Grade 10	2016 - 2017 Grade 10		-	-	-	-	-
	2015 - 2016 Grade 9		-	-	-	-	-
	2014 - 2015 Grade 8		-	-	-	-	-
	2013 - 2014 Grade 7		-	-	-	-	-



Longitudinal Report

Canaan Community Academy - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR 64% 7	25-39 PR 18% 2	10-24 PR 18% 2	1-9 PR 0% 0
Grade 1	2016 - 2017 Grade 1		11	64% 7	18% 2	18% 2	0% 0
	2015 - 2016 Kindergarten		-	-	-	-	-
	--						
	--						
Grade 2	2016 - 2017 Grade 2		17	76% 13	18% 3	6% 1	0% 0
	2015 - 2016 Grade 1		16	88% 14	13% 2	0% 0	0% 0
	2014 - 2015 Kindergarten		-	-	-	-	-
	--						
Grade 3	2016 - 2017 Grade 3		17	53% 9	12% 2	12% 2	24% 4
	2015 - 2016 Grade 2		10	50% 5	30% 3	10% 1	10% 1
	2014 - 2015 Grade 1		9	78% 7	11% 1	11% 1	0% 0
	2013 - 2014 Kindergarten		-	-	-	-	-
Grade 4	2016 - 2017 Grade 4		10	30% 3	10% 1	30% 3	30% 3
	2015 - 2016 Grade 3		8	50% 4	13% 1	38% 3	0% 0
	2014 - 2015 Grade 2		6	33% 2	17% 1	50% 3	0% 0
	2013 - 2014 Grade 1		5	80% 4	0% 0	20% 1	0% 0
Grade 5	2012 - 2013 Kindergarten		-	-	-	-	-
	2016 - 2017 Grade 5		13	85% 11	8% 1	0% 0	8% 1
	2015 - 2016 Grade 4		13	85% 11	8% 1	0% 0	8% 1
	2014 - 2015 Grade 3		12	67% 8	25% 3	0% 0	8% 1
Grade 6	2013 - 2014 Grade 2		6	33% 2	17% 1	33% 2	17% 1
	2012 - 2013 Grade 1		4	50% 2	25% 1	0% 0	25% 1
	2016 - 2017 Grade 6		5	80% 4	0% 0	0% 0	20% 1
	2015 - 2016 Grade 5		4	75% 3	25% 1	0% 0	0% 0
Grade 7	2014 - 2015 Grade 4		4	75% 3	0% 0	0% 0	25% 1
	2013 - 2014 Grade 3		3	67% 2	33% 1	0% 0	0% 0
	2012 - 2013 Grade 2		2	50% 1	0% 0	50% 1	0% 0
	No data for this grade		-	-	-	-	-
Grade 8	No data for this grade		-	-	-	-	-
Grade 9	No data for this grade		-	-	-	-	-

Canaan Community Academy

2015 Annual Performance Report

Canaan Community Academy, Canaan 9725

Indicator	Corporation Results				State
	'12-'13	'13-'14	'14-'15	'15-'16	Total
Student Enrollment	93	114	106	109	1,046,026
Number of Certified Teachers	9	11	8		63,167
Number of National Board Certified Teachers	0	0	0		192
Total Expenditure Per Pupil Three Year Average	\$9,738	\$4,375	\$9,766		\$11,052
Percent Academic Achievement Expenditures	45.3	41.7	49.8		48.7
Percent Instructional Support Expenditures	18.5	12.7	11		8.2
Percent Overhead and Operations Expenditures	29.3	29.7	31.5		23.2
Percent Non-Operating Expenditures	6.9	15.9	7.7		19.9
Teacher Salary Range - Minimum	\$30,000	\$30,000	\$27,750		\$24,153
Teacher Salary Range - Maximum	\$30,000	\$30,000	\$30,000		\$89,516
Percent of Students in Special Education	20.4	28.9	29.3		14.9
Percent of Students in Gifted and Talented Education	0.0	0.0	0.9		14.4
Percent of Students Receiving Free or Reduced Price Lunches	44.1	54.4	51.9		49.2
Percent of Limited English Proficiency Students			1.9		5.5
Intra District Mobility	0	0	0		0.5
Inter District Mobility	30.1	23.2	19		11.5

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

*** Suppressed

Canaan Community Academy

2015 Annual Performance Report

Canaan Community Academy, Canaan 3312

Indicator	School Results				State
	'12-'13	'13-'14	'14-'15	'15-'16	Total
Student Enrollment	93	114	106	109	1,046,026
Percentage of Students Passing IREAD	92.9	86.7	82.4		90.1
* Grade 3 Percent Passing ISTEP+ Math Standard	71.4		52.9		62.6
* Grade 3 Percent Passing ISTEP+ Language Arts Standard	92.9		47.1		73.2
* Grade 4 Percent Passing ISTEP+ Math Standard	91.7		46.2		65.2
* Grade 4 Percent Passing ISTEP+ Language Arts Standard	83.3		61.5		70.4
* Grade 4 Percent Passing ISTEP+ Science Standard	75.0		69.2		71.4
* Grade 5 Percent Passing ISTEP+ Math Standard	81.8		***		68.4
* Grade 5 Percent Passing ISTEP+ Language Arts Standard	63.6		***		65.2
* Grade 6 Percent Passing ISTEP+ Math Standard	90.0		***		61.9
* Grade 6 Percent Passing ISTEP+ Language Arts Standard	70.0		***		65.8
* Grade 6 Percent Passing ISTEP+ Science Standard	60.0		***		66.9
Pupil Enrollment to Certified Employee Ratio	9	11	10		13
Attendance Rate	95.1	95.2	95.4		95.8
Number of Students with More Than 10 Unexcused Days Absent	6	15	12		71,716
Number of Students absent greater than 10% of School Year	6	10	5		79,014
Number of Students Suspended		8	2		90,803
Number of Out of School Suspensions			1		108,934
Number of In School Suspensions		9	1		96,792

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

*** Suppressed

BSU Continuous Improvement Report

Canaan Community Academy

Canaan Community Academy

Ms. Donna Lynn Taylor, Administrator
8775 N. Canaan Main Street
Canaan, IN 47224-20

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Executive Summary

Introduction

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

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

Description of the School

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

A. Snapshot of our school, educational programs, and community

The site where our school now stands has been an operating school since 1872. We are researching to see where we stand in the state as far as oldest existing school. We have an alumni day picnic planned for September 10, 2016 where former students are being contacted to spread the word as well as media coverage. We have two former students that are in their 90s expecting to attend. We also have a family that 5 possibly 6 generations have attend school here.

Canaan Community Academy is now a small, 140 capacity, rural, place based curriculum, community charter school that had formerly 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 very 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.

We are a Kindergarten through sixth grade configuration, usually with one certified teacher per grade level. We have two paraprofessionals and two special education teachers that flow from different classrooms throughout the day to accommodate the needs of the students. We have an amazing speech therapist, OT/PT provider (All Kids Can), and an experienced counselor. Our counselor is part of LifeSpring Mental Health Clinic and is able to provide many needed resources for the school and community.

In the past four years, there has been a change in the Chief Academic Officer twice and the Chief Operating Officer has changed three times. At the beginning of the 2014-15 school year, the teaching staff was 71% first year teachers, with two additional teachers returning from the 2012-13 school year employment and one teacher having been with us since 2013-14. In 2015-16, 100% of the certified teaching staff returned, as well as, most of the non certified staff members.

At the beginning of the 2016-17 school year, it will be the second year for the only administrator, the Chief Administrative Officer, and the Administrative Assistant. They work very well together and were able to meet all deadlines and requirements for the 2015-16 school year. Having purchased two new school buses, transportation management has been added to their job description.

We are 96% white, usually running a few more males than females, approximately 40+% special education and Title I. Free and reduced lunch run almost 50%. Because of the rural environment and economic struggles there is obvious cultural and academic challenges to be overcome.

The beginning of the year enrollments starting with the 2012/13 school year have been: (2012-13) 93, (2013-14) 122, (2014-15) 110, (2015-16) 110. Each year numerous requests have been made to increase to a K-8 configuration.

We have students in attendance from four 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 cost to run two buses over long routes eats away a large portion of our guarded budget.

Despite the distances that many families must travel, activities at Canaan Community Academy are well attended. Music programs, Spooktacular (to help with trick-or-treating in such a rural area), Spring Fling games and auction, field trips, open house, Christmas child care events, family "eat out" nights, Santa Shops, Grandparents' Day, Veterans' Day, Canaan Fall Festival Parade and booths, fundraisers, and Family Literacy Events, Canaan Community Fitness Challenge Program to provide interaction and exercise within the family unit, basketball games, archery, and much more.

We are committed to providing a well rounded curriculum of core content using state approved reading and math series. SmartBoards are a frequently used resource. We also are providing a unique counseling program that links us with LifeSpring and Bloomington Meadows. Canaan Community Academy also offers place-based curriculum, gardening, archery, basketball, art, music, technology classes, High abilities classes daily, Title I reading and math interventions, Special Education pull out and push in program that addresses the needs of the whole child. Each classroom participates in Minds in Motion each morning and sometimes during the day when needed. During the instructional day, brain breaks are taken to help stimulate the brain and keep it engaged in the current activities. We provide OT/PT and speech therapy at a higher rate than schools much larger than us. Many parents of students currently receiving OT/PT interventions state that their child never received those services at school before. We applied for and received a Crusade for Children's Grant last year and this year (2016-17). With the grants we were able to buy OT/PT equipment and pay salaries of the therapist, that we would otherwise never have been able to afford. This year we have reapplied to Crusades for Children for funds to pay the salaries of the speech and OT/PT therapists to provide even more speech and OT/PT interventions and sensory diets for our students. Students leaving our school do very well in the next school of attendance, some excelling and able to take higher level classes.

Our staff is an amazing team of dedicated, gifted, highly qualified educators both certified and non-certified, each one providing instruction, intervention, training, and support for all children in all areas: mentally, physically, emotionally, and provide support in character education. Every decision is made with the child(ren) in mind where can we provide the most "best practice" strategies and resources, to accomplish the highest level of growth, with the least amount of disruption to the general educational setting?

Our curriculum includes art, music, PE, technology, RTI, Title I (with one certified teacher doing reading and another certified teacher doing math), Special education (with one full time certified teacher and one half-day certified teacher), gardening, archery, running club, high abilities program, community based learning, community fitness challenge, and more to reach the highest potential in all students. We have aides in each classroom to help with the ratio of children to adults even though we hold our classroom size numbers in the low 20's when possible.

B. Description and location of curriculum

Canaan Community Academy's curriculum is based on and aligned with the Indiana Academic Standards and the Common Core Standards adopted by the Indiana State Board of Education. Teachers at Canaan Community Academy under the direction of the Chief Administrative Officer provide enrichment of the curriculum through research based programs such as: My Virtual Reading Coach, Study Dog, Compass Learning, SmartBoard activities from the adopted reading and math series, Fountas and Pinnell Kits, community based and out of state field trips and speakers, and teacher generated units/projects. Our High Ability Group is being refined each year to encompass more projects, field trips, critical thinking, problem solving, and real world applications.

Our curriculum is a living breathing document that will be continuously monitored and re-aligned, if necessary, to ensure that all students' academic, emotional, physical, and mental needs are met throughout the school year.

Curriculum maps are generated by each grade level and are on record in the front office and in the teachers' classrooms. These maps are shared with parents through weekly newsletters from classroom teachers.

The teaching staff's strategies/programs are: all day kindergarten, 90 minute uninterrupted reading block, RTI flexible groupings, STAR Reading, Early Literacy, and Math Assessments, Accelerated Reading and Accelerated Math Interventions, differentiated instruction, NWEA K-6 ongoing assessments, Fountas and Pinnell Kits and Assessments used with struggling learners, small groups, hands on learning projects, Smart Board activities, the state approved reading series "Reading Street" used across the grades, correlation of curriculum across the content, addressing different modalities, before and after school homework support, innovative counseling program linked with LifeSprings, Professional Learning Communities twice monthly, bi-weekly Staff meetings, community based speakers, field trips, bullying/self esteem programs, student council, recycling programs, and more.

School's Purpose

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

Educator's Purpose statement 10/20/2015..Teaching and developing learning experiences to meet the needs of the whole child so he/she can reach his/her fullest potential physically,emotionally,academically, and socially.

Purpose of the School 2012 The purpose of Canaan Community Academy is to provide students with a top-quality educational program addressing the needs of the whole child. With careful attention to the social dynamics and cultural values of the rural setting, the Canaan Community Academy seeks to instill students with self-confidence, practical skills, pride of place, and excellent academic abilities through differentiated instruction, strong parental support, and continuous interaction with the local community. Students will be equipped to excel in their academic, personal, and social lives long after their attendance at this school.

Mission Statement...The mission of the Canaan Community Academy is to nurture accomplished students who achieve their very best academically and personally in a rural community setting. (to become a productive and responsible citizen in a global world.)

Belief Statement...The members of the board of directors of Canaan Community Academy believe the following statements to be true:
The values and characteristics of the smaller,close-knit rural community provide unique resources for nurturing children in their growth and education.

In a rural setting, members of the community function as an extension of any educational institution, providing support and encouragement for students and instructors.

Educational success occurs when parents, teachers,and community challenge students to reach beyond their natural abilities, or assumed potential, to do their very best.

Parental involvement is essential to the success of any educational endeavor.

Children more readily achieve educational success when placed in a caring environment where personal interaction with educators is maximized.

All students should receive respect, encouragement, and a desire to grow and learn throughout their lives.

Goals for the school's future..using research-based, brain-compatible, data-driven instruction; small class sizes; individualized instruction and interventions; offering quality after-school programs; emphasis on art, music, gardening, computer training, and physical education, with classes offered weekly; using technology tools to optimize learning; leveraging the rich educational, agricultural, and artisan resources in the Canaan Community. We would like to expand to a Kindergarten through eighth grade program.

Notable Achievements and Areas of Improvement

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

Notable Achievements: Sixth grade students moving on to their next schools have been extremely successful and able to take higher level courses because of their training at Canaan Community Academy.

Students that have come in with intense behavior concerns and some with one-on-one aides listed on their Individualized Educational Plan have been incorporated into the regular classrooms without the need of the one-on-one aides or being self-contained nor home bound.

Canaan Community Academy received and "A" on our state report card the first year of operation.

We complete all required testing of students for Ball State University.

Family involvement is always highly encouraged by all staff. We have submitted our documentation to be considered for the Family Friendly School Award.

Professional Learning Communities and staff meetings generate a plethora of needful information and working time to collaborate across grade levels. Staff members work as a team not as individual islands.

Technology classes have been added as a special area to train students in skills for life and for high stakes testing. The gardening program has expanded to be part of each child's curriculum.

Our special education department is expanding to meet the needs of a growing caseload. OT/PT service time is increasing; therefore, more students are being served. Our speech therapy is making great strides in helping not only language and speech, but reading, writing, and self confidence. The resource room is a hum of activity as 2 professionals and 2 paraprofessionals work their magic with children that are engaged and excited about their learning.

The Title I staff are both Highly Qualified Professionals who specialize in reading and math. Their groups are flexible and ever changing to meet the needs of the students. Their instruction supports the regular education curriculum but has the flexibility to use different strategies and techniques to utilize the different modalities of students. The small group of usually no more than 3 or 4 gives those students a chance to shine.

Our staff has expanded to include three additional part-time aides since our first year of operation.

We have had the Smekens ELA/Reading Professional Development series on line for the entire staff for the 2015-16 school year. This is a wonderful resource for all staff members because it provides quality training without having to leave the building. We will continue to seek out quality Professional Development for all staff members.

Areas to improve:

Canaan Community Academy enrollment needs to increase to around 140. We have a new individual volunteering to come on board to help with "organic marketing"(marketing that does not cost money). With her help, we should be able to get our story out to a wide variety of

people and access more quality marketing opportunities.

Canaan Community Academy needs to upgrade its technology and training on technology. We need the resources to build a state of the art computer lab and classroom devices that address the growing ability and global flavor of the technology world.

Some staff and community members feel that better communication between staff and board of directors is needed. They would like to have a more visible Board of Directors Group that interacts with the staff and parents on a regular basis, not just open board meetings.

We need more special education training for all staff members so they are able to make accommodations and behavior modifications within the classroom to meet the needs of all students. We have hired two new highly qualified individuals this year to work in our resource room. These individuals are in addition to the amazing classroom aides that have combined years of experience in meeting the needs of all children.

We are also in need of more funding for Professional Development, especially in the area of data analysis and how to convert that information into interventions. We currently rely on area experts to provide our trainings. We have attended other districts trainings when they will allow us to do so.

We are working on our High Ability Program, clarifying what is High Ability, the selections process, the exiting procedure, mission/purpose, etc. We are now in our third year of the High Ability Grant for Charter Schools and feel confident that we are building an amazing program for our gifted children but our expectations are for it to go even deeper into the "nuts and bolts" of the program.

Additional Information

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

Canaan Community Academy is not about putting students on a conveyor belt, giving everyone the same thing and expecting them to all come out at graduation day exactly alike. We are about meeting the child where they are at and getting them to their highest level of performance possible without breaking their spirit, confidence, or passion for learning.

Our community has many dedicated individuals that work very hard to keep the school in operation, to meet the needs of students that would otherwise be lost in the educational shuffle of larger schools. We are a school of individualization. We build the school day program around the child not vice-versa. We provide more counseling services, OT/PT services, more resource room supports, and more RTI time with smaller groups or one-on-one than many larger schools in our area.

We have purchased two school buses to provide better transportation for more wide spread needs. We are looking into purchasing another bus to pick up students in outlier areas that

Canaan Community Academy has a very strong Technology Plan that can be viewed by the public at any time. Portions of it are included in our goals and plans section.

Our School Improvement Plan is a living breathing document that is a projection for the next 3 school years and will change as the needs of the learning environment changes. It will be implemented as soon as it is designed, and monitored during the staff meetings in July/August(depending on the beginning of the school year), December, and March of each year. These discussions will be shared at the following Board Meetings.

We are looking at extending our instructional time of the school day to provide fidelity and rigor to our RTI time. We implemented a Team Time (1 hour after school) for the first two years of operation but that was changed by the Chief Operating Officer the third year. We are pulling together a committee to design a program to better fit the students current needs(flexible grouping of students for math/reading and High Ability).

Interventions that may be used but not limited to are: intense vocabulary instruction, explicit instruction, learning labs, small group skills based instruction, reader's theater, leveled readers, book buddies, upper grade mentors for the lower grades, accelerated reading and math, goal setting by students, teachers, and building, non-negotiable aligned assessments, non-negotiable writing rubrics, k-2 will utilize STAR early literacy and STAR reading and math, grades 3-6 will use STAR reading and math and Accelerated reading and math, paraprofessionals , Title I, and Special Education to provide instruction beyond the classroom for at least 30 minutes per day every day, computer programs such as Compass Learning, Moby Max, My Virtual Reading Coach, Study Dog, etc will be used, continual disaggregation of data to pinpoint missing skills and attendance incentives.

Attendance incentives: During morning announcements the Administrator will announce yesterday's perfect attendance classrooms. Monthly students with perfect attendance for the month will receive lunch with the Administrator and will receive a certificate and be recognized on the announcements. Recognition will be given on awards day for perfect attendance for the year.

