



Single Building District Improvement Plan

Canton Preparatory High School

Canton Preparatory High School

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CANTON, MI 48187-4801

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Canton Prep has approximately 200 students within an overall community of 90,173 people located in Canton, MI. About 2.9% of families and 3.7% of the population live below the poverty line. The racial makeup of the township was 72.2% White, 10.2% African American, 0.2% Native American, 14.1% Asian (8.0% Indian, 2.2% Chinese, 0.7% Filipino), 0.0% Pacific Islander, 0.7% from other races, and 1.91% from two or more races. Canton Prep's Free/Reduced lunch for the year 2015-2016 was 18% of the school population. Canton Prep opened in 2014-15 and concluded its second year of operation in June 2016. It will serve approximately 550 students in grades 9 through 12 in 2016-17.

Students are coming from Canton Twp and other surrounding areas. The unique challenges that face Canton Prep include serving students coming from disparate areas and school districts who arrive at Canton Prep with varying levels of preparedness for the college prep curriculum.

Special School Features: One of the wonderful features at Canton Prep is the wide range of diversity. The student population represents many different racial, ethnic, ability and religious backgrounds all working and learning with and from each other. The program of study at Canton Prep is designed to ensure each graduate successfully completes a minimum of two AP courses, completes an application to college and is accepted to a four-year collegiate institution, completes 60 hours of community services and completes a senior project relating to service or other career interest.

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.

Mission

To prepare each student for college success.

Vision

At Canton Prep, much is expected from you and your child, and much can be gained in return. Our enthusiastic teachers and challenging curriculum give students a chance to achieve a level of excellence that leads directly to college entrance and success. We also focus on moral character, knowing that it is every bit as vital to a child's growth as his or her academic accomplishments. Canton Prep educates, supports and guides students all the way through high school graduation. This begins with each student performing at the high level defined by the College Board's and State of Michigan's education standards. By providing a comprehensive system of support, we are committed to ensuring the best possible outcome.

Core Values

At Canton Prep, the Four R's guide our programs and daily instruction.

RIGOR

Our graduates will complete AP coursework and earn college acceptance. Our graduates will read well, write clearly and coherently, study effectively, reason soundly and question thoughtfully. End of term comprehensive exams covering the essential learning in each core subject will determine advancement to the next level. We will give students every opportunity to learn and succeed.

RELEVANCE

We will develop knowledge, skills and understanding that can be applied to realistic tasks and real-world settings. We will bring curiosity, challenge, joy and a sense of accomplishment into your child's life. We will promote a range of lifelong skills and knowledge -- literary, linguistic, athletic, artistic, scientific, mathematical and historical.

RELATIONSHIPS

We look for parent partnership and agreement with our mission in order to help your child succeed. This requires a personal commitment to serious academic challenge. When values and a good work ethic are demonstrated by parents at home, it leads to success for students in school. To support the process, our administrators and counselors will be visible and accessible to students and parents. We will strive to give students the tools they need to achieve success in school and in life.

RESPONSIBILITY AND MORAL FOCUS

Our curriculum will include service learning opportunities and completion of community service projects. By stressing good values, positive behavior and moral conscience, students will hold themselves accountable for their actions. Students will have a true sense of direction for college and career. Teachers and staff will serve as models of responsibility and moral focus by exhibiting competence, compassion, consistence, courtesy and accountability.

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.

Canton Prep completed its second year of provided a college prep education to the Canton community! The early work and efforts of the Canton Prep staff have led to an anticipated doubling of enrollment going into the third year.

Additional Information

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

None at this time

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The School Improvement Team, which includes stakeholder representatives, meet throughout the year to analyze available data and to ensure curriculum, instruction, and assessment programs are appropriately supporting the school's improvement efforts. Staff review data, curriculum, instruction, and assessment continuously in weekly PLC meetings, faculty meetings, and leadership meetings. Parents are invited to review data, curriculum, instruction, and assessments throughout the school year through Curriculum Nights, Parent Title I meetings, and School Improvement Team meetings. The School Improvement Plan was shared along with the goals and the Title I services tied to those goals. A team of staff members who facilitate regular department-level and course-level meetings along with the principal and assistant principal comprised the rest of the School Improvement Team. Most meetings took place during second semester and were scheduled after school on Wednesdays, which is designated as staff development time. A Comprehensive Needs Assessment was conducted first, followed by a survey completed by each department to give input on goals and strategies.

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

At the beginning of the school year, all school faculty receive professional development on the SIP and goals for the school year. Parents are also invited to a meeting at the beginning of the school year where the plan is explained and discussed. The School Improvement Team was comprised of two administrators, twelve teachers, and two parents. Meetings were held throughout the school year (mostly second semester). The team conducted the Comprehensive Needs Assessment, analyzed data, reviewed past goals and strategies, discussed needs and changes, and developed 2015-16 improvement goals. Information and feedback is gathered from the school faculty during the development of the goals and objectives, and the Board of Directors is presented with the plan once completed.

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

Each year the SIP data and goals are shared at Curriculum Nights and Parent Title I meetings. The school's annual report will be published and widely disseminated to parents, families, board members, authorizers, and staff each year. In addition, written and verbal communication to parents and families regarding student progress on State, norm-referenced, and classroom assessments will occur regularly throughout the year. School-wide, grade level, and classroom level academic reports will be shared and analyzed by staff on a regular basis to make continuous decisions about school improvement, instructional strategies, professional development, the incorporation of researched-based teaching and learning standards into our curriculum, along with building functions. Finally, an updated SIP is also posted to the community via the Arbor Prep website.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

We are a growing school with a heavier concentration of students in grade 9 than in 10 and 11 combined. As our school grows, the lack of upperclassmen to guide and lead the new freshmen is a challenge. It becomes difficult to show positive examples of student behavior, success and tradition without the higher grades. Overall in the last two years our demographic data has remained fairly consistent though.