Curriculum and Instructional Methods

BSU Continuous Improvement Report

Canaan Community Academy

To the greatest extent possible, Canaan Community Academy has elected to utilize place based education that is best defined as learning that is rooted in the local community - the unique history, environment, culture, economy, literature, and art of a particular place. Place based education allows students to see that their learning is relevant to their world, to take pride in the place in which they learn, to connect with the rest of the world in a natural way, and to develop into concerned and contributing citizens.

Canaan Community Academy's approach will encourage teachers to interact with the community and also allow teachers the opportunity to display greater freedom and creativity in the classroom.

The place based education curriculum implemented at Canaan Community Academy will be rooted in the key areas of language arts, mathematics, social studies, and science.

Cooperative Learning

Cooperative learning is an instructional strategy that allows small groups of students, approximately four in each group, to work cooperatively to complete a task. Each group member is responsible for completing some part of the task. By working cooperatively, the students complete their goal. As students gain in maturity and experience, they will be able to learn cooperatively with progressively less need for teacher involvement in any portion of the process.

This type of group work is carefully prepared, planned, and monitored. Creative thinking, critical thinking, decision-making and problem-solving are four key thinking strategies present in cooperative learning (Lee, 1997). Cooperative learning promotes academic achievement, improved behavior, increased liking of class, better attendance, improved student motivation, and positive social and academic interaction (Foyle and Lyman, 1989).

Interdisciplinary Instruction

Canaan Community Academy will augment learning by creating lessons that work together. Current research indicates that using an interdisciplinary curriculum provides opportunities for more relevant, less fragmented, and more stimulating experiences for students (Furner, 1995).

History, literature, math, and science will focus on similar topics of interest. For example, students studying Indiana History in their social studies class will also look at Indiana authors, important literature during the growth of Indiana, use math to estimate the cost of groceries, timber, land, etc. during certain periods in Indiana's history, discuss the technology available to Indiana inhabitants during certain time periods in Indiana's history and how it has changed through the years. Art and music will also be discussed in accordance to its role in the development of Indiana.

Differentiated Instruction

The individual strengths and weaknesses of students at Canaan Community Academy will be recognized in order to create a community of learning where students learn at their own level. Instruction will be differentiated by the learning activities and materials presented. This differentiation will be based on different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves.

Due to the implementation of differentiated instruction, the classroom will be student centered. The teacher will be the facilitator of learning rather than the provider of information and will guide students on how to become self-reliant learners. A variety of instructional strategies and

assessments will be implemented.

Projects to be completed during independent study times will be decided upon by both teachers and students. In the primary grades, independent study times will most likely take the form of cooperative learning projects. Teachers will make every effort to match students based on personal interests. Student would work on projects that are based in the community. Community volunteers would be utilized to assist students with these projects.

Grading Procedures

While letter grades will be assigned to students in academic areas not less than four times per year, student progress will also be tracked and reported through narrative reports by the student's Speech, Title I, Occupational Therapist, or Special Education Teacher. These narrative reports, completed by mid-year and end-of-year, will integrate all aspects of the student's growth - academic, physical, social, and personal - as assessed in the above manners and as observed by the teacher. The narrative report will be honest, realistic, positive, and proactive in nature. The reports will help the classroom teacher form the basis of individualization of the student's education.

The integrative narrative reports may also form the basis of parent-teacher-student conferences, to be held at least once annually. The student may participate in a portion of the conference, presenting a portion of her/his portfolio, answering questions, and offering self-evaluation that focuses upon achievement and strategies for improvement.

Student learning will also be demonstrated to parents and the wider community through student shows, exhibits, and presentations on display at the school or offered during a monthly Board of Directors' meeting or other special event.

Executive Summary

Introduction

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

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

Description of the School

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

A. Snapshot of our school, educational programs, and community

The site where our school now stands has been an operating school since 1872. We are researching to see where we stand in the state as far as oldest existing school. We have an alumni day picnic planned for September 10, 2016 where former students are being contacted to spread the word as well as media coverage. We have two former students that are in their 90s expecting to attend. We also have a family that 5 possibly 6 generations have attend school here.

Canaan Community Academy is now a small, 140 capacity, rural, place based curriculum, community charter school that had formerly 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 very 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.

We are a Kindergarten through sixth grade configuration, usually with one certified teacher per grade level. However, we have a 5th/6th split this year due to low 6th grade enrollment. We have two paraprofessionals and two special education teachers that flow from different classrooms throughout the day to accommodate the needs of the students. We have two experienced Title I teachers that address the content areas of reading and math. This year we are please to move to a School Wide Title I program. We have an amazing speech therapist, OT/PT provider (All Kids Can), and an experienced counselor. Our counselor is part of the LifeSpring Mental Health Clinic and is able to provide many needed resources for the school and community.

Canaan Community Academy is also blessed with an efficient administrative assistant, three very experienced classroom paraprofessionals, a multi-talented custodian, two cafeteria personnel, an art, music, technology, gardening, and physical education teacher, two experienced bus drivers, and a plethora of wonderful volunteers.

Our staff is an amazing team of dedicated, gifted, highly qualified educators both certified and non-certified, each one providing instruction, intervention, training, and support for all children in all areas: mentally, physically, emotionally, and provide support in character education. Every decision is made with the child(ren) in mind where can we provide the most "best practice" strategies and resources, to accomplish the highest level of growth, with the least amount of disruption to the general educational setting?

In the past four years, there has been a change in the Chief Academic Officer twice and the Chief Operating Officer has changed three times. Currently there is only one administrator that works under the title of Chief Administrative Officer. At the beginning of the 2014-15 school year, the teaching staff was 71% first year teachers, with two additional teachers returning from the 2012-13 school year employment and one teacher having been with us since 2013-14. In 2015-16, 100% of the certified teaching staff returned, as well as, most of the non certified staff members. For the 2016-17 school year, there was only one returning Canaan Community Academy teacher and 67% new teachers fresh from college. The new kindergarten teacher came to us with 5 1/2 years experience and was a former special education teacher with a local school corporation.

The current Chief Administrative Officer holds a Master's Degree in Educational Administration. She has been both a general and special
SY 2016-2017

education teacher, principal for 12 years in the Louisville area and Canaan, preschool coordinator, Special Education Director, and homebound instructor for K-12. Her years of educational experience spans over 34 years.

At the beginning of the 2016-17 school year, it will be the second year for the only administrator, the Chief Administrative Officer, and the Administrative Assistant. They work very well together and were able to meet all deadlines and requirements for the 2015-16 school year. Having purchased two new school buses, transportation management has been added to their job description.

Our philosophy for staff is that we are all one team. There is only one "class" of employees. Decisions are made with the input from all employees that the decision will impact. An open door policy is followed by the Administration with freedom to voice opinions without worry of repercussions. Weekly meetings are held to improve information sharing and communication time.

The Board of Directors is comprised of six elected individuals that represent the interests of the community with a wide range of backgrounds, education, and experience. Two are educators, three are self employed businessmen, and one is an engineer. They meet at least monthly to discuss matters pertaining to the school and its plans for the future.

Our parents believe in our mission and their freedom of choice. The majority of our children come from surrounding areas and travel sometimes 25 to 30 miles one way. Our philosophy of addressing the needs of the whole child, touching hearts before we try to teach the mind, our interaction with the children that allows them to take risk and think outside the box, and parental input continues to draw those children that are not being successful in other school settings. Parents ask on a regular basis for us to expand to a K-8 configuration.

We are 96% white, usually running a few more males than females, approximately 50% special education. Title I support is provided for all students needing extra support and is a flexible program. Free and reduced lunches run at 57%. Because of the rural environment and economic struggles there is obvious cultural and academic challenges to be addressed. Our greatest focuses are special education and students coming from a low socioeconomic background. Finding funding to provide resources to meet the needs of the children is a constant endeavor. Transportation continues to encumber enrollment. Our location is a hindrance to enrollment, yet that is why we have the school-community pride and a desire to make a difference.

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 cost to run two buses over long routes eats away a large portion of our guarded budget. We have students in attendance from four counties; therefore, transportation is always an issue. Transportation is planned to accommodate the needs of the families. Pick up points are strategically placed where the majority of students live. Other students are picked up at homes or businesses along the routes. Parents are willing to make many sacrifices to have their child in attendance here, including driving them to school if the bus is missed or the roads are too difficult to access during winter weather.

The beginning of the year enrollments starting with the 2012/13 school year have been: (2012-13) 93, (2013-14) 122, (2014-15) 110, (2015-16) 110, (2016-17) 88. Each year numerous requests have been made to increase to a K-8 configuration.

Despite the distances that many families must travel, activities at Canaan Community Academy are well attended. Music programs, Spooktacular (to help with trick-or-treating in such a rural area), Spring Fling games and auction, field trips, open house, Christmas child care events, family "eat out" nights, Santa Shops, Grandparents' Day, Veterans' Day, Canaan Fall Festival Parade and booths, fundraisers, Family Literacy Events, Canaan Community Fitness Challenge Program to provide interaction and exercise within the family unit, basketball games,

archery, and much more.

We are committed to providing a well rounded curriculum of core content using state approved reading and math series. SmartBoards are a frequently used resource. We also are providing a unique counseling program that links us with LifeSpring and Bloomington Meadows. Canaan Community Academy also offers place-based curriculum, gardening, archery, basketball, art, music, technology classes, High Abilities classes daily, Title I reading and math interventions, Special Education pull out and push in program that addresses the needs of the whole child. Each classroom participates in Minds in Motion each morning and sometimes during the day when needed. During the instructional day, brain breaks are taken to help stimulate the brain and keep it engaged in the current activities. We have a sensory room set up by the OT to help students throughout the day. We provide OT/PT and speech therapy at a higher rate than schools much larger than us. Many parents of students currently receiving OT/PT interventions state that their child never received those services at school before. We applied for and received a Crusade for Children's Grant last year and this year (2016-17). With the grants we were able to buy OT/PT equipment and pay salaries of the therapist, that we would otherwise never have been able to afford. This year we again received the Crusades for Children Grant for funds to pay the salaries of the speech and OT/PT therapists to provide even more speech and OT/PT interventions and sensory diets for our students. Students leaving our school do very well in the next school of attendance, some excelling and able to take higher level classes.

Our curriculum includes art, music, PE, technology, gardening, RTI, Title I (with one certified teacher doing reading and another certified teacher doing math), Special education (with two part-time certified teacher), archery, running club, high abilities program, community based learning, community fitness challenge, and more to reach the highest potential in all students. We have aides in each classroom to help with the ratio of children to adults even though we hold our classroom size numbers in the low 20's when possible.

B. Description and location of curriculum

Canaan Community Academy's curriculum is based on and aligned with the Indiana Academic Standards and the Common Core Standards adopted by the Indiana State Board of Education. Teachers at Canaan Community Academy under the direction of the Chief Administrative Officer provide enrichment of the curriculum through research based programs such as: My Virtual Reading Coach, Study Dog, Compass Learning, IXL, Kahn Academy, Perspective for Indiana through Pearson, SmartBoard activities from the adopted reading and math series, Fountas and Pinnell Kits, community based and out of state field trips and speakers, and teacher generated units/projects. Our High Ability Group is being refined each year to encompass more projects, field trips, critical thinking, problem solving, and real world applications. We have both a primary and an intermediate group.

Our curriculum is a living breathing document that will be continuously monitored and re-aligned, if necessary, to ensure that all students' academic, emotional, physical, and mental needs are met throughout the school year.

Curriculum maps are generated by each grade level and are on record in the front office and in the teachers' classrooms. These maps are shared with parents through weekly newsletters from classroom teachers.

The teaching staff's strategies/programs are: all day kindergarten, 90 minute uninterrupted reading block, daily RTI flexible groupings, Perspective from Pearson, STAR Reading, Early Literacy, and Math Assessments, Accelerated Reading and Accelerated Math Interventions, differentiated instruction, NWEA K-6 ongoing assessments, Fountas and Pinnell Kits and Assessments used with struggling learners, small groups, hands on learning projects, Smart Board activities, the state approved reading series "Reading Street" used across the grades, correlation of curriculum across the content, addressing different modalities, before and after school homework support, innovative counseling program linked with LifeSprings, Professional Learning Communities twice monthly, bi-weekly Staff meetings, community based speakers, field trips, bullying/self esteem programs, student council, recycling programs, and more.

School's Purpose

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

Purpose of the School

If our school were to be removed from the rural setting it has occupied since 1872, the community fears that their rural area will deteriorate and be lost. A ghost town that once was a thriving community.

There is a place for the charter, small, rural, community schools. We believe smaller is better when looking at the developing child and the needs that are unique to each one. It takes human involvement in the life of the child to KNOW the child and REACT to their needs.

Educators' Purpose statement 10/2-/2015...Teaching and developing learning experiences to meet the needs of the whole child so he/she can reach his/her fullest potential physically, emotionally, academically, and socially.

The overall purpose of Canaan Community Academy is to provide students with a top-quality educational program addressing the needs of the whole child. With careful attention to the social dynamics and cultural values of the rural setting, the Canaan Community Academy seeks to instill students with self-confidence, practical skills, pride of place, and excellent academic abilities through differentiated instruction, strong parental support, and continuous interaction with the local community. Students will be equipped to excel in their academic, personal, and social lives long after their attendance at this school.

Mission Statement

The mission of the Canaan Community Academy is to nurture accomplished students who achieve their very best academically and personally in a rural community setting.

Belief Statement

The members and board of directors of Canaan Community Academy believe the following statements to be true:

The values and characteristics of the smaller, close-knit rural community provide unique resources for nurturing children in their growth and education.

In a rural setting, members of the community function as an extension of any educational institution, providing support and encouragement for students and instructors.

Educational success occurs when parents, teachers, and community challenge students to reach beyond their natural abilities or assumed potential to their very best.

Parental involvement is essential to the success of any educational endeavor.

Children more readily achieve educational success when placed in a caring environment where personal interaction with educators is maximized.

All students should receive respect, encouragement, and a desire to grow and learn throughout their lives.

All individualized curriculum affords each student his or her best opportunity for maximizing educational success.

Our school day has been expanded to provide time for dedicated Resonse to Intervention. All students are placed in ability leveled groups for math (Wednesday and Thursday) and reading(Monday and Tuesday), including primary and intermediate high ability classes. On Friday students stay in their own classrooms and receive RTI with their peers during the dedicated time. Our resources are Indiana specific as much as possible.

Our supporting purpose for sustaining a charter school is that children thrive in a community based environment. That means that:

(1) Education should include the people, culture, places,and activities of the community. (2) Members of the community are great resources to teach their own unique skills and share their wonderful knowledge of the area (3) With the support of the community, parents, and staff, educational success is supported to reach beyond the child's natural abilities to discover their personal best. (4) Children feel free to take risk in an environment where personal interactions allow them to take risk, discover, and think outside a rigid box. (5) Learning is a lifetime experience if the foundation for that learning was a pleasant experience (6) Teaching children to serve others is a vital part of their education (7) Art, music, gardening/agricultural, physical health, strategies to prepare to learn (MIM),technology, coping/social skills are all part of a well-rounded education (8) Those given the assignment to touch a child's heart and mind should provide a balanced, fun, high quality learning experience.

We strive to limit our classroom sizes to no more than 22 in grade K-6. Parents are expected to be a part of the learning process by volunteering time to help with special events, classroom interventions, learning events, field trips, etc. The community has fought hard and long to maintain the community school to preserve our rural life setting. The parents want an education that is driven by the needs of children and their developmental stages and abilities. Our school is not just limited to academic standards but built around a reason to be a life long learner. We stress learning from our environment,caring about others, and preserving and taking pride in our rural heritage.

Goals for the school's future..using research-based,brain-compatible, data-driven instruction; small class sizes; individualized instruction an interventions; more equipment and staff to provide OT/PT, speech, Minds in Motion, offering quality after-school programs; building the sports program from basketball and archery to include more choices; emphasis on art, music, gardening, computer training, and physical education, with classes offered weekly; using technology tools to optimize learning; leveraging the rich educational, agricultural, and artisan resources in the Canaan Community. We would like to expand to a Kindergarten through eighth grade program.

Notable Achievements and Areas of Improvement

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

We strive to provide local, state, and federal recognition for our students and staff. We are very proud of our accomplishments.

- * Our writing program has won locally, state, and one was a runner up nationally through the Zaner-Bloser writing competition.

- * Our 3rd grade teacher was nominated for the Glass Apple Award by her peers and parents for a local bank competition

- *We have worked with the e-rate program to help in providing fiber optic to the school for fast and higher quality internet services.

- *We have a clothing closet that helps with clothing issues that occur including coats, hats, mittens, boots for winter

- *Children arriving late are still feed breakfast

- * Training for staff by CPS to be aware of protocol and procedure

- *Trained in CPR/AED for emergency medical needs

- *Out of the box program for counselor/ LifeSpring

- *Immediate assessments done via webcast with Bloomington Meadows for behavior/mental issues

- *National Park designed by (K) Mrs. Taylor's critters/classroom project

- *Sixth grade students moving on to their next schools have been extremely successful and able to take higher level courses because of their training at Canaan Community Academy

- *Students that have enrolled with intense behavior concerns and some with one-on-one aides listed on the Individualized Educational Plan have been incorporated into the regular classrooms without the need of the aides or being self-contained nor home bound.

- * Students with the need for ABA interventions are welcomed into our programs

- * We completed all required testing windows

- *Family Involvement is high for the many activities that the school has

- *Professional Learning Communities and staff meetings generate a plethora of needful information and working time to collaborate across grade levels. Staff members work as a team not as individual islands.

- *Gardening classes are the highlight of the day for some students. Getting to get outside and in the dirt, then see the plants sprouting and growing is thrilling to them. To get to eat some of the items for lunch gives them ownership in the process of providing food for not just self but others.

- *Our special education program is expanding to meet the needs of a growing caseload. OT/PT service time is increasing; therefore, more students are being served. Our speech therapist is making great strides in helping not only language, speech, and processing, but reading, writing, and self confidence. The resource room is a hum of activity as professionals and paraprofessionals work their magic with children that are engaged and excited about their learning.

- *The Title I School Wide staff are both Highly Qualified Professionals who specialize in reading and math. Their groups are flexible and ever changing to meet the needs of the students. Their instruction supports the regular education curriculum but has the flexibility to use different strategies and techniques to utilize the different modalities of students. The small group of usually no more than 3 or 4 give those students a chance to shine.

- * PD provided by Smekens online and in person for all educational staff members. The online series helps to provide PD without leaving the building or area. We have hired a consultant to provide PD on an ongoing basis as our needs change.

- * Working with a local church to provide food for families during the weekend/summers

AREAS TO IMPROVE:

Testing is one our biggest stressors. We always strive to meet the 50% pass rate but with our diverse crisis situations and special needs population that in itself leads to numerous challenges when the testing pool is so small and each child's scores is worth much more than in a larger population. Some students refuse to respond to assessment questions or will mark any answer just to be "finished" with the task. Their classroom performance tends to be higher than any test scores we receive through formative and summative assessments unless their situation is severe.

Canaan Community Academy enrollment needs to increase to around 124 so the financial aspect is not an issue. We have a new volunteer that work with "organic marketing"(marketing that does not cost money). With her help we should be able to get our story out to a wide variety of people and access more quality marketing opportunities without depleting any greatly need funds.

We need to upgrade our technology and training on technology. Our goal is to build a state of the art computer lab and classroom devices that address the growing ability and global flavor of the technology world.

We need continuing training for special education accommodations and behavior modifications in the classroom so the general education teachers can continue to meet the needs of all students. We have highly qualified resource teachers and three amazing classroom aides that have 68+ years of experience working with our type of population.