Student Demographic Data

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

Our student attendance this year compared to last year dropped slightly, but remains high in the low 90% range.

Student Demographic Data

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

We have seen an increase in behavior referrals this year compared to last year as a result of the refining of our discipline programs and support on campus. These referrals are mostly in the areas of dress code and tardies, for which we are now documenting as behavior concerns and assigning students detention.

Student Demographic Data

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

Positive examples and traditions can be created and highlighted through our current Junior class as the leaders of the school. Empowering them to set the tone and to have an impact on our school culture would help with that challenge.

Teacher/School Leader(s) Demographic Data

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

The number of years of experience for our school leaders is limited. Each is at or under 10 years of experience for teaching and administration. This brings both levels of excitement and ingenuity to the idea of student achievement, but also has the impact of missing the long-term experience view of how different programs may work or be applied in different settings.

Teacher/School Leader(s) Demographic Data

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

We have teachers with varying degrees of experience which lends to mentorship, and new energy all at the same time. When appropriately harnessed, these levels of experience benefit both the students and other teachers.

Teacher/School Leader(s) Demographic Data

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

The number of days missed during the year by administration is very low, and significantly lower than last year (including professional development). This has had little negative impact, and potentially indirect/direct positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

We have had a fair amount of teacher absences this year due to illness and professional development. Additionally securing substitute teachers has been a challenge. This has had the impact of less structured learning on these days and more stress on teachers as they work to plan for these absences and student success while also subbing for other teachers during their prep period.

Teacher/School Leader(s) Demographic Data

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

Hiring and training more building subs would have the benefit of ensuring that students are actively learning on days when their teacher is out, as well as ensuring that teachers are not missing planning time.

Process Data

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

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

Curriculum, Assessment, and Organizational Management all stand out at strengths (among the other categories).

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

Professional Learning Culture stands out as a challenge.

12. How might these challenges impact student achievement?

If our team is not utilizing collaboration time effectively or holding one another accountable for implementing what has been learned in PD, then our students are not receiving the benefits of that training or planning. Additionally, if these items are enhanced, individualization and differentiation across learners should be enhanced.

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

Developing a culture of professional learning in an intentional manner and establishing a more focused approach to our mentor teams may result in higher success in these areas. Staff meeting time and professional development training on best practices should become part of the norm. Mentor teachers can be given specific meeting times to coach their teams in areas of TOPS and SBG.

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

Students are identified through Child Find and other testing for remediation and support. At that time a team is gathered to determine the best levels of support for a student or student group and the plan is implemented. This team looks different for Title services, credit recovery and special education - but each are similar in basic framework of identifying, planning and implementation of services.

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

All students have the ability to take Advanced Placement courses and online courses on campus to supplement their learning. In addition they can participate in dual enrollment courses or career technical courses in lieu of their typical schedule, with approval. Students that are
SY 2015-2016

behind on credits may take Recapture or Summer Academy courses to master skills and improve grades previously earned to earn credit for a course.

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

Students work with advisory teachers, the school registrar and the college counselor to identify which courses would best serve their plan of study after high school. Recommendations and information are then provided to students on the different programs that are available to meet their needs. Families are notified via the end of semester mailing of credit recovery options for their child if a student failed a course. Instructions on how to enroll in these courses and apply are included. Students are strongly encouraged to utilize these experiences.

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

Teachers have course standards and learning targets that were developed collaboratively across our network of schools to encourage buy-in and implementation with fidelity. Vertical and horizontal alignment documents are maintained by curriculum lead/directors and available for teachers to use. Additionally, students and parents are given these standards at the start of each semester and are updated continually on their child's progress in each standard.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Our 10th grade class has shown tremendous growth and success over time and is meeting college readiness benchmarks. The projected RIT growth from the Fall to the Winter on the NWEA test was 0.5, while they achieved 1.6 growth.

19b. Reading- Challenges

Our 9th grade class has not shown significant growth and success from the Fall to the Winter testing and is not currently meeting college readiness benchmarks. The projected RIT growth from the Fall to the Winter on the NWEA test was 0.5, while they actually 'decreased' in their scores and their growth was -0.7.

19c. Reading- Trends

Our trends show a positive movement across the board for 10th and 11th grade students over the last year and a half. Our 9th grade class growth is currently flat (or decreasing).

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are seeing success with our students over time, but need to improve upon our success with our 9th grade students in the first semester of their time at CPHS.

20a. Writing- Strengths

Our 9th grade class has shown tremendous growth and success over time and is meeting college readiness benchmarks. The projected RIT growth from the Fall to the Winter on the NWEA test was 1.4, while they achieved 2.6 growth.

20b. Writing- Challenges

Our 10th grade class has not shown significant growth and success from the Fall to the Winter testing and is not currently meeting college readiness benchmarks. The projected RIT growth from the Fall to the Winter on the NWEA test was 0.7, while they achieved 0.9 growth.

20c. Writing- Trends

Our trends show a positive movement across the board for 9th and 11th grade students over the last year and a half. Our 10th grade class growth is currently flat for the current year.

20d. Writing- Summary

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

We are seeing success with our students over time, but need to improve upon our success with our 10th grade students in the first semester of their time at CPHS.

21a. Math- Strengths

Our 10th grade class has shown tremendous growth and success over time and is meeting college readiness benchmarks. The projected RIT growth from the Fall to the Winter on the NWEA test was 1.7, while they achieved 3.6 growth.