Communication is always an area that can be improve. We use face to face, facebook, websites, social media, newsletters, phone calls, school calendars, commercial signs and other ways to communicate. However, some people still do not see/hear the information.

We need to find a way to fund more Professional Development, especially in the area of data analysis and how to convert that information into interventions. We currently rely on area experts to provide most of our trainings. We have attended other districts trainings when they will allow us to do so.

We are working on our High Ability Program, clarifying what is High Ability, the selection process, the exiting procedure, mission/purpose, etc. We currently have a primary and intermediate group that meets 4 days per week.

Student Retention is a concern. Our population tends to be very transient. Many parents are related or close friends with a wide scope of parents. When one family makes a decision to go somewhere else, others follows them. When a rumor gets started, as it often does in a rural setting, it is difficult to get the accurate information out to stop the exodus. Academically, we constantly use data to inform us of the needs of the students and what gaps they are struggling with. RTI is designed to give the student a chance to close those gaps.

Teacher Retention is a concern across the nation. Data shows that 50% of teachers leave the education field before their 5th year. Being a charter school, we give the beginning teacher a chance to get started, get experience, become part of a team, and learn about rigor, relevance, and relationships. However, the call of higher salaries tends to pull them into other schools after their training here. Several of our teachers have been hired by other schools within a week or so of starting school. Again due to our restricted resources as a rural charter school, salaries not dissatisfaction cause teachers to go elsewhere. We have,however; had several teachers come back later to return to work for us and we have always been glad to have them back.

Additional Information

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

Canaan Community Academy is not about putting students on a conveyor belt, giving everyone the same thing and expecting them to all come out at graduation day exactly alike, We are about meeting the child where they are at and getting them to the highest level of performance possible without breaking their spirit, confidence, or passion for learning.

We have a strong Technology Plan that can be viewed by the public at any time. Portions of it are included in our goals and plans section. Once again, funding is our biggest hurdle. We constantly are looking for technology grants to help defray the cost.

Our School Improvement Plan is a living, breathing document that is a projection for the next 3 years and will change as the needs of the learning environment changes. It will be implemented as soon as it is designed, and monitored during the staff meetings at the beginning of the school year, December, and March of each year. A copy will be given to each educational staff member. If any changes or additions are needed, they will be discussed at the next Board meeting.

Our school day has been extended to help with implementing a no homework policy to allow for more family time in the evenings. The groups are flexible and students can flow (as teachers evaluate and reassign) to the room providing the interventions they need. The extended time is used for RTI and the providing of instruction at the child's level to help them close their achievement gap(s). Interventions that may be used but not limited to are: intense/explicit vocabulary instruction, focused instruction, learning labs, small group skills based instruction, reader's theater, leveled readers, book buddies, upper grade mentors for the lower grades, accelerated reading and math, goal setting by students and teachers, social skills, non-negotiable aligned assessments, non-negotiable writing rubrics, k-2 will utilize STAR early literacy and STAR reading and math, grades 3-6 will use STAR reading and math, and Accelerated reading and math, IXL, Kahn Academy, all educational staff and some support staff to provide instruction beyond the classroom for at least 25 minutes per day for four day, use of computer programs such as Moby Max ,continual disaggregation of data to pinpoint missing skills , and attendance incentives.

Attendance incentives: During morning announcements the Administrator will announce yesterday's perfect attendance classrooms (no tardies or early dismissals). Monthly students with perfect attendance (no tardies or early dismissals) for the month will receive lunch with the Administrator by grade level and will receive a certificate and be recognized on the announcements. Recognition will be given on awards day for perfect attendance for the year.

Curriculum and Instructional Methods

To the greatest extent possible, we have elected to utilize place based education that is best defined as leaning that is rooted in the local community--the unique history, environment, culture, economy, literature, and art of a particular place. Place based education allows students to see that their learning is relevant to their world, to take pride in the place in which they learn, to connect with the rest of the world in a natural way and to develop into concerned and contributing citizens.

Canaan Community Academy's approach will encourage teachers to interact with the community and also allow teachers the opportunity to display greater freedom and creativity in the classroom. The place based education curriculum implemented will be rooted in the key areas of language arts, mathematics, social studies, gardening, and science.

Cooperative Learning

This is an instructional strategy that allows small groups of students, approximately four in each group, to work cooperatively to complete a task. Each group member is responsible for completing some part of the task. By working cooperatively, the students complete their goal(s). As students gain in maturity and experience, they will be able to learn cooperatively with progressively less need for teacher involvement in any portion of the process. This type of group work is carefully prepared, planned, and monitored. Creative thinking, critical thinking, decision-making and problem-solving are four key thinking strategies present in cooperative learning (Lee,1997). Cooperative learning promotes academic achievement, improved behavior, increased engagement with class, better attendance, improved student motivation, and positive social and academic interaction (Foyle and Lyman, 1989).

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We will augment learning by creating lessons that work together. Current research indicates that using this approach provides opportunities for more relevant, less fragmented, and more stimulating experiences for students (Furner, 1995). History, literature, math, and science will focus on similar topics of interest. For example, students studying Indiana History in their social studies class will also look at Indiana authors, important literature during the growth of Indiana, use math to estimate the cost of groceries, timber, land, etc. during certain periods in Indiana's history, discuss the technology available to Indiana inhabitants during certain time periods in Indiana's history and how it has changed throughout the years. Art and music will also be discussed in accordance to its role in the development of Indiana.

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Projects to be completed during independent study times will be decided upon by both teachers and students. In the primary grades, independent study times will most likely take the form of cooperative learning projects. Teachers will make every effort to match students based on personal interests. Students would work on projects that are based in the community when possible. Community volunteers could be utilized to assist students with these projects.

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While letter grades will be assigned to students in academic areas not less than four times per year, students' progress will also be tracked and reported through narrative reports by the students' Speech Therapist, Title I, Occupational Therapist, or Special Education Teacher. These narrative reports, completed by mid-year and end of year will integrate all aspects of the students' growth-academic, physical, social, and personal--assessed in the above manners and as observed by the providers of service. The narrative report will be honest, realistic, positive, and proactive in nature. The reports will help the classroom teacher form the basis of individualization of the students' education. The integrative narrative reports may also be the basis of parent-teacher-student conferences, to be held at least once annually. The student may participate in a portion of his/her conference by presenting a portion of their portfolio, answering questions, and offering self-evaluation that focuses upon achievement and strategies for improvement.

Student learning will also be demonstrated to parents and the wider community through student shows, exhibits, and presentations on display at the school or community events or offered during a monthly Board of Directors' meeting.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present •The true purpose for the school has been more a common understanding vs. a written document. The purpose in the handbook and the purpose expressed in the Oct. 20, 2015 staff meeting were very different but with the reoccurring theme of "the whole child".	Level 2

BSU Continuous Improvement Report

Canaan Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •The purpose designed at the Oct. 20, 2015 staff meeting...Teaching and developing learning experiences to meet the needs of the whole child so he/she can meet his/her fullest potential physically, emotionally, academically, and socially. In the handbook from previous years...The purpose of CCA is to provide students with a top-quality educational program addressing the needs of the whole child. With careful attention to the social dynamics and cultural values of the rural setting, (to be cont)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•Survey results •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The word all eliminates us from going beyond a 2. Due to administrative issues in the past some community members will not support or become involved with the school. School Board members are not present at school events as often as community, parents, and staff expect.	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 1.2 was clearly the section of most strengths. The entire staff is a united team working towards supporting the individual academic and life skill needs of the students. The administration and staff converse on a daily basis about needs, positive occurrences, concerns,

suggestions, data, and housekeeping matters. The school's leadership and staff demonstrate use of documentation, integrity, continuous improvement, use of data, shared values about teaching and learning, and high expectations for both students and staff, focusing on life goals.

CCA has implemented a high ability program for grades 3-6 with a vision for expanding to all grades next year. These students are pulled out once a week to work on higher level thinking activities. All classes differentiate instruction based on the individual needs of the student. We can continue to show strength and improve in these areas by continuing to communicate between leaders and staff through emails and weekly staff meetings and PLC meetings.

Committee heads have been designated to address the many diverse needs of the school. This helps to ensure that all areas receive the time and effort needed to do all things to the best of our ability with such a small staff but the same needs as larger schools. CCA has implemented a high ability program. These students are given time weekly to work on higher level activities with the instructor. The classrooms all differentiate instruction based on the current needs of the students. We will continue to show strength and improve in these areas by continuing to communicate between leaders and staff through face to face conversations, emails, staff meetings, and PLC meetings. We will continue to have a high ability program and work towards strengthening it across the K-6 grade levels.

Standards 1.1 and 1.3 are clearly areas of need. 1.1 Documenting the revisions to the purpose of the school has been an area that has been neglected as the needs of the building were prioritized by each of the 3 new administrations in the past four years. No systematic, inclusive, and comprehensive process has ever been designed. We will assign this to a committee head to be responsible to have it completed on a regular basis.

The staff felt as though all stakeholders do not participate to their fullest capacity. We would like to see more parent involvement at school and after school functions. For our part we need to send more formal request, perhaps with registration papers, at the beginning of the year where parents could choose what type of activities they would be interested in. A committee head would then form a committee to compile a master list with names and numbers to call upon when needed. The staff would like to see more parents and community members at the PTO and school board meetings.

1.3 Being the third new administrator in 4 years, I called several other charter schools to ask if we needed a SIP and was told no. Therefore, no official plan was implemented. We are now committed to designing a SIP that is a true reflection of our stakeholders and the needs of all students. Our charter was the guiding document in the past.

Staff training is necessary for all members to feel confident and comfortable with data tracking and analysis in order to show continuous improvement. Staff members would benefit by having clear expectation of what reports to use for data analysis. A Data Specialist working part time would benefit the staff greatly.

Data will be tracked and updated consistently among staff members which will be discussed and analyzed every other week at PLC's to form interventions to meet each student's academic goals.

Have the school's purpose statement read at all staff meetings, board meetings, etc.

Utilize social media to communicate to all stakeholders.

Continue to have a built in RTI time with each classroom, but have it be at the same time so that students can work with different staff members that are teaching material at that student's level.

I reopened the surveys in August, 2016 to allow all stakeholders to respond to the new school year before our review with Dr. Horvath

The new information showing first lowest response then highest response: 9/24/2016

Purpose and Direction

1.1. All stakeholders agreed that the school was focused on the child and his/her learning with an average score for parents of 4.5, for staff 4.27, and students 2.84 (without conversion).

1.2 Overall with parents and staff this was our area of needs improvement. More involvement by parents/stakeholders for planning purposes is needed.

For Standard I (85.16% of students, 84.8% of staff, and 81.4% of parents agreed or strongly agreed that our Purpose and Direction were on

the right track). (only 4.95% of students, 2.86% of staff, and 1.92% of parents disagreed)

Governance and Leadership

- 2.4 Students saw that adults being treated with respect by students was a great concern with 58% responding less than agree with.
- 2.7 Staff's lowest score was in this area. They are concerned that all board members are not visible and interactive with the school.
- 2.7 Parents' lowest score was for shared responsibility for student learning at 4.02 This may have to do with our new "No homework" policy.
- 2.5 Students felt their teachers want them to do their best work and the average score was 2.91
- 2.9 Staff felt the principal expected them to hold all students to high academic standards with an average score of 4.33
- 2.6 Parents felt the school has high expectations for students in all classes with an average score of 4.36

Teaching and assessing for learning

- 3.8 Students felt that teachers did not listen to them 2.61 (without conversion). (71% felt they did)
- 3.25 Teacher training was the staffs' lowest score with only 62% feeling positive. This percentage correlates with the number of brand new teachers in the building. A mentor program is in place and several Professional Development trainings have already occurred in the first month of school. We have weekly staff or PLC meetings as well.
- 3.22 Parents felt technology was not as advanced as they would like but still gave us a 4.14 average score. We are working on trying to find grants to help us move into the state of the art arena.
- 3.9 Students felt that their teacher tells them how to behave and do my work 2.94
- 3.28 Staff felt each child is well known and supports the child 4.43
- 3.19 Parents felt that their child knows the expectations for learning in all classes 4.46

Resources and support Systems

- 4.14 Students' lowest score was for a clean/safe school 2.77 average score
- 4.42 Staff felt technology did not meet their needs 3.67 average score
- 4.28 Parents felt more counseling was needed 4.02 average score
- 4.16 Students felt they had technology to help them learn 2.93 average score
- 4.37 Staff felt they were provided ample instructional time and resources to support goals and priorities 4.38
- 4.26 & 28 Parents felt their children were in a safe environment and that the school supported student learning both at 4.39

Using results for continuous improvement

- 5.18 Students' lowest score was in the area of being asked what they thought about school 2.17
- 5.50 Staff felt they had not been trained to interpret, evaluate, and use data (Fresh out of college teachers...Data Disaggregation had not been taught in the college classes. We are providing training through staff meetings, PLC, and contracted PD trainer.)
- 5.33 Parents felt the school monitoring and reporting achievement of goals could be improved 4.2
- 5.20 Students felt the principal and teachers help them to be ready for the next grade 2.9
- 5.47 Staff felt that the school used multiple assessments to determine student learning and performance 4.33
- 5.35 Parents felt their child has administrators and teachers that monitor and inform them of his/her learning progress 4.37

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •See narrative at end of this standard	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Job specific criteria •Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

This Standard's input was from the Board of Directors since Standard 2.1 Stated they made policies which only the Board can do. Responses from board members are verbatim from their written narratives unless clarification is needed which is set apart by parentheses. Board Member #1; Although I have been on the board for only a few months; in that time, we have established and adopted several new policies. This is naturally an ongoing process, as changes are inevitable. Regulating and updating procedures and practices are important for the overall learning environment and advancement of the students. These show the continuing effort made by the leadership; always striving for improvement and the betterment of all at Canaan Community Academy.

We are very fortunate to have a Chief Administrative Officer who exhibits such dedication and commitment to her profession. With the dual
SY 2016-2017

position at the school, there are extensive duties and expectations, as evidenced by the job descriptions. She is authorized to make most decisions, pertaining to the overall functioning of the school, at her discretion. Along with that freedom is the responsibility; which she accepts with grace. I believe it would be beneficial to allow her more time to devote to other projects. To achieve this; some of the tasks could be assigned to other qualified individuals.

The staff conducts several school functions that receive very good support from the parents and community. These help, but I think we could improve on the overall atmosphere of the school to be even more conducive for learning. By perpetuating involvement and more interaction with parents, I believe the students would be more at ease and have much more interest.

To accomplish this, we need individuals that are talented at employing effective marketing strategies. We have the indoor facilities and several acres of land that can be used for gardening, games, and many other outdoor activities. It would be great to take advantage of these resources for the mental and physical well being of the students, staff, and community.

Board Member #2 (Areas of strength)

On 2.1 I feel that we are at level 3. We continually strive to look for ways to provide for professional development for all staff.

2.3 The board does maintain a clear distinction between its responsibilities and those of school leadership.

2.4 There is a very strong sense of community and collaboration to provide the best opportunities and environment for student success.

2.6 The leadership supervision and evaluation process is continual and effective.

(Areas of needed improvement)

2.7 The governing body does not have a defined process to ensure that we are in accordance with roles and responsibilities. It does ensure that they are met but there is no specific defining process. This should be examined to see what can be done.

2.5 If by stakeholder we mean parental involvement, the leadership tries to solicit parental involvement but it has been difficult to do. The leadership is trying to encourage parental involvement with after school events and activities.

Board Member #3

Board of Directors of Canaan Community Academy operates responsibly and functions effectively. This can be documented by policies found in our policy manual such as, Concern Resolution Policy, and Whistleblower Policy.

The board is organized through a Systematic Oversight Calendar that pushes our agenda.

The Chief Administrative Officer is evaluated twice a year, surveys are completed by staff, which is part of her evaluation. There is a written job description for the Chief Administrative officer on file.

The board has received professional development through Brian Carpenter, a consultant for Ball State charter Schools.

The board treasurer reviews the check register and bank statements monthly with the board. Chief Administrative Officer makes a financial report during monthly board meetings.

Improvement from the board can be found in submitting the revised by laws to Ball State, they are in the hands of our attorney now for review.

Areas of improvement would be to complete policies required by Ball State, authorizer and statute.

Parents are a vital part of our educational environment. When the school closed in 2010, the community/parents rallied to reopen as a charter school. Two years later that goal was met. We are now in our fourth year of operation and the support has not diminished.

Certified and classified staff members have students here at school because they know the environment and quality of the staff.

Our Beyond the Bell, child care program, is ran by a parent and her substitute is another parent. Our PTO is a vital part of the fund-raising, decision making, and planning/marketing committees.

Parents communicate with the school by facebook, the school website, texting, emailing, mass mailing, agenda books, phone calls, and face

to face communications. When activities like Veteran's Day, Christmas programs, carnivals, etc happen at school the gym and/or rooms are usually full of parents and community members.

Fundraisers are usually very successful because parents go out of their way to support the school.

When the archery club was formed 50% of our 3-6 grade students joined the after school program. That meant a lot of parents having to pick up students after school hours from long distances, but they do it.

We will continue with our marketing committee, events planning committee, Title I meetings, Open House, Parent/Teacher conferences, Family Literacy Nights, Fitness Challenge for Families, Community Programs

Survey results for the 2016-17 School year September 24, 2016

Governance and Leadership

2.4 Students saw that adults being treated with respect by students was a great concern with 58% responding less than agree with.

2.6-7 Staff's lowest score was in this area. They are concerned that all board members are not visible and interactive with the school.

Relationships have not been built.

2.7 Parents' lowest score was for shared responsibility for student learning at 4.02 This may have to do with our new "No homework" policy.

2.5 Students felt their teachers want them to do their best work and the average score was 2.91

2.9 Staff felt the principal expected them to hold all students to high academic standards with an average score of 4.33

2.6 Parents felt the school has high expectations for students in all classes with an average score of 4.36

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Posted learning objectives •Representative samples of student work across courses •The staff felt that we do a wonderful job with those students that need support through the special education and/or Title I programs. Differentiation of instruction in the classroom is a strength for the majority of the staff (teachers and aides). The area that we continue to improve is with the High Ability Students. We have two teachers working towards their HA endorsement. We have a teacher doing our LEAP program now who is not certified but has a passion for the program. 6th gr. surveys	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Because we are a small school with the majority of the staff being fresh out of college, curriculum work has been slow as they learn the process and try to deal with the realities of teaching. Funds are tight for PD and hiring a curriculum expert to help us through the process. We have curriculum maps that we are constantly "tweaking".	Level 2

BSU Continuous Improvement Report

Canaan Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results •Study Dog, My Virtual Reading Coach, Moby Max, STAR assessments, NWEA assessments, SmartBoard activities, IXL, Perspective from Pearson, Kahn Academy	Level 3

BSU Continuous Improvement Report

Canaan Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs •Grades are recorded in Harmony as they are assigned. We are moving to Harmony 3 which will allow parents to see grades and narratives as they are written. The Chief Administrative Officer is completing the INTASS Level 1 Evaluator Training for Certification in the RISE evaluation process through the state department, even though charter schools can use their own evaluation instruments. Canaan Community Academy's evaluation plan includes many of the RISE features.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •The certified staff meet in PLC or staff meetings every Tuesdays. No decision is made without input from all staff members connected to the instructional area. the Chief Administrative Officer meets with all staff throughout the quarter to receive feedback, suggestions, concerns, and what is going well.	Level 2

BSU Continuous Improvement Report

Canaan Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Since the majority of the staff is new(86-+%) it is difficult to link them with an experienced teacher. The administration has changed every year for the past 3 years and the new administration has had to play "catch up" each time.	Level 2

BSU Continuous Improvement Report

Canaan Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Family Literacy Nights, Spooktacular, Parent/Teacher Conference Nights, Veteran's Day/ Week Program, Grandparent's Day, Canaan Fall Festival Community Weekend, Volunteer Program for events and classrooms, Christmas Program, Graduation Programs, Spring Fling, Red Ribbon Week, Fire Prevention Week, Bullying/ Community Heros Program.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results •Our school is a small, rural, charter school where every staff member knows the children by name and most of their parents and grandparents. Students that have been expelled for the year (in September) have come to our school and flourished due to the nurturing/kid friendly environment. We are looking at implementing a peer advocate program where the 3,4,5,6 grades will be linked with the K-2 grades. Our student council will be involved with monitoring in the program.	Level 3

BSU Continuous Improvement Report

Canaan Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Since we have only one class per grade it is impossible to do a horizon alignment. The vertical standards are used to drive the processes and procedures. Procedures for grading and reporting are in the handbooks.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Survey results •Brief explanation of alignment between professional learning and identified needs •Due to limited funds, the staff is well aware of the need for more focused PD/staff training. We join with surrounding schools in the area when possible, use the SSU department from the Madison area for trainers, use community professional people, write grants to help fund PD, and use webinars when possible so the staff does not have to be away from their students. We purchased the SMEKENS online training series for the 2015-16 school year and will be looking into similar online PD for 2016-17	Level 2

BSU Continuous Improvement Report

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Data used to identify unique learning needs of students •Differentiation is a strength for the staff. Because of the nurturing nature of the building, the staff constantly looks for ways to support each child to reach their maximum potential and strengthen their strong areas while boosting their self confidence. Data defines the next steps to each child's RTI plan.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Because of the dynamics of our school, we have the ability to reach students that have been unsuccessful in other schools. Because of the relevance, relationships, and rigor of our learning environment, children are willing to take risks because they realize it is safe to do so. We address the needs of the whole child through the Minds in Motion program, a strong OT/PT commitment, an outstanding speech pathologist, an experienced special education teacher and a new teacher she is mentoring, a strong community commitment, a staff that could go anywhere to make more money but choose to stay because of their dedication to what we are doing and the feeling of being part of a "family" not a business.

Our strengths(4 or 3) are 3.1,3.3,3.4,3.8,3.9,3.10,3.12 Actions to Maintain:

We will continue with the current LEAP program and build upon as staff and funds become available and trainings increase our knowledge base.

We will continue with our dynamic special education services which focus on Language Arts and math, speech, and OT/PT activities.

We will continue with the high quality Title I program for reading and math. Reading focuses on the Fountas and Pinnell Program and Assessments. Math focuses on using the supports provided by the math series used across the grades (My Math & Indiana Math Connects) The staff will continue to design lesson plans that show differentiation for those struggling AND those above grade level. Teachers will continue to differentiate instruction and expectations, as well as, integrate lessons across curricular areas to make learning more meaningful and connected to the real world so that children remain engaged in their own learning.

Teachers will use technology when appropriate to meet the needs of all students and also help them to connect to the real world. The technology class will work on but not limited to areas such as: keyboarding, student writing, Power Point, Microsoft Excel and Word, teacher led internet activities, research and theme enrichment activities, math and ELA skills. We utilize such programs as: Moby Max, My Virtual Reading Coach, Learning Compass, Study Dog, and technology sites related to the math and reading series to enhance the curriculum.

Information from the Indiana Literacy Liaisons are shared monthly with the educational staff.

Research based instructional strategies that are currently being used and will continue to be used are: for ELA- balanced literacy for all grade levels utilizing Accelerated Reader, which integrates and uses the books provided by the library and classroom to provide individual instruction and assessment of reading comprehension, use of Daily Oral Language for additional auditory/visual instruction in the mechanics and grammar components, fidelity with implementing a dedicated 90 minutes of uninterrupted reading instruction across the grade levels, RTI time provided for no less than 30 minutes per group per day, with plans to extend that to 45 minutes to one hour next year (2016-17), writing portfolio with building wide rubrics passed on to the next grade level, hands on, small group work, project based lessons, and service learning activities.

For math: Primary grades do daily calendar math to supplement math instruction, use of manipulatives, use of SmartBoard supplemental activities, basic math fact instruction daily with Friday's building wide Mad Minute Challenge with the Wall of Fame work posted in the entrance hallway and a reward given for those "beating the clock".

Teachers will continue to adapt their curriculum maps and track their pacing monitor logs as needed.

Chief Administrative Officer will continue to monitor academic practices and progress by walk through observations, formal evaluations of all staff, data analysis, surveys, and all stakeholders input.

Canaan Community Academy will continue to offer a variety of events to keep families informed and involved. These include but not limited to: Weekly newsletters, Family Literacy Nights, Holiday Programs, Open Houses, Community Dinners, Grandparents' Day, Formal Parent/Teacher Conferences and individual conferences on an as need basis, notes in agenda/phone calls for positive/concerns, Veteran's Day Programs, PTO programs (Spooktacular, Spring Fling, Santa Shops, Book Fairs, etc) School wide Field Day with community members support, Kindergarten and Sixth Grade Graduations, parent volunteers in the classroom and for school activities both during and after school, chaperons for field trips, Mobile Dentist and Vision Screenings, School picture days,

Canaan Community Academy will continue to offer counseling services at least once a week to include the counselor doing one-on-one times and also visiting each classroom and doing activities with all students in that grade level as a team. The counselor also works with families to find the resources they need during times of need for additional supports.

Classroom assistants will continue to work with students and classroom teachers which would also allow students an opportunity to bond with other adults in the building. All our paraprofessionals will seek endorsement for be certified as a Highly Qualified Paraprofessional. Our building has volunteered to be a testing site for the Highly Qualified Paraprofessional program but has not heard back from them yet.

We currently use the Harmony System to input grades and other student records. We are moving to Harmony 3 which will allow our parents to see grades throughout the school year. The grading system is included in the Student/Parent Handbook given out to each student and read and discussed by the classroom teacher for the first two weeks of school. Parents/Teachers both sign off that they have read and discuss the information contained in the handbook with their student(s). Teachers communicate at the beginning of each year regarding the specific areas for grading to make sure it is consistent across grade levels. Students and parents will be made aware of how special projects will be graded prior to beginning work on the projects. This could be in the form of a check sheet or rubric. Students that receive services such as Special Ed., Speech, Title I, Occupational Therapy, and etc. have an updated report sent home with their report card each quarter regarding the additional services they are receiving.

Staff will continue to evaluate data during Staff and Professional Learning Community meetings weekly. Staff will have updated data in order to discuss interventions that can be used during RTI time and will collaborate on lessons and activities that can be used for those interventions.

BSU Continuous Improvement Report

Canaan Community Academy

Evidence: Lesson Plans, documentation from website and other posting areas to show the attempt to find qualified staff in those areas, NWEA reports, STAR assessments, and other formative assessments that show student progress and preparation for the next steps, curriculum maps, standards binders, teacher evaluation forms, copies of teacher's newsletters, copy of monthly calendars sent from office to families, counselor's contract and schedule, copies of grade level report cards.

Teachers will continue to personalize learning by using different technology programs, addressing the different learning styles (OT, classroom environment, different modalities are used as the material is taught, small groups, etc), and collaborating with each other for different resources and strategies.

Weaknesses (2 or 1)

Actions to Improve: Currently classroom assistants, special education, and Title I staff are invited, but do not participate in our weekly Professional Learning Community or Staff meetings. To benefit all students, all assistants and Title I staff will be asked to attend meetings and/or offer written input. They will be compensated for their time. Written notes of discussions will be given to them weekly.

A part of the orientation/welcome back work day will be designated as a special orientation for new staff to show the building layout, go over expectations, and show where supplies and equipment are. Beginning new staff will be paired with a mentor staff member for their first year or two to offer support and guidance where necessary. If pairing is not possible due to limited staff and turnover rate, a monthly or bi-weekly meeting will be held with an experienced teacher leading to answer any questions, offer feedback, discuss growth plans, data, teaching practices/tools, appropriate professional development opportunities, or just look over lesson plans and student work.

Currently there is online professional development available through a grant. When this grant runs out a source of funding will need to be found in order to provide continuous professional development. Classroom assistants will be given time out of their schedule or compensated for additional time, in order to take advantage of professional development. Staff has been asked to prioritize their needs for Professional Development for the coming school year.

Evidence: Professional Learning Community and Staff meeting notes, mentor teacher notes when meeting with beginning new teacher, new staff orientation packet, Professional Development certificates in teachers' files.

For professional learning, each teacher could share a teaching strategy, tool, technique, book, technology tips, mini-lesson etc. each semester.

More collaboration between special education, Title I, special area teachers, aides, and classroom teachers.

More technology used to help make those real life connections by having students watch videos, read news articles, research, and to practice using the skills taught through different computer programs.

Survey results as of 9/24/2016

Teaching and assessing for learning

3.8 Students felt that teachers did not listen to them 2.61(without conversion). (71% felt they did)

3.25 Teacher training was the staffs' lowest score with only 62% feeling positive. This percentage correlates with the number of brand new teachers in the building. A mentor program is in place and several Professional Development trainings have already occurred in the first month of school. We have weekly staff or PLC meetings as well.

3.22 Parents felt technology was not as advanced as they would like but still gave us a 4.14 average score. We are working on trying to find grants to help us move into the state of the art arena.

3.9 Students felt that their teacher tells them how to behave and do my work 2.94

- 3.28 Staff felt each child is well known and supports the child 4.43
- 3.19 Parents felt that their child knows the expectations for learning in all classes 4.46

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •Funding is limited. All staff feels that there are more needs than time in a day to meet. More staff would be very beneficial. A special education teacher full time would be a priority. With the many needs of the students, a counselor for more than one day a week would be beneficial. More help for the front office and IT on staff for trouble shooting and help with testing requirements. A curriculum coach for PD and staff support. More technology and state of the art equipment and training.	Level 2

BSU Continuous Improvement Report

Canaan Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •Due to limited funds, a discussion was held discussing the possibility of a fund being created for donations to the school so that the interest could be used to provide financial support for needed resources.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules • One of our priorities is to install security lights and cameras. Due to the age of our building, new kitchen equipment (we have applied for a grant to replace the old equipment in the cafeteria), boilers, AC, electrical wiring, gym floors,etc are needed. We follow an emergency plan, and conduct and record the results of all required drills including bus drills. The Chief Administrative Officer is being certified through the ISSSA (School Safety Academy) and should complete training in May.	Level 2

BSU Continuous Improvement Report

Canaan Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Paraprofessionals need to be trained. We do not have a licensed media/librarian on staff due to finances. We do have a technology class ran by a certified teacher.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Our computers were donated from the Census Bureau in 2012. We have learn pads for each classroom that were new in 2013-14	Level 2

BSU Continuous Improvement Report

Canaan Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •We excel in meeting the needs of children and families. That is why students flourish here. The Chief Administrative Officer, working with the LifeSpring Mental Health Clinic, has designed an "outside the box" counseling program to address the many needs of the students and families. •In-house therapist support provided through a partnership with a local counseling clinic. •TeleAssessments are available at the school to provide immediate mental health plans for students by Bloomington Meadows	Level 2

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Canaan Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •All stakeholders agree that counseling services daily would benefit our students and families. We have added 1 1/2 staff members to our special education department and are seeing steady growth in the students. We added another day onto our speech therapist time. Our OT/PT owns her own business and brings extra help with her most days. We have received the Crusades for Children grant for the 2015-16 school year and have applied for next year. This grant is an amazing support for our sp.ed.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

We have gone through inspections for boiler room and safety, Homeland Security Inspection, fire marshall , health department, and yearly food audit all within several weeks of each other this winter (2015). We received sterling reports for our cleanliness and compliance; and with compliments from each one about our school's overall management of their area of inspection.

There are some improvements that are needed to be made in order to ensure that there are resources and services provided to support our purpose and to ensure success for all of our students.

A few top priorities for the coming years are: expanding the high abilities program, building up our fiscal resources that will provide funding to meet the needs of the students and the staff, and marketing our school's exceptionalities.

There is a great need in funding for professional development, updating the technology, adding onto the staff with instructional assistants (primarily with an education and or special education background), security equipment for school property, and more time for counseling/life skills/ career readiness, speech and OT/PT services.

In order to improve on these areas we will study our budget from the past few years to figure out ways to save money, reinforce that all fees are paid (and coming up with policies for these such as lunch bills, textbook fees, Beyond the Bell fees, etc) and searching for even more grants to cover needed expenses.

The Chief Administrative Officer was a former Emotional Disorder, self-contained, classroom teacher in inner city and rural settings. She also was a principal for 10 years in the Louisville Area. 2015-16 School Year- She is being trained by the Safe School Specialist Academy to address the safety and discipline in the building and joining the local Jefferson County Safe School Committee. She is working with the Board of Directors to generate needed policies to cover the specific safety issues of the building. Security equipment is being looked into by the Board of Directors. No bullying policies are in place and the discipline code is in the parent/student handbook. Parent and Students are required to sign off that they have read the entire handbook and understand the expectations. Teachers go over the handbook with their classes the first two weeks of school and whenever a "refresher" is needed.

No bullying units are taught by each classroom and the school counselor continually works with activities and games to get the class to understand all the issues of bullying and being bullied. Several programs are brought to the school each year for a school-wide assembly that addresses the bullying issue from several perspectives. No Bullying Zone posters are place throughout the building. Each morning a Life Expectations Goal sheet is read over the PA system by students or the administrator stressing social skills and expectations. Each month at least two character traits are reinforced every morning over the PA system as well as in the classrooms. A WOW program that rewards those showing appropriate social skills is done every Friday and each 9 weeks, gift cards are given out to one individual from each class that has shown respectful, appropriate, social skills.

Trainings for staff and students are completed by local individuals(mental health, hospital, health department, counselor, CPS, etc.) for self-esteem, good touch/bad touch, team work, hygiene, and any other appropriate needs expressed by the staff, students,or parents.

Drills are scheduled and practiced each month. Bus drills are completed each 9 weeks. Drills are "changed up" so that they do not become "routine". Homeland Security made a surprise inspection at the end of 2015 and found us exemplary in our processes and building maintenance. Diagrams for fire, disaster, fire extinguishers, pull stations are posted in each room of the building. The visitor policy states that all visitors must report to the front office, enter only the front office door, sign in, and receive a pass before entering any other part of the building. Exterior and classroom doors are locked during the school day and during after school programs for child care. Emergency kits are kept supplied and ready.

Chief Administrative Officer, working with Bloomington Meadows, implemented a virtual assessment program for students with intense emotional needs, violent behaviors, and/or need for parental support for ongoing behavior concerns. It provides trained behavioral staff into the school without parents having to travel long distances.

Survey updates for 9/24/2016-

Resources and support Systems

4.14 Students' lowest score was for a clean/safe school 2.77 average score

4.42 Staff felt technology did not meet their needs 3.67 average score

4.28 Parents felt more counseling was needed 4.02 average score

4.16 Students felt they had technology to help them learn 2.93 average score

4.37 Staff felt they were provided ample instructional time and resources to support goals and priorities 4.38

4.26 & 28 Parents felt their children were in a safe environment and that the school supported student learning both at 4.39

Overall more resources are needed to provide activities for students that they are interested in.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Evidence that assessments are reliable and bias free •NWEA appears to be too hard for Kindergartners. The staff has a concern about having reliable data, especially for boys. We are doing better each year about tracking our data. We use STAR math, early literacy, and reading, ISTEP, IREAD, and NWEA on a consistent basis. Some teachers have "locally" developed tests. Some of the staff feels that the school does a good job evaluating tests and comparing them to classroom observations to make sure they are reliable and our students are improving.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •No written protocol for data collection and analysis. Teachers feel that college did not prepare them for data analysis and how to apply what they learn to the instructions and resources needed.	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	•Survey results •The staff is mostly second year teachers. The staff has had very little face to face training in data disaggregation. Most PD training is done online or webinar through the program's company. We have the SMEKENS PD website for the 2015-2016 school year. The staff as a group did not have training in data analysis in their college classes.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth •We have a need for policy and procedures for data analysis. The staff meets every other week in PLCs or staff meetings. The topics of discussion are on the agenda sheets. the evidence of student growth is on the classroom copies that go in our files and the growth documents we send home to parents after testing.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

CCA uses STAR early literacy, reading and math at least once per quarter, and NWEA at the beginning, middle, and end of the school year. Each classroom also generates their own formative and end of unit assessments.

Most classrooms use a daily language grammar and mechanics correction sheet completed individually then discussed as a whole group.

We do a "mad minute" basic math activity each Friday with walls of fame in the main hallway to display those passing their facts for the week.

All assessments are used to drive instruction and prioritize building needs.

As a school; however, we need to do a better job of analyzing data from multiple sources.

We regularly look over data during our Staff and Professional Learning Community meetings. However, this should be followed through with revised plans and updated goals on a more consistent basis.

We will improve on this standard by having more intense data training, set deadlines for goal setting/data decisions, and design more defined policies and/or procedures for collecting and analyzing data. As a group of educators, we will regularly compare and share data with paraprofessionals.

We will also continue to use the data to form school-wide RTI intervention groups and design explicit lesson plans and activities.

February 16, 2016 We met as a school-wide team to design goals for the building, classroom, and individual students. From that data we designed our Professional Development plan.

Survey results for 9/24/2016

Using results for continuous improvement

5.18 Students' lowest score was in the area of being asked what they thought about school 2.17

5.50 Staff felt they had not been trained to interpret, evaluate, and use data (Fresh out of college teachers...Data Disaggregation had not been taught in the college classes. We are providing training through staff meetings, PLC, and contracted PD trainer.)