21b. Math- Challenges

Our 9th grade class has not shown significant growth and success from the Fall to the Winter testing and is not currently meeting college readiness benchmarks. The projected RIT growth from the Fall to the Winter on the NWEA test was 2.4, while they only actually achieved 1.8 growth.

21c. Math- Trends

Our trends show a positive movement across the board for 10th and 11th grade students over the last year and a half. Our 9th grade class growth is currently flat for the current year.

21d. Math- Summary

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

We are seeing success with our students over time, but need to improve upon our success with our 9th grade students in the first semester of their time at CPHS.

22a. Science- Strengths

N/A

22b. Science- Challenges

N/A

22c. Science- Trends

N/A

22d. Science- Summary

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

N/A

23a. Social Studies- Strengths

N/A

23b. Social Studies- Challenges

N/A

23c. Social Studies- Trends

N/A

23d. Social Studies- Summary

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

tiered instruction if appropriate.

N/A

Perception Data

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

24a. Student Perception Data

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

"I have a chance to practice new things that we learn"

"My teacher has everything ready for the next activity"

"If I do not understand something in class my teacher works with me until I understand"

"My teacher expects me to do my best on assignments"

"My teacher seems to enjoy teaching this class"

"My teacher knows a lot about the subject s/he is teaching"

24b. Student Perception Data

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

"My teacher tells us about the learning goals/objectives of the day"

"Students in this class behave the way the teacher wants them to"

"My teacher checks to make sure I understand what we are learning"

"I learn from my mistakes in this class"

"My teacher encourages me to share my ideas or opinions about what we are learning in class"

"My teacher asks questions in class that make me really think about the information we are learning"

24c. Student Perception Data

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

Continued training, coaching and development of our student discipline model and classroom management will aid in the student behavior portion. This area has improved significantly so far, but still has room for growth. This will be accomplished through staff PD, staff meetings, and administrative planning and implementation of a school-wide discipline matrix.

25a. Parent/Guardian Perception Data

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

"The school has high expectations for my child"

"The school keeps me informed through communications such as newsletters, e-mails and the school website"

"The school secretary is helpful"

25b. Parent/Guardian Perception Data

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

"Our family receives adequate information regarding the college application and acceptance process"

"Our family receives adequate information regarding financial aid and scholarship opportunities for college"

"Our family is satisfied with our child's advising program"

25c. Parent/Guardian Perception Data

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

The hiring of a school-specific registrar and college counselor should help streamline the information and programs available to students and families.

26a. Teacher/Staff Perception Data

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

"My principal is fair"

"My principal is committed to building the finest school"

"Students and staff feel safe at my school"

"My Assistant Principal is frequently visible in my school"

"My Assistant Principal makes positive contributions"

26b. Teacher/Staff Perception Data

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

"The Service Center is easy to do business with"

"Employees address other's unproductive behavior"

26c. Teacher/Staff Perception Data

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

We are developing some team/mentor approaches to staff holding each other accountable for professional learning and expectations on campus. This is on-going and in development.

27a. Stakeholder/Community Perception Data

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

See above - Parent, Teacher, and Student Survey data.

27b. Stakeholder/Community Perception Data

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

See above - Parent, Teacher, and Student Survey data.

27c. Stakeholder/Community Perception Data

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

See above - Parent, Teacher, and Student Survey data.

Summary

28a. Summary

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

We are a growing college prep high school that has developed strong programs and culture on campus. In our first year and a half we have seen incredible growth on our NWEA test data for all students overall, and have not yet had the opportunity to review year-over-year testing data in other areas like the SAT. According to our survey data, our students and families are very satisfied with the programs at our school, and our teachers are generally satisfied and have identified some areas of improvement. We need to improve in the traditions, culture and attitudes present in our school (including student discipline) as well as our college advising. As our student population continues to grow this will become a larger challenge unless solid systems are put into place now.

28b. Summary

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

Students learn best when in an environment that is stable, solid and consistent. The challenges identified through our various data sources indicate that we have limited peer role models on campus for students, teacher concerns with student discipline on campus, and parent concerns regarding college advising information. These challenges can create an environment that is not as stable, solid or consistent for all students. As we grow and develop as a school, traditions of success and positive influences/role models will greatly benefit student success, culture on campus, and student behavior.

28c. Summary

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

Our School Improvement Plan Goals will need to include goals related to student achievement in the areas of math, reading and language usage as well as targeted focus on our school culture related to student behavior. Growth in each of the academic areas is essential for continued academic progress at our school, while a focus on student behavior and creating a solid system of expectations should create a more stable environment for student success.

Single Building District Additional Requirements Diagnostic

Introduction

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

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://cantonprep.com/wp-content/uploads/2016/03/Canton-Prep_2014-2015-Annual-Education-Report-FINAL-3-23-16.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	If students arrive at Canton Prep without an EDP on file, one is created in Advisory.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDPs are reviewed and updated annually in Advisory with the assistance of the Director of College Counseling and/or the school Registrar.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	PrepNet LLC Attn: Jason Pater 3755 36th Street SE Grand Rapids, MI 49512 616-726-8900	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Canton Prep_Parent Involvement Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	PrepNet LLC Attn: Jason Pater 3755 36th Street SE Grand Rapids, MI 49512 616-726-8900	

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

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

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The School Improvement Team conducted its Comprehensive Needs Assessment as a part of its school improvement process. Throughout the 2015-16 school year, Canton Prep conducted school improvement planning activities with the School Improvement Team and all staff. During its Comprehensive Needs Assessment that started in the spring, the school assessed data aligned with the Michigan School Improvement Framework. Data was collected and assessed as it relates to student achievement, school programs and processes, student/teacher/parent perceptions, and student, staff, and community demographics. The school's review of data specifically included the components that are listed below, among others:

1. Student achievement data from national testing, including State test data, NWEA data, and local and formative assessment data (including subgroup analysis).
2. Demographic data, including student demographics by subgroup, student enrollment information, teacher demographics (including years of experience), Highly Qualified teacher and paraprofessional information, student attendance and discipline information, etc.
3. Programs and process data, including curriculum alignment assessments, etc.
4. Perceptions data, including staff survey results, parent survey results, perception information from community members, etc.