5.33 Parents felt the school monitoring and reporting achievement of goals could be improved 4.2

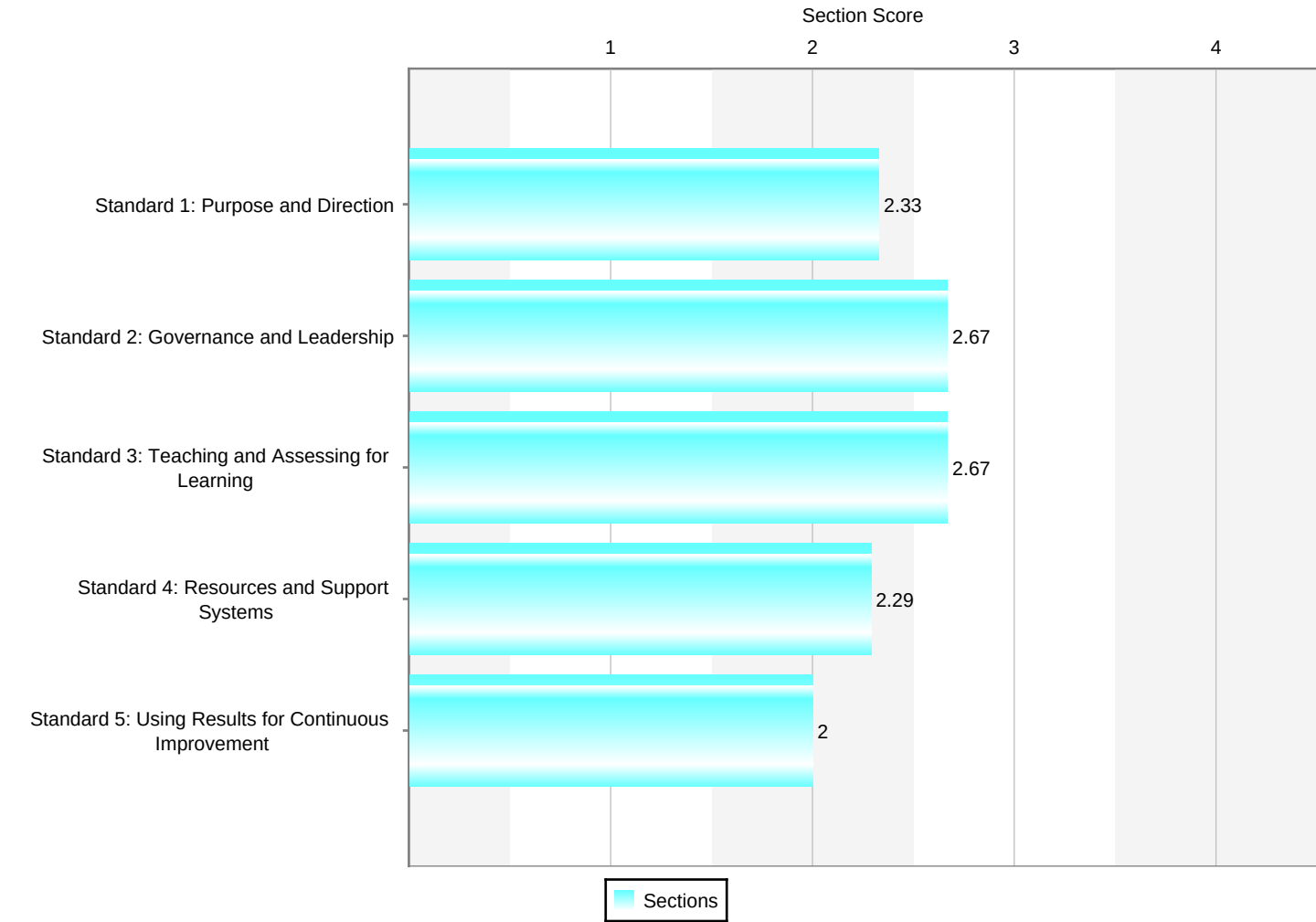
5.20 Students felt the principal and teachers help them to be ready for the next grade 2.9

5.47 Staff felt that the school used multiple assessments to determine student learning and performance 4.33

5.35 Parents felt their child has administrators and teachers that monitor and inform them of his/her learning progress 4.37

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Surveys were sent out electronically and paper pencil to ensure those without internet/computer services have a chance to participate. We completed surveys for the friendly school program and the SIP program. That data is included in this document also.	surveys fs Stakeholders Feedback Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

(Parents' Surveys) Total score 4.21

77.45% said the school's purpose is clearly focused on student success.

73.34% of Parents supported the Leadership/ Governance.

86.44% supported the Teaching and Assessing of Learning. Using those results from assessments for continuous improvement was supported by 80.21%.

79.17% strongly agreed/agreed with the quality of resources and support systems in place.

Parental Comments: Totally happy, love the atmosphere, wish they would expand past 6th grade, small classrooms make it personal, family oriented, kids love coming to school, teachers are caring, dedicated, they teach differently than "traditional public" schools, friendly atmosphere, they work together (school and community)

(Certified and Classified Staff) Total survey score 3.96

Throughout the entire survey there were few disagree or strongly disagree

Purpose and Direction

82.30% of those completing the survey agreed their is a known, strong purpose and direction. 15.38% were neutral

Teaching and Assessing for Learning

78.08% strongly agreed/agreed that there is a positive/successful teaching and assessing environment. 15.77% were neutral

Assessment results used for continuous improvement 82.425 strongly agreed/agreed 12.09% neutral

Resources and Support Systems

78.72 strongly agreed/agreed 13.99% neutral about the effectiveness of the resources and support systems. (Technology was a concern)

The criteria for evaluation of the school leader showed 0% disagreed with the statements (a few were marked neutral by one or two individuals) except one person did not feel all staff were held to the same standards.

(Staff comments) dedicated to all students, work well together, teach to individuals not just the whole class, a welcoming atmosphere, small class sizes for more adult interactions, parents and staff feel like part of a family, looking at the whole child

(Student Responses- Early Elementary) total survey score 4.5

The majority of our students in Early Elementary feel they are learning and their teachers are working hard to see that they do. These students know their expectations at school and feel their families feel the same way. Our students feel safe at school and feel as though they have the resources at school to help them learn.

Their total scores of Yes were 80.22% Maybe 12.5% No 7.28%

(Student Responses- Elementary) total survey score 2.69

These students indicated that the teachers and principal help prepare them for the next grade level, offer praise when doing good, teach

students how to get along and treat others with respect, encourage students to do their best, tell families how the students are doing, and

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they have computers to help learn.

Purpose and Direction

83.33% agreed with positive statements 11.76% were not sure 4.9 disagreed

Governance and Leadership

84.8% agreed with positive comments 12.15% were not sure 2.94 disagreed

Results of Continuous Improvement

69.28 agreed with positive comments 14.38% unsure 16.34 disagreed

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

More after school events (girls' basketball, archery, running club)

Leadership

More staff input into grants, School Improvement Plan, planning events

Students liked the more "natural" foods served in the lunch room (some from our gardening program)

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Family Friendly School survey

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Technology-equipment needs to be replaced and some updated to newer versions

Bus routes need to be shorter

Some parents felt that communication was a concern between parent and staff

More staff needed; especially males

The physical security of the building (cameras, lights)

Parents/Students wanted a Middle and High School

Staff turnover; including administration

Beef up High Ability Program

More PD for staff

More funding needed

More parent support

Too much paperwork and data collection

The Board of Directors to be more involved

Some students feel they are not:

Being treated fairly

Being heard

Families not coming to school events

Feel teachers don't always listen to them

Teachers don't ask what they think about school

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Parent involvement in PTO, school events, tutoring

Funding

What are the implications for these stakeholder perceptions?

More communication and marketing is needed between school, home, community. Even though each teacher sends out newsletters each week, makes phone calls home, front office is in contact via website, texting, phone calls, letters, there still seems to be a failure to communicate to a portion of the families.

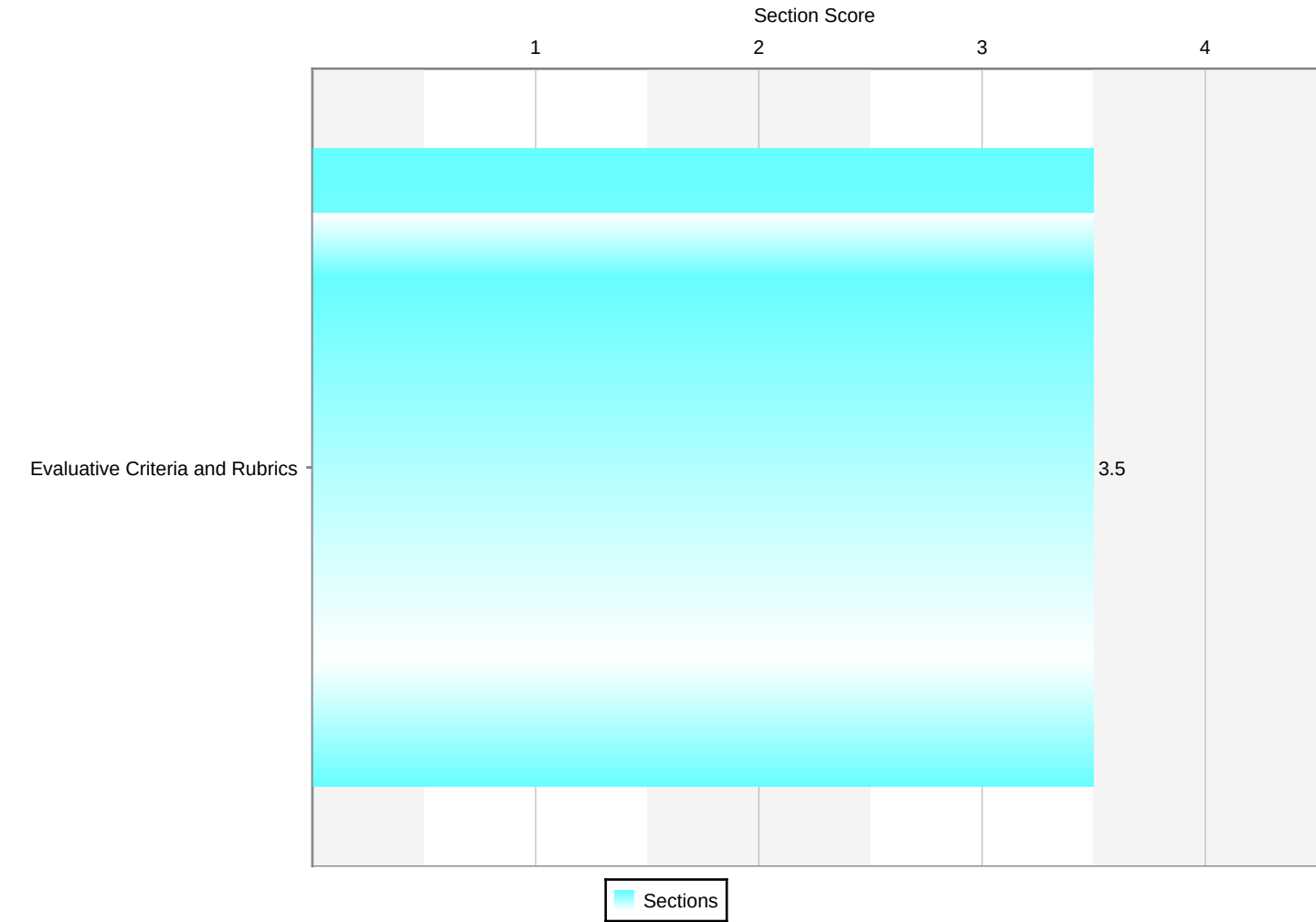
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The Board of Directors has asked for more marketing. A marketing committee was in place at the beginning of the school year but has
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drifted apart over the school year. It will need to be revived.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	This will be updated at least 3 times per year with NWEA, 4 time per year with STAR , one time per year with ISTEP and IREAD3 data and other formative and summative assessments as appropriate	ISTEP+2105 test chart SIP K-6 colored data 2013-15 data Compass IDOE 15-16 Goals for NWEA/ISTEP+/IREAD3

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Due to the make up of our school population we feel our growth is commendable. We have a high percentage of special needs, Title I, RTI, and free and reduced lunch population. Looking not at just test data but the progress of the children mentally, socially, emotionally, and physically we feel proud of our accomplishments.

Kindergarten-counting/writing/naming numbers, phonics, rhyming, sorting, story elements

First grade- 6/26 students performing above expectations across the curriculum, some working with High Abilities skills program

Second grade-non fiction and measurement are their strength areas

Third grade-vocabulary and number sense are their strength areas

Fourth grade-vocabulary and data analysis are their strength areas

Fifth and Sixth grades-author's purpose, structure, context clues, word relationships, and number sense are their strength areas

We use STAR reading, early literacy, math and NWEA reading and math as ongoing formative assessments to monitor growth/progress and change groupings as needed

Describe the area(s) that show a positive trend in performance.

Kindergarten-math (numbers) reading (phonics)

First grade-math computation and number sense language arts=writing and phonics

Second grade- math computation and measurement reading phonics

Third grade-literature

Fourth grade-literature, vocabulary, data analysis

Fifth and sixth grade-vocabulary, number sense, computation, main idea and details

Which area(s) indicate the overall highest performance?

Kindergarten- phonics

First grade-phonics decoding skills of single syllable words math: computation and geometry (NWEA)

Second grade- comprehending non fiction recognizing authors'words to provide rhythm and meaning in a poem, story or song

Third grade-literature comprehension and vocabulary

Fourth grade-vocabulary

Fifth and sixth grade-vocabulary, computation

Which subgroup(s) show a trend toward increasing performance?

Kindergarten- Title I math and reading

First grade-title I reading, Special Education students in reading free/reduced lunch reading males in math

Second grade-special education in reading

Third grade-Special education and Title I reading

Fourth grade- Special Ed. behaviors/non-academics Title I reading

Fifth and sixth grades-Tier 1 and Tier 3 groups

Between which subgroups is the achievement gap closing?

Kindergarten- between free/reduced and non free/reduced

first grade- scores not consistent across STAR, NWEA, formative classroom assessments

second grade- scores are not consistent across STAR NWEA and classroom performance

Third- Special Education and Title I students

Fourth grade- Special Education and Title I students

Fifth grade and Sixth-Tier 2 and 3

Which of the above reported findings are consistent with findings from other data sources?

Kindergarten- STAR and NWEA

Third grade-STAR and NWEA

Fourth grade- STAR and NWEA

Fifth and sixth grade-STAR and NWEA

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Kindergarten- writing structure, computation, math facts

first grade- language arts: comprehension(main Ideas, details, retelling) math: number sense (place value)

second grade- main idea and comprehension Math: algebraic thinking

third grade- writing, information text, math facts

fourth grade-writing (structure), computation (math facts)

fifth/sixth grade- writing, making inferences,literary texts,informational texts, reference materials, multiplication facts

Describe the area(s) that show a negative trend in performance.

Kindergarten-quantity discrimination, counting syllables

First grade- reading vocabulary(NWEA) math no areas (NWEA)

Second grade-Title I math

Third grade- writing conventions, math computation

Fourth grade-math computation algebraic thinking

Fifth/Sixth grade- comprehension, writing

Which area(s) indicate the overall lowest performance?

Kindergarten- comprehension

First grade-math (number sense) place value and computation language arts: comprehension skills

Second grade- comprehension skills

Third grade-comprehension of informational text

Fourth grade-comprehension of informational text

Fifth/Sixth grades-writing, comprehension, word problems, data analysis

Which subgroup(s) show a trend toward decreasing performance?

Kindergarten- girls in both reading and math

First grade- males in math Title I, Males and females with IEPs in reading

second grade- females decreased in math males decreased in reading

third grade- High ability students/students above grade level

fourth grade- special education

fifth/sixth grade- Tier 2 groups

Between which subgroups is the achievement gap becoming greater?

Kindergarten- special education

First grade- males/females in reading males in math

Second grade-title I students

Third grade-on/above grade level

Fourth grade-gen. ed/ Title I and special education

Fifth/Sixth grade- Tier I and Tier 3

Which of the above reported findings are consistent with findings from other data sources?

NWEA and STAR math and reading

1st grade-NWEA reading tends to be lower than my STAR reading NWEA math tends to be higher than STAR.

Overall weekly observations and test results tend to be more positive and higher. Students appear to be distracted during computerized and written test.

Data Sources

Formal and informal assessments are a vital component of student mastery of the standards/expectations of the building. Planning for the school, classroom, group, child is all driven by the information gleaned from this information. Professional Development is decided by the needs of the staff to provide the interventions necessary for the child to meet their full potential.

Canaan Community Academy students participate in STAR Early Literacy, Reading, and Math assessments at least once per grading period.

We use Accelerated Reading and Math for Intervention for High Ability students.

We also use NWEA assessments at the beginning, middle, and end of the school year Fountas and Pinnell Intervention Kits are used with follow up assessments by their assessment kits. All of these assessments plus teacher generated units and end of concept/skills assessments are used to adjust instruction, RTI groups, special education and Title I needs, and plan for future professional development, resources, and materials.

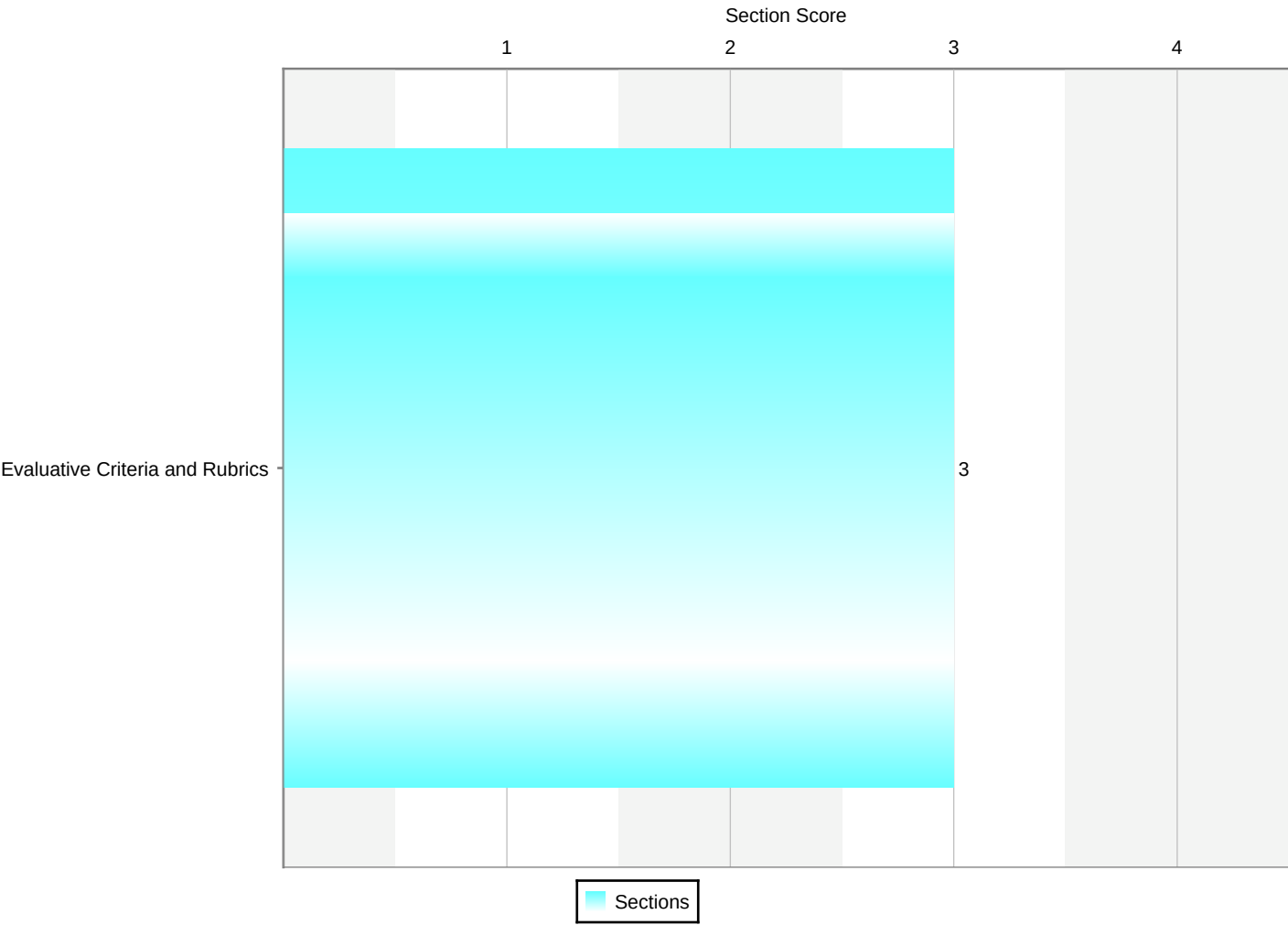
Mad Minute Math Facts are completed building wide each Friday with a Wall of Fame to hold the name of those passing their facts.

ISTEP+/IREAD data is analyzed to formulate areas of improvement and areas that need to be maintained and continue to be improved upon.

Title I maintains a progress chart inside the large cabinet doors of the Title I room. That way all individuals that need access to the information can see it, without anyone else being able to see the confidential data.

Report Summary

Scores By Section



Organizational and Financial Performance Diagnostic

Introduction

BSU OCS will review and verify the organizational and financial documents submitted through by schools during the renewal process and evaluate a school's performance using the BSU Organizational and Financial Accountability Frameworks.

Organizational and Financial Strategic Planning-Required Responses

Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

There was a definite learning curve involved for the initial board. Several of the board members were educators but there was no previous experience in school finance and budget. Things progressed normally as the board accumulated experience and familiarity in day to day operations. Then the first Chief Academic Officer made a serious error in not properly securing ISTEP test booklets. The board immediately reported the violation to the state board of education, and to Ball State University and conducted a thorough investigation and reported the findings to IDOE and to BSU. The positive side of this is that the board responded immediately, transparently, and became critically aware of oversight needs to prevent any recurrence. It immediately implemented all of BSU's requirements along with measures of its own, and it has been vigilant in its adherence to all IDOE and BSU regulations and requirements. As far as changes in governance and management a board committee reviewed and revised the by-laws to make them more accurately reflect board member roles and responsibilities. It had the by-laws reviewed by an attorney to assure that there were no conflicts with any IDOE or BSU regulations, and the full board then approved the revised by-laws. The board also forms committees when there is a need to formulate or revise a policy or procedure. The committees usually are composed of two board members and a parent or community member who has a particular skill or expertise in the subject matter. The committee will then bring its results or recommendations to the board for further discussion, and possible revision. The board may then vote on the policy or revision, or it may send it back to the committee for further work before bringing it back to the board for a vote. The board recruits prospective members based on representing a good cross section of the community, on skills and talents that they can bring to the board, their vision of what is needed to ensure the future success of Canaan Community Academy in the both immediate and long term future in providing the best education possible for the students who attend there, and their commitment to work to ensure the success of these goals.

The board, both individually and collectively, has learned much over the term of the charter. The setback, while unfortunate, has actually made the board stronger. It greatly accelerated the learning curve, and increased the dedication and resolve of all of the board members to overcome the setback and its residual effects. The board members individually and collectively have confidence, in their ability to deal effectively with any and all issues, in the success of Canaan Community Academy, and in the success of the students who we are privileged to serve.

Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO), and describe the nature of that contractual relationship. If no such relationship exists, please respond "Not Applicable."

If applicable, please provide evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational, or financial outcomes from the agreed upon contract. If no such relationship exists, please respond "Not Applicable."

Not Applicable

If applicable, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible. If no such relationship exists, please respond "Not Applicable."

Not Applicable

Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

The school's facility is the former Canaan elementary grade school so it was designed specifically for its present use. It is in excellent condition and needs no changes. The building is owned by Shelby township and leased for \$1 per year with the board being responsible for insuring and maintaining the building. We anticipate no change in the school's location, or in configuration of the building. The building will be maintained to keep it in excellent condition.

If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

In the 2015-2016 Desktop monitoring report under Title 1 part A, Canaan Community Academy provided evidence that the Parent's Right-to-Know letter was distributed in multiple ways but did not have evidence to show that 100% of the parents received the letter.

Canaan Community Academy submitted a list of all the students at the academy that documented how the families received the parent right-to-know letter along with a mailing receipt and mailing labels that provided evidence that 100% of the parents received the letter.

Canaan Community Academy did not submit a copy of SY 2015-2016 parent notification letter sent to parents of students who have been taught four or more consecutive weeks by a teacher who is not highly qualified.

Canaan Community Academy submitted a statement that no students have been taught for four or more consecutive weeks by a teacher who is not highly qualified

Canaan Community Academy provided evidence that the LEA has a written complaint procedure policy but did not submit a copy of any formal

complaints with documentation of resolution, or a statement that no formal complaints have been filed with the charter school.

Canaan Community Academy submitted a statement indication that no formal complaints have been filed.

Canaan Community Academy did not submit time and effort logs for the two Title 1 staff members that are approved as split funded in the 2016 Title 1 grant application. Canaan Community Academy amended the Title 1 grant to appropriately reflect the two Title 1 staff members as not split funded.

In the 2014 financial audit it was noted there were instances where in the sample of cash receipt transactions that the deposits were not made in a timely manner. Canaan Community Academy will ensure that all deposits will be made no later than the next business day in the same form in which the funds were received.

In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

Canaan Community Academy possesses in cash reserves, monies enough to support the school's overall program, and to purchase materials, equipment, software etc. that it feels would augment student achievement and improvement. The financial oversight committee continually searches for ways to operate the school more efficiently in order to be able to acquire any materials, equipment, or resources that the Chief Administrative Officer, staff, and board feel would be an asset to enhance the educational opportunities for its students. Challenges would include that the U.S. population is much more transient than in past years, which results in a continually changing student demographic. Class rooms tend to be in flux in student numbers and composition which disrupts educational continuity and presents difficulties in accurately assessing student educational progress, and in the ability of teachers to always be well acquainted with their students, and each student's own individual particular strengths, weaknesses, and needs.

Organizational and Financial Strategic Planning-Optional Responses

Discuss how your charter school has avoided creating conflicts of interest where possible and, when necessary what policies has the school utilized to manage those conflicts of interest in a clear and transparent manner. Please address any related parties, including management company, landlord, and other associated non-profits, and overlapping Board members or employees.

In the process of writing

How does the board ensure the charter school is meeting its legal obligations to students with special needs and English Language Learners? Please describe the board's role in responding to parent complaints with regards to these populations.

Canaan Community Academy has a policy and procedure in place in which states that it will not on the basis of race, color, or national origin, provide services that are different, or provide them in a different manner, restrict an individuals enjoyment of an advantage or privilege enjoyed by others, deny an individual the right to participate in federally assisted programs, and defeat or substantially impair the objectives of federally assisted programs. CCA will include and educate all ELL students just the same as their non-ELL counterparts. Additionally CCA has a tracking system in place to measure the progress of English language learners to ensure that they are increasing in their proficiency in English. CCA has a complaint form for submission to the CCA, and it also has a whistle blower policy in place. Any complaint would be investigated by the board or its designee, and if needed appropriate action would be taken to resolve the issue both legally and compassionately.

How does the board ensure that admission policies are legally compliant and promote equitable access to diverse student populations? How does the board address parent complaints with regards to admission policies?

Canaan Community Academy has in place a legally compliant lottery system and it welcomes students without reservation from any ethnicity, race, religion, or background. The administration and staff work hard to make sure that there is a comfortable welcoming atmosphere in the school and that all Canaan Community Academy students are made to feel that they are valuable members of the school. Any admission complaints would be addressed first by the Chief Administrative Officer, who would also notify the board. Any complaint would be handled first of all legally, but also with compassion and respect to both the parent and student.

How does the board ensure that discipline policies are legally compliant and promote equitable treatment of diverse student populations? How does the board address parent complaints with regards to discipline (e.g. bullying policy, expulsion policy)?

Canaan Community Academy has a bullying and expulsion policies. Each is legally compliant with all Indiana codes. All students are treated equally with no distinction regarding race, color, religion, or ethnicity. If there is a complaint the parent would be provided the complaint form and the board or its designee would investigate the complaint and contact the parent. The board or its designee would try to resolve the complaint with reason and compassion. If it were a serious complaint the board would consult with its attorney for advise in resolution of the
SY 2016-2017

complaint.

Provide evidence that illustrates how the school creates a professional working climate for all staff. Please describe the board's process for addressing teacher complaints or concerns.

Canaan Community Academy's rural location promotes a relaxed atmosphere in itself and the CAO treats all employees and staff with respect. Staff meetings are held weekly to develop ideas and discuss strategies, set goals, and try to make learning a fun experience for the students. Teachers are always welcome at the board meetings and to feel free to ask questions or bounce ideas back and forth between the teachers and the board. Teachers, employees and board members as well as parents attend school functions and can communicate during these events. The board also conducts surveys using survey monkey to solicit any ideas or concerns that they may have. There is also the whistle blower policy available if any teacher or school employee needs to use this method to convey a concern.

Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

Canaan Community Academy in the past contracted with Pleasant View Bus Company to transport students to and from the school and also for transportation for field trips. Canaan Community Academy has now purchased its own buses and all transportation needs are now done with the Canaan Community Academy buses.

Describe the charter school's food services program, indicating whether a food contractor is used and whether individuals on site preparing and serving food are employees of the contractor or school.

Canaan Community Academy provides its own food service and the kitchen personnel are employees of Canaan Community Academy. The kitchen maintains high standards in the meal content, and in cleanliness. Canaan Community Academy provides both a Breakfast and Lunch for its students.

Please describe the health services offered to students, including medical examinations, dental examinations, vision screenings, mental health screenings, hearing screening, and height/weight measurements. Specify the frequency, grades, service providers, and follow up interventions based on student results or whole-school findings.

Vision screening are completed on grades K, 3rd , 5th, all new students, and staff referred students that may have concerns by Kirkpatrick Eye Care, Madison, IN. Notice of the results is sent to parents after the screening

Hearing screening are completed on grades 1st, 4th, all new students, and staff referred students that may have concerns by the Jefferson County Health Department Madison, IN. Notice of the results is sent to parents after the screening

The SMILE Care Dental Program sees all students whose parents give written consent. Notice of the results is sent to parents after the screening

Flu Shots are given by the Jefferson County Health Department for those with written consent

Shot records are reviewed and notices sent home to parents if the shots are not current

Bloomington Meadows has partnered with us to provide immediate assessments for students with behavior concerns

LifeSprings has joined our partnership to provide counseling, therapy, consultation to many of our students, and interventions

The Canaan Fire Department is within a block of the school and provides EMS services on an add needs basis

How does the school's board oversee the financial management of the school? Specify any relevant officers or committees.

Provide evidence that demonstrates how the school operates in a financially sound and publicly accountable manner.

Canaan Community Academy has a financial oversight committee to track spending, and to ensure against irregularities or malfeasance. The committee is composed of two board members, the CAO, and one community member. The chairman is Kenneth Miller, and the others are board member David Herring, CAO Donna Taylor, and community member Richard Risk. The committee chairman reconciles the voucher list from Book Keeping Plus with the bank statements. The chairman keeps the board informed at its regular meetings of the bank balance, and if the voucher list and bank statements are correct and reconciled to one another. Much of the focus of the committee is to find ways to reduce school expenses to run the school more efficiently. It has been successful in this and has been able to reduce the school's budget by many thousands of dollars without compromising services to the CCA students. All committee findings are presented at the regularly scheduled school board meetings.

Who is responsible on a daily basis for the oversight and accountability of the school's budget? If there are multiple parties involved (i.e. board treasurer, finance committee, school administrators, management organization, business manager), explain how they work together to ensure a high level of budget oversight.

The financial committee chairman has online access to the school's checking account information through the bank website. The checking account is monitored pretty much on a daily basis. Each check can be viewed to see the vendor, and the amount. Any irregularity would be immediately investigated by the oversight committee. The main purpose is simply to track the daily balance and upward or downward trends.

Describe the school's internal accounting procedures, addressing budget preparation and planning, bank accounts, purchase requests, authorized check signers, competitive bidding, credit/debit cards, and petty cash. Also provide details regarding the use of any accounting software or contracted services to track financial transactions.

Canaan Community Academy utilizes the accounting firm of Book Keeping Plus to manage the school's budget preparation and planning. There are two authorized check signers, CAO Donna Taylor, and chairman of the financial oversight committee Ken Miller. The school does not use a credit or debit card. Competitive bidding was utilized in the selection of the construction firm for the septic system improvements. The financial oversight committee examines the budget submitted by BK+ for accuracy. The financial oversight committee has always been able to find ways to find ways to improve accuracy and reduce expenses. Any change in ADM, or an unplanned expense whether it is a needed repair, or an opportunity to purchase a product or service that would enhance the education for its students, is examined for financial viability and the committee will bring its recommendations to the board.

Describe the regular review of lease/mortgage agreements, refinancing efforts or considerations, insurance revisions, human resource services, and/or Educational Management Organization contracts.

Canaan Community Academy leases the former Canaan elementary school building from Shelby Township for \$1 per year and agrees to keep the building insured and maintain it in good condition. The lease is for five years and will be reviewed and voted on by the board on the anniversary of the lease agreement. There are no EMO contracts.

Describe the school's marketing plan and objectives. What have been successful and unsuccessful marketing strategies throughout the life of the school?

Canaan Community Academy's plan and objective is to increase enrollment through promoting its strengths such as small class sizes, a full range of classes Kindergarten through sixth grade, dedicated certified instructors, tutoring, gardening, and its rural campus, to prospective students and parents and offering a quality education for its students. CCA has tried various marketing strategies with varying degrees of success. Bill boards were tried but did not seem to be effective and were expensive. Other methods that seemed to have little effect were ads in the local papers, booth at the 4H fair, flyer to the local cable company. CCA has used radio ads and also had a local radio station do a remote broadcast from the school with prizes given for those who came to

the school. The radio ads seemed to have some success and recently CCA has begun using Facebook and has been able to use this to contact parents with school age children in a thirty five mile radius. There have been many (hits) on the Facebook ad so this is encouraging. The best advertising tool was and is parental recommendation of CCA to other parents. It is thought that future advertising efforts should capitalize on this and incorporate parental testimonials in any future marketing strategies and forms.

Please analyze and explain any financial challenges or trends that may be significantly different than originally proposed, including how projected and actual enrollment has influenced the school's budget.

Canaan Community Academy's foremost challenge is enrollment. It is felt that the single biggest factor in increasing enrollment was and is transportation. The school is in a rural, low population density region so many if not most of its students have to travel from several to quite a few miles to attend CCA. The school is aware of many cases where parents would like to enroll their student at CCA but the transportation presented to great an obstacle to overcome. CCA contracted with the Pleasant View Bus Company for transportation and this was a major expense in the CCA budget. This of course has resulted in less than anticipated revenue but the financial oversight committee has been able to find multiple ways to reduce expenses without compromising the educational opportunity being offered to the students and which have resulted in the savings of tens of thousands of dollars. Even though the ADM has not been what had been projected, CCA has for the past two years still exceeded the projected year end cash balance by many thousands of dollars. The initial five year projections which had anticipated a larger ADM were as follows: for the fiscal year ending 6/30/15 the projected cash balance was \$158,079, actual ending balance was \$ 218,304. Projected for 6/30/16 was \$181,057, actual was \$240,064. The most recent example of cost saving is that following the recommendation of the financial oversight committee, CCA purchased two 66 passenger school buses for \$9,100 for both buses. The oversight committee projects that this will save the school \$35,000 per year. Another factor which will be a future financial benefit is that two loans will be paid off in June 2017 which will result in a further \$35,500 per year saving. As mentioned above transportation seems to be the single biggest factor in holding back attendance so with the school now having direct control of the buses and their routes it is felt that this will work out to the school's advantage as well. Since it is felt that transportation is such a big factor the school is looking for another bus, probably a smaller type A bus that will be able to reach areas that the 66 passenger buses

cannot. It may also be a part of the school's future advertising that it now owns and operates its own buses.

Canaan Community Academy Improvement Plan

Overview

Plan Name

Canaan Community Academy Improvement Plan

Plan Description

To improve academics at Canaan Community Academy stakeholders have agreed upon the following goals, objectives, strategies, and activities

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Approximately 80% of students in grades Kindergarten through 6 will increase their ability to read and understand informational text by 15%	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$33000
2	80% of the students at Canaan Community Academy will become proficient writers	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$22700
3	Basic math facts	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$4760
4	Technology Plan Operating Systems/User Interfaces	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$40000
5	Technology Goal # 2 Mobile Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$30000
6	Technology Goal #3 Digital Resources	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$25000
7	Technology Goal #4 Professional Development	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$15000
8	Technology Goal #5 Curriculum Integration	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$22000
9	To create short term and long term professional development plans.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
10	Increased understanding of math concepts and skills	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1200

Goal 1: Approximately 80% of students in grades Kindergarten through 6 will increase their ability to read and understand informational text by 15%

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will increase student growth by improving their ability to read and interpret informational text by at least 15% on their grade level in Reading by 03/01/2017 as measured by achieving at least a 15% or higher spring score compared to the previous fall score on formative assessments such as NWEA, STAR Reading, classroom assessments.

Strategy 1:

Students Generate, Answer, and Ask Questions - We need to instruct students on how to generate questions as they read to help with comprehension:

1. Teacher will read aloud passages from subject-matter text, repeating modeling several times with different texts
2. As the teachers reads, they will stop sporadically to do a "think aloud" and model the kinds of questions informed readers ask themselves as they read. "Why did the author include that information?" " Am I sure I understand this correctly?" "Does what I understand about this information make sense?" "Why is this important for me to know?"
3. After teacher modeling, have them guide students in generating their own questions with informational text. Use student generated questions to lead discussion of text the next day. Have students vote for top 3 questions that helped them to understand the text at a higher level.

Evidence of success: The quality of questions generated by students will improve, their scores on informational text will show growth
Checking to see if students comprehend the material at a more proficient level by doing pretest and post test on text

Activity - Problem Solving Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will provide direct instruction to students in questioning, prediction, summarizing, re-reading the text, asking questions about the text, and reading before and after portions of the text where comprehension broke down.	Direct Instruction	03/01/2016	03/01/2019	\$10000	District Funding	All staff involved in the educational process, teachers, aides, Title I, Special Education, tutors.

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Activity - Smekens Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and those involved in the educational process of the school will complete the online Smekens trainings that fit their individual needs	Professional Learning	07/30/2015	06/24/2016	\$3000	Other	all staff involved in the educational process for children

Strategy 2:

Brainstorming and Making Predictions - Students will complete prior to reading the informational text:

What I already know about the topic?

By reading and looking at the title, headings, images, key words, charts, graphs, and other text features I predict that the reading will be about

Evidence of success: Pre (cold read) and Post classroom test scores, formative and summative comprehension assessments (NWEA, STAR reading, and others)

Activity - Brainstorming and Making Predictions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual and small group will write brainstorming and predicting activities in their journals, comparing for accuracy at the end of the activity	Direct Instruction	03/01/2016	03/01/2019	\$10000	District Funding	All staff involved in the educational process: teachers, aides, tutors, Title I, Special Education instructors.

Strategy 3:

3-2-1 - This strategy is for K-3 grades but can be modified for upper grades. Using magazines, encyclopedias, and/ or online resources for informational text: Modeling first always

K-3 Students complete with teacher and class during the reading of an informational text; (class chart or individual worksheet chart/depending on ability of class)

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3 things that were new to them 2 things that they know or found interesting and want to share
1 question they still have

Younger children may copy their 3 and 2 information directly from text. Older students should be expected to summarize what they read in their own words.

Evidence of success: Self assessment sheet "how well did I do reading and understanding my article?"

Activity - 3-2-1 strategies for informational text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Review the 3-2-1- strategy 2. Pass out magazines or a selection of articles that are grade appropriate 3. Allow time for students to browse articles, trade, and discuss with their study buddies 4. After selecting their article, have them complete the 3-2-1 strategy chart 5. Allow time for students to read article thoroughly 6. Complete the remainder of the chart's writing assignment, drawing a picture of what they read on the back of the form if they finish early. 7. Share out with their study buddies 8. Complete self-assessment page 9. Extensions; research to find the answer to your #1 (what question do I still have); use strategy to write a report	Academic Support Program	03/01/2016	03/01/2021	\$10000	General Fund	all staff involved with educational instruction

Goal 2: 80% of the students at Canaan Community Academy will become proficient writers

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will complete a portfolio or performance following their grade level writing standards in Writing by 05/31/2018 as measured by specific rubrics designed during PLC and staff meetings.