This data was analyzed and discussed by the School Improvement Team. Results of the analysis determined the school's focus areas, and the following stakeholders were given an opportunity to provide feedback: 1) staff, 2) parents, and 3) board members.

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

Students were identified in the following ways:

English (ELA): Students were identified using NWEA scores on their Reading and Language tests from last Spring, this Fall and on-going testing. Student were also identified using their Formative Assessment data, individual learning targets, and grades from 1st semester.

Math: Students were identified using NWEA scores on their Math test from last Spring, this Fall and on-going testing. Student were also identified using their Formative Assessment data, individual learning targets, and grades from 1st semester.

Science/Social Studies: Students in these areas are not identified separately from the ELA and Math identification process. Students are identified for support through Formative Assessment data and instruction feedback (homework) in their classes, however, and are targeted for tutoring and support. Typically the students identified have also been identified for support through the ELA process.

The data is kept in spreadsheets and updated as new data becomes available. Students are then provided with additional tutoring or other support services and may exit these services when their formative assessment or NWEA data indicates that they have reached an appropriate level of mastery.

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

We use PSAT, SAT, NWEA and other norm-referenced testing to help establish baselines and track growth. Additionally, we use assessment data from courses that are tracked using specific learning targets and growth measurements.

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

Not applicable.

Component 2: Services to Eligible Students

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

Targeted tutoring in Math is offered on Monday - Thursday from 3:00 - 4:00.

Targeted tutoring in English is offered on Monday - Thursday from 3:00 - 4:00.

Paraprofessionals work in Math and English classrooms to offer structured and targeted support for students who are not meeting benchmarks.

Component 3: Incorporated Into Existing School Program Planning

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

Yes. The paraprofessionals are a part of the planning. They participate in the co-teaching and curriculum development with our teachers.

The interventions and services from the Title I are included in the SIP.

Component 4: Instructional Strategies

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

Canton Prep utilizes several instructional strategies to specifically target students who are the farthest from meeting our academic standards.

For every core content area, Canton Prep offers tutoring for struggling students twice a week for an hour at a time. The content area experts are the individuals delivering these tutoring sessions to ensure students have optimal support.

Students that do not pass our core courses with a C- or better are placed into a Recapture Academy during the year or Summer Academy in the summer to provide more intense and individual support to achieve a passing grade.

Specifically in ELA, a NoRedInk subscription was purchased. This program offers individualized plans for each student based on a needs assessment. The instruction is tailored to specifically address the deficiencies of the student.

Specifically in Math, students track their learning progress on the mastery of standards. This tracking allows for teachers to differentiate their instruction and hit the specific needs of students struggling to master standards.

Students that are identified to be at a lower achievement level in math are placed into either a substitute or additional math course to enhance their skills and comprehension of basic math skills.

Specific Math and ELA freshman and sophomore classes have co-teachers assigned to them. This provides the opportunity to target instruction on an individual basis and lower the number of students with each teacher.

For Science and Social Studies core courses, student track their learning progress with the use of tracking sheets and their assessments. Teachers in these core areas create differentiation course boards where students complete tasks that specifically address their weaknesses.

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

Canton Preparatory High School's educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning. By definition, an "Effective School" is one in which all students obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. Canton Prep has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the Plymouth-Canton community.

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A summary of the Effective School correlates is as follows:

- Clear school mission
- High expectations for success
- Instructional leadership
- Frequent monitoring of student progress
- Opportunities to learn
- Safe and orderly environment
- Strong home-school relations.

In addition to adopting the characteristics of Effective School Research, Canton Prep's educational program is centered on its mission of preparing each student for college success and a life well lived. By using curriculum that is research-based, including the College Board's recommendations for rigorous classes, Advanced Placement classes, and alignment to Michigan State Standards as well as a structured discipline program using Positive Behavioral Interventions & Supports (PBIS), Canton Prep ensures that every student will be prepared for college success.

Canton Prep works to provide students who are identified as deficient in basic or background knowledge with increased opportunities to increase this knowledge and accelerate their learning. Some of these opportunities may include: tutoring during and after school, support classes, small group instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful.

All strategies outlined in the schoolwide plan align with findings of the needs assessment. For example, students need to increase their reading comprehension; as a result Taylor Prep staff members will be supplementing instruction utilizing academic specialists, classroom instructors and paraprofessionals. This will allow more time with the content. These methods can be found in various research including:

- Marzano (2003). What Works in Schools: Translating Research into Action.
- Hattie, John (1992). Tutoring.
- Zwires, J. (2010). Building Reading Comprehension Habits in Grades 6-12.
- Farstrup, A. & Samuels, S.J. (2002). What Research Has to Say About Reading Instruction.
- Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works.
- CollegeBoard Standards for College Success (2008).

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

Canton Prep focuses on differentiating instruction as a primary school-wide reform strategy to meet the learning needs of all students in all general education classes.

Differentiated instruction allows for low performing subgroups (i.e. socio-economic, IEP and etc.) to be targeted for specific skill development and provides them access to the general education curriculum through differing methods and supplemental support. This also allows for enrichment activities for students who have mastered the content standards and are performing at a higher level. Grade level and department meetings focus on differentiation strategies which teachers plan, implement, evaluate and share with the teaching team. School leaders support differentiated instruction by including professional development opportunities of teachers through conferences, workshops and team meetings Individual student achievement data and growth in basic skills are part of the school's teacher evaluation and merit-pay accountability program.

Canton Prep is proactive in identifying students that may need additional supports by reviewing student cumulative files at the beginning of every school year and meeting with families prior to the school year beginning. This provides the staff with past student achievement data (i.e. MEAP, NWEA, grades) and support services provided in previous years. Placement tests are also administered in math and foreign language. Based on this data, students may be recommended for summer programs and placed in appropriate classes prior to school starting in the fall.

Next, all 9th grade students take the NWEA MAP assessments in reading, ELA, and math in the fall, winter and spring. These results, along with weekly progress reports and classroom teacher observations are reviewed during regularly scheduled staff meetings. The NWEA MAP data is initially used in the fall to identify students needing supplemental supports in the classroom by grant-funded paraprofessionals and other staff members. Goals are made to improve student performance, strategies created, and supports scheduled in the general education environment. Initial NWEA MAP assessment data is also used to ensure course enrollment is accurate based on student skill levels and specifically for math, a specialized class is offered for students needing remediation in skill areas.

Multiple schoolwide reform programs are provided to all students having difficulty mastering content. Canton Prep offers a weekly opportunity to attend after-school tutoring two days during the week for one hour where all teaching staff is available to assist students with assignments, re-teach content, and provide remedial instruction. Students are also invited to attend targeted tutoring on Mondays, Tuesdays, Wednesdays and Thursdays for additional help with Math and English skills.

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

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

Multiple schoolwide reform programs are provided to all students having difficulty mastering content. Canton Prep offers a weekly opportunity to attend after-school tutoring two days during the week for one hour where all teaching staff is available to assist students with assignments, re-teach content, and provide remedial instruction. Students are also invited to attend targeted tutoring on Mondays, Tuesdays, Wednesdays and Thursdays for additional help with Math and English skills.

Component 5: Title I and Regular Education Coordination

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

The programs have shared leadership which includes the Principal and Assistant Principal. Staff who are members of each group meet regularly to discuss curricular goals and expectations. Title I staff play a integrated but supportive role with regard to student achievement. They work side-by-side with teachers and staff during the school day and take the support beyond the classroom in afterschool setting. Students entering the program based on identified need via data points collected on multiple assessments. Students exit only when they reach grade level proficiency on skills through an exit assessment.

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

Not applicable.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

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

Canton Prep recognizes that professional development must be on-going in order to sustain the quality of its instructional design and allow staff to master the instructional approach.

Organizational Structure: The school organization is structured in such a way that teachers receive consistent and ongoing feedback from their supervisor. Teachers meet often with their supervisors to be coached, mentored, and supported.

Core Subject Area Meetings: In an effort to create sustained, on-the-job professional development, the school's master schedule includes a common meeting time bi-weekly where academic teams are expected to establish short-term goals and evaluate progress against those goals. This process focuses teachers on actual student learning and the development of strategies for students that are struggling. By keeping the dialogue about student learning closest to the teaching process, teachers can quickly respond to the needs of their students. Teachers meet to plan horizontally (across the grade level courses), as well as vertically (with the grade levels and course sequence immediately following and preceding), as well as with teachers in other core subject areas in order better meet the needs of students.

All Staff Meetings: All-staff meetings are held on the 2nd and 4th Wednesday of each month, so teachers meet at least twice per month. The purpose of these meetings is to effectively communicate with staff members and provide professional development on a consistent basis.

Sustained and intentional professional development opportunities are offered to staff at Canton Prep. Specific training programs such as Advanced Placement Institutes are aligned with effective schools research and support the instructional design. Strategies for improving classroom management and overall school climate are offered annually to teachers, to support the school's implementation of Marzano's school level factor, providing a safe and orderly environment. Each year, topics of focus vary, but all professional development opportunities focus on aspects of instructional design and delivery.

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

Para-professionals at Canton Prep are provided with an array of professional development throughout the year. Below is a quick overview of these training events. Canton Prep plans to continue supporting paraprofessionals in this area and addressing any other needs that come up.

Co-Teaching Training: In this training, paraprofessionals learned about effective strategies to support the teacher of record in the class and still meet the needs and goals of the students on their caseloads.

Special Education Training: In this training, our special education director and team leads helped model and discuss appropriate strategies to use with students and how to document and communicate success and areas of weakness.

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Differentiation Training: In this training, held on campus by CPHS teachers, staff were introduced to differentiation techniques and choice boards - including tiered/leveled lessons/learning.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		Canton Prep_2016-17 PD Calendar

Component 8: Strategies to Increase Parental Involvement

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

Parents are invited to review data, curriculum, instruction, and assessments throughout the school year through Curriculum Nights, Parent Title I meetings, and School Improvement Team meetings. Parents are also invited to complete the a satisfaction survey in the Fall and Spring.

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

Parents at Canton Prep are utilized in a variety of ways to support the development of the Targeted Assistance program plan.

One specific way we attempt to get all parent voices heard at Canton Prep is to solicit feedback two times per year through a parent survey where approximately 50% of parents offer feedback. This feedback is instrumental in developing this plan as well as developing schoolwide goals.