Strategy 1:

Spelling Assessments - Using grade level standards and appropriate spelling list for the week's curriculum vocabulary, each teacher will generate a weekly spelling list,

usually including challenge words. These words will be assigned the beginning of each week. A list of activities will be completed in the classroom, with homework activities included in the teacher's weekly newsletter. At the end of each week, those words will be assessed for mastery. The list will be differentiated to meet the needs of individuals. Those spelling words will be used to assess writing pieces throughout the year to see if they are being applied across the curriculum with correct usage and spelling.

Research Cited: While weekly spelling work can be controversial, as an educator of over thirty years, I have seen good, solid, foundational strategies come and go. Phonics became an issue and so many went to the "whole language" approach only to discover in a few short years that students were not progressing as expected and so back to phonics we went. Handwriting is fading from the curriculum and with that goes the motor coordination, eye/hand training and one hundred other necessary developmental skills. Playgrounds were shut down and so many brain stimulating movements were denied children. Now we have a generation of students struggling to achieve in areas where we once excelled. Spell check with technology will sometimes give a wrong message. We need to be able to write intelligently ourselves, because no matter how "technologically savvy" we get, our intelligence is always judged, right or wrong, by our spoken and written language abilities.

Evidence of success: Spelling test grades and tracking through the writing portfolio and weekly writing assignments

Activity - Spelling Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Generated spelling list, activities that correspond to instruction and curriculum maps, correlated across the curriculum	Direct Instruction	01/07/2016	05/31/2018	\$22000	General Fund	All classroom teachers and instructional aides, families

Strategy 2:

The writing process - STEP 1. Pre-writing will be completed using brainstorming, considering purpose and goals for the writing, use of graphic organizers to connect thoughts and ideas, and designing a fluent structure for the writing piece. For the Kindergarten students, scribing, scribbling, pictures, and inventive spelling are appropriate stages of writing development. The primary students can engage in whole-class brainstorming to decide topics on which to write. For intermediate students 3-6 they should be able to brainstorming individually or in small groups with a specific prompt provided by the teacher.

STEP 2: Drafting- Students will work independently. They may confer with students individually as a writing buddy as their piece progresses. This writing buddy can offer praise and suggestions in areas where the child has done well or is struggling. The teacher can provide conference time or a mini-lesson.

STEP 3-Revising and Editing- The teacher will provide conferencing and mini lessons to make the writing piece more connected and clear. The teacher can model to the class how she would edit, think aloud, and add more detail to his/her own writing piece. Students will need to get in the habit of rereading/rewriting their own piece several times. Have students read their pieces out loud to a small group or whole class so they can hear how their piece sounds to others and what revision they may need to make. Revising is a wonderful strategy where ELL students get needful interventions for language proficiency from teachers and peers.

STEP 4- Rewriting- Students incorporate changes as they rewrite or type their final drafts to submit for portfolio evaluation. This can be part of a handwriting grade as well

STEP 5- Publishing- Encourage authentic publishing of their work to class books, newsletters, bulletin boards, school website..

Research Cited: This process mirrors the process used by professional writers. Studies have shown that students who learn the writing process score better on state writing tests. This type of authentic writing produces lifelong learners and allows students to apply their writing skills across the curriculum for an authentic audience. It also reinforces the need to rewrite.

Evidence of success: Writing portfolio pieces and their rubric scores.

Activity - Writing activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rubric design makes expectations and grading procedures clear. It can be used to provide a formative assessment to guide and improve the teachers' instruction. Writing to be incorporated into all areas of the curriculum Peer review, with clear guidelines for students to give feedback on each other's work, which motivates students, and allows them to discuss their writing with their peers. Students use a checklist to complete their revisions. This includes spelling, grammar, sentence structure, punctuation, and word usage corrections. Mini-lessons and conferencing used to create a piece for publishing	Academic Support Program	01/28/2016	05/31/2017	\$200	General Fund	All academic/instructional staff

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth to at least 80% accuracy as measured by building wide created rubrics in Writing by 05/31/2017 as measured by assessing the student's writing portfolio.

Strategy 1:

Rubrics design -

Teachers will develop primary and intermediate rubrics to be used for consistent measurement of growth across grade levels

The state writing rubrics will be used for grades 3-6. Those rubrics have been distributed to all teachers grades 3-6 and lead classroom assistant. Website to access the rubrics is: <http://www.doe.in.gov/assessment/englishlanguage-arts-rubrics>

Rubrics will be designed in house for grades K-2 by the fall of 2016

Research Cited: Research states that a school wide/grade level wide rubrics with clear, concise, and measurable objectives makes for consistency in scoring the pieces and also gives the students a clear target to hit.

Evidence of success: <http://www.doe.in.gov/assessment/englishlanguage-arts-rubrics>

The students' writing portfolio and day to day production of writing pieces.

Activity - Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students keep writing portfolios which will follow individual students through sixth grade. These will include at least one piece for each quarter according to their grade level curriculum. Students will be given the option of selecting the piece they feel should be included.	Academic Support Program	01/26/2016	05/31/2017	\$500	General Fund	All staff connected to the academic responsibilities of the building.

Goal 3: Basic math facts

Measurable Objective 1:

A 80% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by at least 15% in Mathematics by 05/26/2017 as measured by achieving at least a 15% or higher spring score compared to the previous fall score on formative assessments such as NWEA, STAR math, and classroom assessments..

Strategy 1:

School wide weekly fact incentive - Students will take a weekly one minute fact test led by the school principal with the whole school participating at the same time. Students who master that set will have their paper hung in the hall of fame and they will receive a reward. Students will advance to the next level based on mastery. Teachers will inform parents of the school wide incentive and other programs used in the classrooms to help mastery of basic facts.

Research Cited: Basic facts are the foundation for almost all other mathematical operations. Without a solid foundation the necessary concepts and skills will not be mastered.

Evidence of success: A 15% or higher increase in formative and summative test scores from fall to spring of each year.

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Activity - internet based fact programs/flashcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students practice math facts daily using flash cards or an internet resource	Academic Support Program	01/04/2016	05/31/2017	\$1000	General Fund	All staff linked to the academic structure of the child's day will be responsible to support the basic facts mastery

Activity - nightly homework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will inform their class each day that math fact practice, using their preferred strategy, is part of their homework. This information will also be on the weekly classroom newsletters along with resources parents can use to help their children work on math facts.	Academic Support Program	01/01/2016	05/31/2017	\$60	General Fund	Classroom teachers and instructional support staff, front office

Strategy 2:

Teaching math facts - Top 12 Steps to teaching basic math facts:

1. Teach only a limited number of math facts at a time-if given too many facts to learn at one time, students fall back of "figuring it out". Teachers need them to remember them without having to figure them out.
- 2.Only add more facts to learn as the previous set has been mastered- only 2 or 3 more at a time mixed with the ones they know
3. Practice should be cumulative-spiral back to the known mixed with the few new facts
4. Students should memorize facts in a way that forms a verbal chain- students should say the whole problem aloud. Students practice hear/see then say/write.
5. Mastery=automaticity- no hesitation with the answer
6. Students to have realistic, individual fluency goals- how fast can that child write? that should be their time goal.
- 7.A routine for daily practice sessions - daily practice is vital to reaching their goal
8. Corrective feedback during practice-when a child hesitates or gives an incorrect answer-the correct answer should be given immediately- then the child should repeat the corrected answer
9. Practice time should be short- no longer than 2-4 minutes- but can occur several times per day
- 10.A procedure to monitor- Periodic timed test of all the facts in the operation they are learning
11. Multiplication facts should be a focus at least by grade 4- multiplication is vital for working with fractions and progressing in math skills

12. Celebrate success! Teachers must motivate their students and help them understand why the facts are important

Research Cited: automaticity/fluency with recall is a vital skill across the curriculum

Evidence of success: monitoring charts

Activity - Tools for math facts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max computer program, flashcards, math games, around the world contest, beat your buddy, etc	Academic Support Program	01/29/2016	06/01/2018	\$2000	General Fund	the academic staff

Activity - Teaching strategies for math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
See Bill Hanlon's Strategies for learning the math facts National Center on Educational Outcomes http://education.umn.edu/NCEO IML website	Academic Support Program	01/29/2016	06/01/2018	\$500	General Fund	All academic staff

Strategy 3:

Thinking strategies for Basic Facts - Children's natural learning style is to know "why" something works. Teaching math skills daily at the level the child is currently at will allow for the child to "fill in the gaps/why" before moving on to the next level.

Teaching the strategies in the order of best practices so the student can respond automatically will allow for the child to feel successful and show growth. Students need to be able to see and discover patterns to understand why the strategy works.

Strategies need to scaffold/spiral to assess if students are retaining the information and able to apply the information correctly in all types of situations. Using the investigation method of discovering "why" math works, teacher will need to make sure they teach the concepts and the students learn the "whys" of the concept before the teacher can expect students to "memorize" the facts.

The students will need to be able to compare and contrast different strategies so that their understanding, comfort, and achievement levels continue to grow. These strategies are designed to build confidence and motivate students to learn at a higher level.

Once basic facts are automatic, understanding, higher order and critical thinking can then be built on this foundation of their knowledge.

Research Cited: Hanlonmath.com

Evidence of success: Growth charts, STAR math scores, NWEA reports, classroom assessments

Activity - Daily discovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Addition Facts-adding by zero, counting on by 1 or 2, sums to 5, sums to 10, doubles, adding 10's, doubles plus one, doubles plus two, nines, commutativity Subtraction Facts-fact families, counting backwards, zeros, same, recognizing doubles, subtracting tens, subtracting from ten, subtracting nines, subtracting numbers with consecutive ones digits, subtracting numbers with consecutive even or consecutive odd ones digits. Multiplication Facts- commutativity, multiplication by zero, multiplication by one, multiplication by two, multiplication by five, squaring, multiplication by ten, multiplication by nine, distributive property, finger math, Division Facts- fact families teaching the relationship between multiplication and division. Remembering that division by zero does not fit the definition of division.	Academic Support Program	02/22/2016	02/22/2019	\$1200	General Fund	all educational staff members both certified and non-certified

Goal 4: Technology Plan Operating Systems/User Interfaces

Measurable Objective 1:

increase student growth by becoming proficient in the use of technology by 06/01/2018 as measured by observation and demonstration of skills.

Strategy 1:

User interfaces - All learners will have access to current operating systems anytime for any instructional need.

Purpose:

An updated technological environment is essential for learners to utilize and understand the functionalities of real world user interfaces and applications.

Observable Teacher Benefits:

- Teachers accessing digital content through current mediums
- Teachers collaborate with staff and learners through current mediums
- Teachers use modern methodologies to create, assign, and grade assignments
- Teachers instruct on the proper use of current technology to solve problems and do critical thinking

Observable Learner Benefits:

- Learners accessing digital content through current mediums
- Learners collaborate with peers through current mediums
- Learners use modern methodologies to complete assignments
- Learners demonstrate the ability to use current technology to solve problems and do critical thinking

Research Cited: An updated technological environment is essential for learners to utilize and understand the functionalities of real world user interfaces and applications.

Evidence of success: observations and performance of technology tasks.

Activity - Technology Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
accessing of digital content through current mediums and use of modern methodologies to create, assign, and grade assignments 80% of the students will be able to use current technology to solve problems and do critical thinking	Academic Support Program	01/29/2016	06/01/2018	\$40000	General Fund	all academic staff members

Goal 5: Technology Goal # 2 Mobile Technology

Measurable Objective 1:

A 80% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by becoming proficient in the use of mobile technology in Career & Technical by 06/01/2018 as measured by observation and demonstration of skills.

Strategy 1:

Communication - All learners will have access to technology anywhere at anytime for all instructional needs while at Canaan Community Academy.

Purpose:

Observable Teacher Benefits:

- Teachers provide instructional support with technology at any time from any location
- Teachers model the proper use of both technology and information
- Teachers access assignment and grading anywhere anytime
- Teachers constant access to digital media increases critical thinking and problem solving

Observable Learner Benefits:

- Learners can access required technological applications and digital resources when needed
- Learners have access to digital content to increase their creativity and innovation
- Learners have immediate communication methods to staff
- Learners demonstrate the ability to use current technology to solve problems and do critical thinking
- Learners gain the ability to digitally receive, complete, and turn in instructional materials and assignments

Research Cited: A mobile technological environment creates a higher level of innovation, creativity, collaboration, and most of all communication through the constant availability of digital media.

Evidence of success: individual's skill performance

Activity - Mobile Computing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All learners will have access to technology anywhere at anytime for all instructional needs while at Canaan Community Academy. Purpose: A mobile technological environment creates a higher level of innovation, creativity, collaboration, and most of all communication through the constant availability of digital media. Observable Teacher Benefits: • Teachers provide instructional support with technology at any time from any location • Teachers model the proper use of both technology and information • Teachers access assignment and grading anywhere anytime • Teachers constant access to digital media increases critical thinking and problem solving Observable Learner Benefits: • Learners can access required technological applications and digital resources when needed • Learners have access to digital content to increase their creativity and innovation • Learners have immediate communication methods to staff • Learners demonstrate the ability to use current technology to solve problems and do critical thinking • Learners demonstrate the ability to use current technology to solve problems and do critical thinking • Learners gain the ability to digitally receive, complete, and turn in instructional materials and assignments	Career Preparation/Orientation, Technology	01/29/2016	06/01/2018	\$30000	General Fund	all academic and IT staff
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Goal 6: Technology Goal #3 Digital Resources

Measurable Objective 1:

A 80% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by becoming proficient in the use of digital resources in Career & Technical by 06/01/2018 as measured by observation and demonstration of skills.

Strategy 1:

Digital Resources - Digital Resources will be made readily available to everyone, especially staff, within Canaan Community Academy

Purpose: To increase the working knowledge and application of digital resources for as many individuals as possible

Observable Teacher Benefits:

- Teachers gain the ability to create their own methodologies for instruction
- Teachers have on-demand access to global digital media
- Teachers begin utilizing technology based resources over paper based resources
- Teachers can store, retrieve, and share digital media (cloud)

Observable Learner Benefits:

- Learners can access required digital media at any time for needed information
- Learners have access to digital books, textbooks, and other resources
- Learners can store, retrieve, and share digital media (cloud)
- Learners gain the ability to create digital storage for their access anywhere (cloud)

Research Cited: With the increase in communication and collaboration globally the availability and readiness of on-demand resources for both teachers and learners has increased. These digital resources need to be made available. The ability to create digital media through applications and digital tools must be available to increase innovation and creativity.

Evidence of success: digital resources awareness and usage

Activity - Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the increase in communication and collaboration globally the availability and readiness of on-demand resources for both teachers and learners has increased. These digital resources need to be made available. The ability to create digital media through applications and digital tools must be available to increase innovation and creativity.	Academic Support Program, Technology	01/29/2016	06/01/2018	\$25000	General Fund	all academic and IT staff

Goal 7: Technology Goal #4 Professional Development

Measurable Objective 1:

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A 80% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in technology by all academic staff members knowledge for the improvement of all student instruction in Career & Technical by 06/01/2018 as measured by student's academic growth .

Strategy 1:

Professional Development Priority - Technology changes daily. Knowing this fact creates the need to ever increasingly train and instruct the professionals involved with Canaan Community Academy to enable them to pass their information on to their learners.

Purpose:

Observable Teacher Benefits:

- Teachers gain the ability to properly understand and use new technology
- Teachers have proper training on all forms of implemented instructional technology
- Teachers gain confidence in instructing learners on technology
- Teachers maintain skills as technology increases

Observable Learner Benefits:

- Learners demonstrate a higher functionality with technology
- Learners begin utilizing more forms of technology
- Learners model the proper use of technology

Research Cited: Professional Development is crucial to the success of any technology plan. Professional development insures the fact that after any technology has been implemented the technology will be utilized to its full extent and its use passed on to the learners of Canaan Community Academy.

Evidence of success: The staff's increase knowledge of technology should impact the performance of the students they instruct.

Activity - Attending training/PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD attendance/ webinars, online courses, college classes	Professional Learning	01/29/2016	06/01/2018	\$15000	General Fund	all academic and IT staff

Goal 8: Technology Goal #5 Curriculum Integration

Measurable Objective 1:

A 80% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by becoming proficient in the use of technology in Career & Technical by 06/01/2018 as measured by observation and demonstration of skills.

Strategy 1:

Curriculum Integration - With the completion of technology based goals these new forms of technology must be integrated into Canaan Community Academy's curriculum

Purpose:

Observable Teacher Benefits:

- Teachers contribute to expanding their current curriculums through new technology
- Teachers begin to show their understanding of technology in the school
- Teachers are able to share with colleagues to improve the curriculum technology integration
- Teachers demonstrate the proper use of technology in the learning atmosphere

Observable Learner Benefits:

- Learners begin to understand the importance of technology in both learning and working environments
- Learners begin to benefit for the increased productivity involved with using technology in the curriculum

Research Cited: To promote, support, and expand the current curriculum through newly implemented forms of technology while supporting teachers in their integration of these forms of technology into their common core learning goals and informing both students and their families of their benefits and uses.

Evidence of success: increase in student growth across the curriculum as measured by formative and summative assessments

Activity - Activities to Implement all Technology Goals and objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ASSESSMENT OF NEEDS Technology Goal #1: Operating Systems/User Interfaces Resources • New Keys for all workstations • Constant upgrading of all devices unable to have their user interfaces updated • Yearly updates for Smoothwall (virus & webfiltering) Technology Goal #2: Mobile Computing Resources • Laptops meeting other workstation standards for administrator, teachers, and learners • New tablets to comply with testing screen size and user interface standards • New access points to support the increasing number of mobile units Technology Goal #3: Digital Resources Resources • Subscription to cloud servers • Subscription to digital media servers • Applications for digital media creation • Applications to access all forms of resources from both mobile and stationary devices Technology Goal #4: Professional Development Resources • Training to all staff members • Site-based instructional specialists • Media support specialists • Coordination times with parents and faculty • Technology teams for each specialized technology form • Contractual time devoted to professional technology growth Technology Goal #5: Curriculum Integration Resources • Universally accessed curriculum data storage • Quarterly evaluation of technology integration into curriculum • Faculty reporting of technology integration • Parent and student reporting of technology integration IMPLEMENTATION TIMELINE Technology Goal #1: Operating Systems/User Interfaces • Yearly evaluation of all devices • End of 2015 – 2016 school year will result in implementation of Windows 10 • Future Years – Once new user interfaces or universal user interfaces are readily available the new technology will be implemented during that year's summer break. Technology Goal #2: Mobile Computing • 2015 – 2018 yearly evaluation of all devices • New Tablets – Implemented over 2015 to 2017 - o With a goal of all devices meeting required standards by 2017 school year end • Mobile Workstations – Implemented over 2015 to 2018 - o With a goal of 2 / year each year listed above • Mobile Smartboards – 2 new by end of 2017 - o With a goal of 1 / year each year	Technology	01/29/2016	06/01/2018	\$22000	General Fund	all academic staff and IT
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o With a goal of 1 / year each year • New Access Points – Replaced over summer of 2015 – 2016 Technology Goal #3: Digital Resources • Creation of Canaan Community Academy Cloud – by end of 2016 – 2017 school year • Digital Resource Addition – Constant addition of available digital media from 2015 – 2018 • Digital Application Addition – Constant addition of available digital media creation tools from 2015 – 2018 Technology Goal #4: Professional Development • Training to teachers – Done every year from 2015 – 2018 over summer break • Training to students – Done quarterly from 2015 – 2018 Technology Goal #5: Curriculum Integration • 2015 – 2016 – Cloud use and implementation • 2015 – 2016 – Integration of digital resources (not tools) • 2016 – 2017 – Implementation of mobile assignments • 2016 – 2017 – Integration and training for digital media creation tools • 2015 – 2018 – Evaluation – Quarterly progress reports FUNDING & BUDGET For a standard year \$20,000 is budgeted to support all forms of technology within Canaan Community Academy. This budgeted amount includes the technology plan, hardware, software, infrastructure, training, and subscription fees. Technology Budget 2013 – 2014 Expenses: ISP and Telephone \$100/month x 12 – \$3,882.73 Smoothwall (July) – \$2400.00 Office Computers – \$0 Lab Computers – \$0 Classroom Computers – \$0 NSI Labor – \$5912.00 Tablet Company – \$1000 WiFi – \$1100 Digital Subscriptions – \$1050 Technology Budget 2014 – 2015 Expenses: ISP \$100/month x 12 – \$5137.70 Smoothwall (July) – \$2,400.00 NSI Labor – \$6631.00 Office Computers - \$0 Lab Computers - \$0 Classroom Computers - \$0 Tablet Company – \$1000 WiFi – \$1100 Digital Subscriptions – \$5370.00						
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Goal 9: To create short term and long term professional development plans.