The principal at Canton Prep also holds two meetings per month where parents are given the opportunity to have their voices heard. This meeting also is utilized to share the goals created by this plan, allowing parents to help shape the development of the plan.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Feedback from parents provided through parent surveys distributed during the Fall and Spring (electronically and hard-copy) as well as input from the School Improvement Team's parent representative(s)' is incorporated into the development of the TA program plan.	

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

Through these activities and parental involvement components, the school assures that it appropriately: 1) provides assistance to parents, 2) provides materials and training to help parents work with their children to improve their academic achievement, 3) trains teachers and other required staff in the importance of, and how to, partner with parents, 4) coordinates and integrates to the appropriate degree its parent involvement activities with other programming, 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language, and 6) provides full opportunities for parents with limited English proficiency, disabilities, and parents of migratory children to be involved with the activities of the school and to receive appropriate information and school reports. As such, it complies with NCLB Sections 1118(e) 1-5 and (f).

5. Describe how the parent involvement activities are evaluated.

Parents are invited to Coffee with the Principal meetings which are held twice a month. Reminders and invites are sent out and posted on our website and Facebook page. During these meetings, parents are able to voice any concerns, submit suggestions and offer feedback.

We also have a PTO group that is actively involved in our campus and offers feedback on a regular basis. The PTO usually gives the Principal update/feedback of any issues that were raised during their meeting. These updates usually come via email or one-on-one meetings.

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

The school-parent compact (Commitment to Excellence contract) is developed in collaboration with parents through parent participation and input in school improvement meetings. The compact, which includes all NCLB required components, is reviewed by parents at least annually. Parent input is collected through School Improvement Plan, parent meetings and parent surveys. Since Canton Prep is a high school, the school is not required to annually discuss the compact at parent-teacher conferences as stated in NCLB Section 1118(d)(1)(a).

Additionally, the Parent Compact (Commitment to Excellence contract) is shared with parents via the Student-Parent Handbook each fall as a copy is located there. The Compact is used in all meetings with incoming families who meet with the Administration. Additionally, the form is mailed home and collected (signed and dated) two times per school year.

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

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

Written and verbal communication will be provided to parents and families regarding student progress on State, norm-referenced, and classroom assessments. Communication will occur regularly throughout the year and will be shared in a language that parents can understand. The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. Assessments can be daunting to parents that have limited understanding of not only the language, but also educational language and acronyms. Parents will be encouraged to meet with a college advisor, administrator, or teacher to discuss assessment results that will allow for a clear and concise translation explaining educational wording or removing information that is not relevant and could cause confusion to parents.

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		

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

N/A

Component 9: Coordination of Title I and Other Resources

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

The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this School-wide Plan in order to upgrade the school's entire educational program. This includes state per-pupil funding, a nutrition grant to supply free and reduced lunch to eligible students, IDEA funding, Title I Part A, Title II Part A, and Section 31a.

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

Canton Preparatory High School is a single-school, 9-12 charter school, it does not currently apply for or receive violence prevention funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan. The school integrates McKinney-Vento and the National School Lunch Act/Child Nutrition Act.

Component 10: Ongoing Review of Student Progress

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

The school utilizes many data points throughout the year to monitor the progress of students participating in the Title I program:

- The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers and school leadership analyze the data they receive.
- The PSAT and SAT assessments are given twice a year (in the fall and spring) and this data is compared with national data to help guide instruction and progress in all courses.
- Formative assessments are given throughout a unit to measure mastery of state standards.
- Students participating in select programs are progress monitored on a regular basis (i.e. courses with paraprofessional, in-class interventions, etc)

Students are exited from the Title I program or receive additional, more intense services based on their progress against the aforementioned factors.

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

The school utilizes many data points annually through the Comprehensive Needs Assessment, as well as throughout the school year to monitor and revise, as needed, the Title I program and services provided to students. As assessment data is collected and analyzed, successful programs are enhanced and improved, while struggling programs are eliminated or substituted for alternative programs to meet the same goals. The following assessments help us collect this important data:

- The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers and school leadership analyze the data they receive.
- Formative assessments are given throughout a unit to measure mastery of state standards.
- Students participating in select programs are progress monitored on a regular basis (i.e. courses with paraprofessional, in-class interventions, etc)

Based on this analysis, the Targeted Assistance program services are revised, as needed.

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

Teachers regularly participate in training to better analyze data, differentiate instruction, and determine appropriate classroom-based interventions. They are active participants in the analysis of data to improve the academic achievement of eligible students. The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers analyze the data they receive. Teachers also analyze PSAT results depending on the content area and grade taught and analyze school-based assessments.

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Additionally, each department has common planning time and is expected to spend a minimum of one period each week reviewing student needs and developing instructional strategies to address those needs within the curriculum. Teachers also meet weekly either as a whole faculty or within Professional Learning Communities. Teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively with respect to the curriculum in order to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Instruction is adjusted accordingly by each teacher as they work to ensure mastery is attained at the identified levels for eligible students within their classroom.

Evaluation

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

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

The Targeted Assistance program is reviewed in its entirety beginning in early April each school year. A Comprehensive Needs Assessment is completed, goals are set, and an updated plan is formed and communicated to all stakeholders.

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

The Principal, Assistant Principal, Special Education Staff, and select members of the teaching staff evaluate State testing data and analyze the effectiveness of interventions offered to students on an annual basis as soon as state testing data is available.

While state provided data is helpful, Canton Prep utilizes NWEA (which is offered 3 times a year) to continuously track the success of interventions.