Measurable Objective 1:

collaborate to prioritize our professional development needs through discussions by 08/30/2016 as measured by the completion of a three year professional development plan that will meet the staff's needs.

Strategy 1:

Instructional and Organizational Needs assessment - The certified and non-certified staff will meet in Feb., April, and July to prioritize the school's needs using academic data, staff's prior trainings and areas of expertise, educational and non-educational trainings needed to meet state/federal requirements.

We will then find Professional Development for them to attend/or complete online and generate a short term, detailed, specific professional development plan for the 2016-17 school year.

A more general, prioritized, less specific timeline professional development plan will be generated for the following two school years.

Research Cited: A better educated/informed staff will transfer to better educated/informed students.

Evidence of success: A well designed Three-Year Professional Development Plan to meet the needs of all staff members that will have continuity because of its three year outlook.

Activity - Committees Formed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
March/April Staff will be assigned different areas of need to research professional development activities that would meet the needs of the staff with a high quality of materials and information May- September- prepare a 3 year projected plan for Professional Development after looking at all the data/input/resources	Professional Learning	02/23/2016	09/30/2016	\$0	No Funding Required	All certified and non-certified staff members

Goal 10: Increased understanding of math concepts and skills

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by at least 15% in Mathematics by 02/22/2019 as measured by STAR math, NWEA math scores, ISTEP+ scores when applicable, and teacher-generated formative assessments.

Strategy 1:

Reponse to Intervention Strategies for Math - All teachers will use a variety of strategies to teach the subject matter and to address the different modalities of a diverse classroom. Daily each teacher will use no less than two of the following teaching strategies to support the struggling math students.

Research Cited: National Center on Educational Outcomes

Evidence of success: Teacher's formative/summative evaluations, STAR and NWEA math scores, classroom formative assessments, and ITSTEP+ scores when applicable.

Activity - Math teaching strategies for RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math Teaching Strategies Accelerated or individualized math: a system of having students work at different levels individually in one classroom. They progress by passing tests for each unit and move at their own pace. Adjusted speech: teacher changes speech patterns to increase student comprehension. Includes facing the students, paraphrasing often, clearly indicating most important ideas, limiting asides, etc. Curriculum Based Probe: having students solve problems in a set amount of time assessing the same skill. Teacher counts the number of correctly written digits, finds the median correct digits per minute and then determines whether the student is at frustration, instructional, or mastery level. Daily re-looping of previously learned material: A process of always bringing in previously learned material to build on each day so that students have a base knowledge to start with and so that learned structures are constantly reinforced. Ecological approach/generate data from real life experiences to use in class: involves all aspects of a child's life, including classroom, family, neighborhood, and community, in teaching the child useful life and educational skills. Explicit timing: timing math seatwork in 30-minute trials that are used to help students become more automatic in math facts and more proficient in solving problems. Teacher compares correct problem per minute rate. Explicit vocabulary building through random recurrent assessments: Using brief assessments to help students build basic subject-specific vocabulary and also gauge student retention of subject-specific vocabulary Graphic organizers: visual displays to organize information. They help students to consolidate information into meaningful whole and they are used to improve comprehension and understanding of difficult concepts in word problems. Model-lead-test strategy instruction (MLT): 3 stage process for teaching students to independently use learning strategies: 1) teacher models correct use of strategy; 2) teacher leads students to practice correct use; 3) teacher tests' students' independent use of it. Once students attain a score of 80% correct on two consecutive tests, instruction on the strategy stops but the skill or concept continues to be monitored. Monitoring of progress through group and individual achievement awareness charts: Using charts to build awareness and motivation of progress for students. The emphasis here is on progress so even student s working at different levels can chart significant gains. Problem solving instruction: explicit instruction in the steps to solving a mathematical problem including understanding the question, identifying relevant and irrelevant information, choosing a plan to solve the problem, solving it, and checking answers. Reciprocal peer tutoring (RPT) to improve math achievement: having students pair, choose a team goal to work toward, tutor each other on math problems, and then individually work a sheet of drill problems. Students get points for correct problems and work toward a goal. Reinforcing math skills through games:Using games to follow-up a lesson in order to reinforce learned skills and use the skills in another context.	Behavioral Support Program	02/29/2016	02/28/2019	\$1200	General Fund	all staff involved in the educational process
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the skills in another context. Response journal: Students record in a journal what they learned that day or strategies they learned or questions they have. Students can share their ideas in the class, with partners, and with the teacher. Student developed glossary: Students keep track of key content and concept words and define them in a log or series of worksheets that they keep with their text to refer to. Students generate word problems: Have students create word problems for a specific math skill. Through the construction of a problem the students learn what to look for when solving word problems they are assigned. Tactile, concrete experiences in math: Using three dimensional objects and other manipulatives in math instruction such as geometrical shapes, coins, or blocks allow students to discover math. Think-alouds: using explicit explanations of the steps of problem solving through teacher modeling metacognitive thought. Ex: Reading a math problem aloud and stopping at points to think aloud about strategies/processes in math, demonstrating the thought process used in problem solving.						
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving Strategies	Teacher will provide direct instruction to students in questioning, prediction, summarizing, re-reading the text, asking questions about the text, and reading before and after portions of the text where comprehension broke down.	Direct Instruction	03/01/2016	03/01/2019	\$10000	All staff involved in the educational process, teachers, aides, Title I, Special Education, tutors.
Brainstorming and Making Predictions	Individual and small group will write brainstorming and predicting activities in their journals, comparing for accuracy at the end of the activity	Direct Instruction	03/01/2016	03/01/2019	\$10000	All staff involved in the educational process: teachers, aides, tutors, Title I, Special Education instructors.
Total					\$20000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Committees Formed	March/April Staff will be assigned different areas of need to research professional development activities that would meet the needs of the staff with a high quality of materials and information May- September- prepare a 3 year projected plan for Professional Development after looking at all the data/input/resources	Professional Learning	02/23/2016	09/30/2016	\$0	All certified and non-certified staff members
Total					\$0	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
3-2-1 strategies for informational text	1.Review the 3-2-1- strategy 2. Pass out magazines or a selection of articles that are grade appropriate 3. Allow time for students to browse articles, trade, and discuss with their study buddies 4.After selecting their article, have them complete the 3-2-1 strategy chart 5. Allow time for students to read article throughly 6. Complete the remainder of the chart's writing assignment, drawing a picture of what they read on the back of the form if they finish early. 7.Share out with their study buddies 8. Complete self-assessment page 9. Extensions; research to find the answer to your #1 (what question do I still have); use strategy to write a report	Academic Support Program	03/01/2016	03/01/2021	\$10000	all staff involved with educational instruction
Portfolio	Teachers will have students keep writing portfolios which will follow individual students through sixth grade. These will include at least one piece for each quarter according to their grade level curriculum. Students will be given the option of selecting the piece they feel should be included.	Academic Support Program	01/26/2016	05/31/2017	\$500	All staff connected to the academic responsibilities of the building.
Attending training/PD	PD attendance/ webinars, online courses, college classes	Professional Learning	01/29/2016	06/01/2018	\$15000	all academic and IT staff
Digital Resources	With the increase in communication and collaboration globally the availability and readiness of on-demand resources for both teachers and learners has increased. These digital resources need to be made available. The ability to create digital media through applications and digital tools must be available to increase innovation and creativity.	Academic Support Program, Technology	01/29/2016	06/01/2018	\$25000	all academic and IT staff
Tools for math facts	Moby Max computer program, flashcards, math games, around the world contest, beat your buddy, etc	Academic Support Program	01/29/2016	06/01/2018	\$2000	the academic staff

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Daily discovery	Addition Facts-adding by zero, counting on by 1 or 2, sums to 5, sums to 10, doubles, adding 10's, doubles plus one, doubles plus two, nines, commutativity Subtraction Facts-fact families, counting backwards, zeros, same, recognizing doubles, subtracting tens, subtracting from ten, subtracting nines, subtracting numbers with consecutive ones digits, subtracting numbers with consecutive even or consecutive odd ones digits. Multiplication Facts- commutativity, multiplication by zero, multiplication by one, multiplication by two, multiplication by five, squaring, multiplication by ten, multiplication by nine, distributive property, finger math, Division Facts- fact families teaching the relationship between multiplication and division. Remembering that division by zero does not fit the definition of division.	Academic Support Program	02/22/2016	02/22/2019	\$1200	all educational staff members both certified and non-certified
Mobile Computing	All learners will have access to technology anywhere at anytime for all instructional needs while at Canaan Community Academy. Purpose: A mobile technological environment creates a higher level of innovation, creativity, collaboration, and most of all communication through the constant availability of digital media. Observable Teacher Benefits: • Teachers provide instructional support with technology at any time from any location • Teachers model the proper use of both technology and information • Teachers access assignment and grading anywhere anytime • Teachers constant access to digital media increases critical thinking and problem solving Observable Learner Benefits: • Learners can access required technological applications and digital resources when needed • Learners have access to digital content to increase their creativity and innovation • Learners have immediate communication methods to staff • Learners demonstrate the ability to use current technology to solve problems and do critical thinking • Learners demonstrate the ability to use current technology to solve problems and do critical thinking • Learners gain the ability to digitally receive, complete, and turn in instructional materials and assignments	Career Preparation/Orientation, Technology	01/29/2016	06/01/2018	\$30000	all academic and IT staff
Teaching strategies for math	See Bill Hanlon's Strategies for learning the math facts National Center on Educational Outcomes http://education.umn.edu/NCEO IML website	Academic Support Program	01/29/2016	06/01/2018	\$500	All academic staff

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Technology Usage	accessing of digital content through current mediums and use of modern methodologies to create, assign, and grade assignments 80% of the students will be able to use current technology to solve problems and do critical thinking	Academic Support Program	01/29/2016	06/01/2018	\$40000	all academic staff members
nightly homework	Teachers will inform their class each day that math fact practice, using their preferred strategy, is part of their homework. This information will also be on the weekly classroom newsletters along with resources parents can use to help their children work on math facts.	Academic Support Program	01/01/2016	05/31/2017	\$60	Classroom teachers and instructional support staff, front office
Writing activities	Rubric design makes expectations and grading procedures clear. It can be use to provide a formative assessment to guide and improve the teachers' instruction. Writing to be incorporated into all areas of the curriculum Peer review, with clear guidelines for students to give feedback on each other's work, which motivates students, and allows them to discuss their writing with their peers. Students use a checklist to complete their revisions. This includes spelling, grammar, sentence structure, punctuation, and word usage corrections. Mini-lessons and conferencing used to create a piece for publishing	Academic Support Program	01/28/2016	05/31/2017	\$200	All academic/ instructional staff
Spelling Instruction	Generated spelling list, activities that correspond to instruction and curriculum maps, correlated across the curriculum	Direct Instruction	01/07/2016	05/31/2018	\$22000	All classroom teachers and instructional aides, families
internet based fact programs/flashcards	Teachers will have students practice math facts daily using flash cards or an internet resource	Academic Support Program	01/04/2016	05/31/2017	\$1000	All staff linked to the academic structure of the child's day will be responsible to support the basic facts mastery

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Math teaching strategies for RTI	Math Teaching Strategies Accelerated or individualized math: a system of having students work at different levels individually in one classroom. They progress by passing tests for each unit and move at their own pace. Adjusted speech: teacher changes speech patterns to increase student comprehension. Includes facing the students, paraphrasing often, clearly indicating most important ideas, limiting asides, etc. Curriculum Based Probe: having students solve problems in a set amount of time assessing the same skill. Teacher counts the number of correctly written digits, finds the median correct digits per minute and then determines whether the student is at frustration, instructional, or mastery level. Daily re-looping of previously learned material: A process of always bringing in previously learned material to build on each day so that students have a base knowledge to start with and so that learned structures are constantly reinforced. Ecological approach/generate data from real life experiences to use in class: involves all aspects of a child's life, including classroom, family, neighborhood, and community, in teaching the child useful life and educational skills. Explicit timing: timing math seatwork in 30-minute trials that are used to help students become more automatic in math facts and more proficient in solving problems. Teacher compares correct problem per minute rate. Explicit vocabulary building through random recurrent assessments: Using brief assessments to help students build basic subject-specific vocabulary and also gauge student retention of subject-specific vocabulary Graphic organizers: visual displays to organize information. They help students to consolidate information into meaningful whole and they are used to improve comprehension and understanding of difficult concepts in word problems. Model-lead-test strategy instruction (MLT): 3 stage process for teaching students to independently use learning strategies: 1) teacher models correct use of strategy; 2) teacher leads students to practice correct use; 3) teacher tests' students' independent use of it. Once students attain a score of 80% correct on two consecutive tests, instruction on the strategy stops but the skill or concept continues to be monitored. Monitoring of progress through group and individual achievement awareness charts: Using charts to build awareness and motivation of progress for students. The emphasis here is on progress so even student	Behavioral Support Program	02/29/2016	02/28/2019	\$1200	all staff involved in the educational process
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	on progress so even students working at different levels can chart significant gains. Problem solving instruction: explicit instruction in the steps to solving a mathematical problem including understanding the question, identifying relevant and irrelevant information, choosing a plan to solve the problem, solving it, and checking answers. Reciprocal peer tutoring (RPT) to improve math achievement: having students pair, choose a team goal to work toward, tutor each other on math problems, and then individually work a sheet of drill problems. Students get points for correct problems and work toward a goal. Reinforcing math skills through games: Using games to follow-up a lesson in order to reinforce learned skills and use the skills in another context. Response journal: Students record in a journal what they learned that day or strategies they learned or questions they have. Students can share their ideas in the class, with partners, and with the teacher. Student developed glossary: Students keep track of key content and concept words and define them in a log or series of worksheets that they keep with their text to refer to. Students generate word problems: Have students create word problems for a specific math skill. Through the construction of a problem the students learn what to look for when solving word problems they are assigned. Tactile, concrete experiences in math: Using three dimensional objects and other manipulatives in math instruction such as geometrical shapes, coins, or blocks allow students to discover math. Think-alouds: using explicit explanations of the steps of problem solving through teacher modeling metacognitive thought. Ex: Reading a math problem aloud and stopping at points to think aloud about strategies/processes in math, demonstrating the thought process used in problem solving.					
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Activities to Implement all Technology Goals and objectives	ASSESSMENT OF NEEDS Technology Goal #1: Operating Systems/User Interfaces Resources • New Keys for all workstations • Constant upgrading of all devices unable to have their user interfaces updated • Yearly updates for Smoothwall (virus & webfiltering) Technology Goal #2: Mobile Computing Resources • Laptops meeting other workstation standards for administrator, teachers, and learners • New tablets to comply with testing screen size and user interface standards • New access points to support the increasing number of mobile units Technology Goal #3: Digital Resources Resources • Subscription to cloud servers • Subscription to digital media servers • Applications for digital media creation • Applications to access all forms of resources from both mobile and stationary devices Technology Goal #4: Professional Development Resources • Training to all staff members • Site-based instructional specialists • Media support specialists • Coordination times with parents and faculty • Technology teams for each specialized technology form • Contractual time devoted to professional technology growth Technology Goal #5: Curriculum Integration Resources • Universally accessed curriculum data storage • Quarterly evaluation of technology integration into curriculum • Faculty reporting of technology integration • Parent and student reporting of technology integration IMPLEMENTATION TIMELINE Technology Goal #1: Operating Systems/User Interfaces • Yearly evaluation of all devices • End of 2015 – 2016 school year will result in implementation of Windows 10 • Future Years – Once new user interfaces or universal user interfaces are readily available the new technology will be implemented during that year's summer break. Technology Goal #2: Mobile Computing • 2015 – 2018 yearly evaluation of all devices • New Tablets – Implemented over 2015 to 2017 - o With a goal of all devices meeting required standards by 2017 school year end • Mobile Workstations – Implemented over 2015 to 2018	Technology	01/29/2016	06/01/2018	\$22000	all academic staff and IT
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	• Mobile Workstations – Implemented over 2015 to 2018 - o With a goal of 2 / year each year listed above • Mobile Smartboards – 2 new by end of 2017 - o With a goal of 1 / year each year • New Access Points – Replaced over summer of 2015 – 2016 Technology Goal #3: Digital Resources • Creation of Canaan Community Academy Cloud – by end of 2016 – 2017 school year • Digital Resource Addition – Constant addition of available digital media from 2015 – 2018 • Digital Application Addition – Constant addition of available digital media creation tools from 2015 – 2018 Technology Goal #4: Professional Development • Training to teachers – Done every year from 2015 – 2018 over summer break • Training to students – Done quarterly from 2015 – 2018 Technology Goal #5: Curriculum Integration • 2015 – 2016 – Cloud use and implementation • 2015 – 2016 – Integration of digital resources (not tools) • 2016 – 2017 – Implementation of mobile assignments • 2016 – 2017 – Integration and training for digital media creation tools • 2015 – 2018 – Evaluation – Quarterly progress reports FUNDING & BUDGET For a standard year \$20,000 is budgeted to support all forms of technology within Canaan Community Academy. This budgeted amount includes the technology plan, hardware, software, infrastructure, training, and subscription fees. Technology Budget 2013 – 2014 Expenses: ISP and Telephone \$100/month x 12 – \$3,882.73 Smoothwall (July) – \$2400.00 Office Computers – \$0 Lab Computers – \$0 Classroom Computers – \$0 NSI Labor – \$5912.00 Tablet Company – \$1000 WiFi – \$1100 Digital Subscriptions – \$1050 Technology Budget 2014 – 2015 Expenses: ISP \$100/month x 12 – \$5137.70 Smoothwall (July) – \$2,400.00 NSI Labor – \$6631.00 Office Computers - \$0 Lab Computers - \$0 Classroom Computers - \$0 Tablet Company – \$1000 WiFi – \$1100					
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	WiFi – \$1100 Digital Subscriptions – \$5370.00					
Total					<u>\$170660</u>	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Smekens Professional Development	All teachers and those involved in the educational process of the school will complete the online Smekens trainings that fit their individual needs	Professional Learning	07/30/2015	06/24/2016	\$3000	all staff involved in the educational process for children
Total					<u>\$3000</u>	