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

NWEA and SAT data is used to measure student proficiency and growth toward meeting the School Improvement Plan goals. Each year, the programs offered to eligible students are reviewed for effectiveness and are either revised for improvement or dissolved. NWEA (assessment for ELA and Math; and given three times per year) provides us with meaningful data and outputs growth measures for each students. These growth measures allow us to quickly identify students that are struggling and also evaluate the effectiveness of the programs we have in place for students receiving interventions.

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

The programs developed and implemented, as outlined in the School Improvement Plan, are monitored throughout the school year for growth. Programming is revised, as needed, at the end of each semester to provide better services the following semester. While programming is continuously monitored, an annual review of the effectiveness of each program is completed in conjunction with the school data analysis component of the school improvement plan. As with other programs, teachers, parent and student feedback is gathered to help refine our program offering.

2016-17 Goals and Objectives

Overview

Plan Name

2016-17 Goals and Objectives

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate growth in Reading	Objectives: 3 Strategies: 1 Activities: 8	Academic	\$0
2	All students will demonstrate growth in Language Usage	Objectives: 3 Strategies: 1 Activities: 8	Academic	\$0
3	All students will demonstrate growth in Mathematics	Objectives: 3 Strategies: 1 Activities: 8	Academic	\$0
4	The school climate will improve	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: All students will demonstrate growth in Reading

Measurable Objective 1:

70% of Ninth grade students will increase student growth by meeting or exceeding growth targets in Reading by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year Ninth grade growth rate.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental reading support to identified at-risk student to increase their proficiency inside of the classroom.

- Use common and specific rubrics for reading
- Use graphic organizers to support reading strategies
- Identify struggling students and utilize lexile levels to differentiate reading in the classroom
- Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Category: English/Language Arts

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher

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Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Program staff
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and instructional staff

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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 2:

80% of Tenth grade students will increase student growth by meeting or exceeding growth targets in Reading by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year growth rate for this cohort.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental reading support to identified at-risk student to increase their proficiency inside of the classroom.

- Use common and specific rubrics for reading
- Use graphic organizers to support reading strategies
- Identify struggling students and utilize lexile levels to differentiate reading in the classroom
- Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Category: English/Language Arts

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
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Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Principal

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher

Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Program staff

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Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and instructional staff

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 3:

85% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Reading by 06/15/2017 as measured by spring SAT Reading assessment.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental reading support to identified at-risk student to increase their proficiency inside of the classroom.

- Use common and specific rubrics for reading
- Use graphic organizers to support reading strategies
- Identify struggling students and utilize lexile levels to differentiate reading in the classroom
- Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Category: English/Language Arts

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

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Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
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Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Principal

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher

Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Program staff

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Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and instructional staff
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Goal 2: All students will demonstrate growth in Language Usage

Measurable Objective 1:

80% of Ninth grade students will increase student growth by meeting or exceeding growth targets in English Language Arts by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year Ninth grade growth rate.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental writing support to identified at-risk student to increase their proficiency inside of the classroom

To support all students, teachers will focus instruction on grammar, usage, mechanics and the writing process

Use common and specific rubrics for writing

Use graphic organizers to develop effective brainstorming for stronger essays

Incorporate language usage strategies to facilitate opportunities for students to reinforce and integrate concepts and skills in writing category

Category: English/Language Arts

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Canton Preparatory High School

The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A, General Fund	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher

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Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and credit recovery program staff
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal and instructional staff
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 2:

80% of Tenth grade students will increase student growth by meeting or exceeding growth targets in English Language Arts by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year growth rate for this cohort.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental writing support to identified at-risk student to increase their proficiency inside of the classroom

To support all students, teachers will focus instruction on grammar, usage, mechanics and the writing process

Use common and specific rubrics for writing

Use graphic organizers to develop effective brainstorming for stronger essays

Incorporate language usage strategies to facilitate opportunities for students to reinforce and integrate concepts and skills in writing category

Category: English/Language Arts

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Single Building District Improvement Plan

Canton Preparatory High School

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
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Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and credit recovery program staff

Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal and instructional staff

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 3:

85% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in English Language Arts by 06/15/2017 as measured by spring SAT Reading assessment.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental writing support to identified at-risk student to increase their proficiency inside of the classroom

To support all students, teachers will focus instruction on grammar, usage, mechanics and the writing process

Use common and specific rubrics for writing

Use graphic organizers to develop effective brainstorming for stronger essays

Incorporate language usage strategies to facilitate opportunities for students to reinforce and integrate concepts and skills in writing category

Single Building District Improvement Plan

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Category: English/Language Arts

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A, General Fund	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
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Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and credit recovery program staff

Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and instructional staff

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Goal 3: All students will demonstrate growth in Mathematics

Measurable Objective 1:

70% of Ninth grade students will increase student growth by meeting or exceeding growth targets in Mathematics by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year Ninth grade growth rate.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental mathematics support to identified at-risk student to increase their proficiency inside of the classroom

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Teachers will implement differentiated strategies to meet the needs of their math students

Teachers will incorporate multiple forms of presentations to include tables, graphs, and analyzing for problem-solving

Teachers will incorporate the use of online support materials

Category: Mathematics

Research Cited: -Marzano (2003). What Works in Schools: Translating Research into Action. -Hattie, John (1992). Tutoring. -Zwires, J. (2010). Building Reading Comprehension Habits in Grades 6-12. -Farstrup, A. & Samuels, S.J. (2002). What Research Has to Say About Reading Instruction. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -Lemov, Doug (2010). Teach Like a Champion -Gardner, H. (2000). The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education that Every Child Deserves. - Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction that Works. -NCTM (2006). National Council of Teachers of Mathematics. -Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom. -Lemov, Doug. (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher

Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A, General Fund	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal and Instructional Staff
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Single Building District Improvement Plan

Canton Preparatory High School

Measurable Objective 2:

55% of Tenth grade students will increase student growth by meeting or exceeding growth targets in Mathematics by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year growth rate for this cohort.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental mathematics support to identified at-risk student to increase their proficiency inside of the classroom

Teachers will implement differentiated strategies to meet the needs of their math students

Teachers will incorporate multiple forms of presentations to include tables, graphs, and analyzing for problem-solving

Teachers will incorporate the use of online support materials

Category: Mathematics

Research Cited: -Marzano (2003). What Works in Schools: Translating Research into Action. -Hattie, John (1992). Tutoring. -Zwires, J. (2010). Building Reading Comprehension Habits in Grades 6-12. -Farstrup, A. & Samuels, S.J. (2002). What Research Has to Say About Reading Instruction. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -Lemov, Doug (2010). Teach Like a Champion -Gardner, H. (2000). The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education that Every Child Deserves. - Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction that Works. -NCTM (2006). National Council of Teachers of Mathematics. -Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom. -Lemov, Doug. (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher

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Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A, General Fund	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal and Instructional Staff

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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 3:

60% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Mathematics by 06/15/2017 as measured by spring SAT Reading assessment.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental mathematics support to identified at-risk student to increase their proficiency inside of the classroom

Teachers will implement differentiated strategies to meet the needs of their math students

Teachers will incorporate multiple forms of presentations to include tables, graphs, and analyzing for problem-solving

Teachers will incorporate the use of online support materials

Category: Mathematics

Research Cited: -Marzano (2003). What Works in Schools: Translating Research into Action. -Hattie, John (1992). Tutoring. -Zwires, J. (2010). Building Reading Comprehension Habits in Grades 6-12. -Farstrup, A. & Samuels, S.J. (2002). What Research Has to Say About Reading Instruction. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -Lemov, Doug (2010). Teach Like a Champion -Gardner, H. (2000). The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education that Every Child Deserves. - Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction that Works. -NCTM (2006). National Council of Teachers of Mathematics. -Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom. -Lemov, Doug. (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
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Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A	Principal

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher

Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff

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Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal and Instructional Staff
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Goal 4: The school climate will improve

Measurable Objective 1:

collaborate to improve the school culture and disciplinary methodology (PBIS) by 06/15/2017 as measured by 85% of parents stating they agree or strongly agree that the school's discipline system is effective on the spring 2017 Parent Satisfaction Survey.

Strategy 1:

Moral Focus and PREP Implementation - Teachers will receive training on Moral Focus and PREP interventions

Work to incorporate current behavior and moral focus initiatives and PREP

Implement proactive, positive behavior interventions

Document and report on behavior interventions implemented

Refer to PREP to reinforce positive and expected student behavior at school category

Staff Training and Development - Teachers will receive on-going professional development throughout the school year

Category: School Culture

Research Cited: Sugai (2008). School-wide Positive Behavior Support & Response to Intervention. - Michigan Board of Education (2006). Positive Behavior Support Policy. - Is School-Wide Positive Behavior Support an Evidence-Based Practice? Positive Behavior Intervention & Supports. pbis.org/research (2009). - Dunlap, W., Horner, R., Sailor, W., Sugai, G. (2008). Handbook of Positive Behavior Support: Issues in Clinical Child Psychology. - Richey David Dean, & Wheeler, John J. (2004). Behavior Management: Principles and Practices of Positive Behavior.

Tier: Tier 1

Activity - Moral Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

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Moral Focus Team will meet periodically and provide support & incentives. Parents will be informed about Moral Focus through school orientations and the Parent and Student Handbook. Staff will reinforce Moral Focus and PREP expectations throughout the year.	Extra Curricular, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Administrators and PBIS team
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to staff related to best-practices in instructional support and motivating students and training in effectively implementing and supporting a school-wide Moral Focus culture.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Administrators and PBIS team
Activity - Student Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Teachers will identify and acknowledge students that are demonstrating positive behaviors through use of Infinite Campus, Moral Focus rewards.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Administrators and PBIS team
Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School social worker will increase students' engagement and motivation in the academic program by identifying and addressing underlying socioeconomic barriers to achievement.	Behavioral Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	School Social Worker

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After-School Tutoring	Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Academic Specialist	The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
School Social Worker	School social worker will increase students' engagement and motivation in the academic program by identifying and addressing underlying socioeconomic barriers to achievement.	Behavioral Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	School Social Worker
Academic Specialist	The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
SAT Prep	SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and instructional staff

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Paraprofessionals	Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Principal and credit recovery program staff
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Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Program staff
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Paraprofessionals	Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher

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Academic Specialist	The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Designated by Principal
Instructional Coach	Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Designated by Principal
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Professional Development	Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Professional Development	Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Professional Development	Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Moral Focus	Moral Focus Team will meet periodically and provide support & incentives. Parents will be informed about Moral Focus through school orientations and the Parent and Student Handbook. Staff will reinforce Moral Focus and PREP expectations throughout the year.	Extra Curricular, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Administrators and PBIS team
Teacher Collaborative Planning Teams	Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and instructional staff
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Professional Development	Professional development will be provided to staff related to best-practices in instructional support and motivating students and training in effectively implementing and supporting a school-wide Moral Focus culture.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Administrators and PBIS team

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction, Academic Support Program	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Program staff
Paraprofessionals	Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
School Social Worker	School social worker will increase students' engagement and motivation in the academic program by identifying and addressing underlying socioeconomic barriers to achievement.	Behavioral Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	School Social Worker

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SAT Prep	SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and instructional staff
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