CANTON AREA SD

509 E Main St

Comprehensive Plan | 2024 – 2027

Approved: December 7, 2023

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LEA Profile

The Canton Area School District is a rural, remote school district currently serving 918 students in the borough of Canton, townships of Canton and LeRoy, in Bradford County; the townships of McIntyre and McNett, in Lycoming County; and the township of Union in Tioga County. 100% of the students in the Canton Area School District receive free breakfast and lunch. Currently, we employ 73 teachers in grades K-12, 2 principals, a half-day Dean of Students, and we host one Head start program (Bradford/Tioga Head start) in our elementary school that services about 20 students.

The Canton Area School district has eight special education teachers and 13 paraprofessionals. The Canton Area School District offers itinerant and supplemental learning support services in our K-12 system. We currently have a very active Student Assistance Program (SAP), a community and school-based behavioral health program (Friendship House), and a Positive Behavior Intervention and Support (PBIS) in grades K-12.

Mission and Vision

Mission
We focus on Learning---Every child, every day, "the Warrior Way!"

Vision
Canton students are leaders, communicators, and citizens who value learning and their community roots.

Educational Value Statements

Students
- Perseverance - We are lifelong learners
- Resiliency - We strive to apply excellence in our endeavors
- Integrity - We Value our strong rural community roots
- Determination - We are hard-workers doing our best
- Excellence - We strive to be leaders, communicators

Staff
- Perseverance - We foster environments which allow for rigorous learning opportunities for all students
- Resiliency - We encourage students to keep working their best and continue to reach every student
- Integrity - We value the strong rural roots of the District
- Determination - We work hard doing our best for the children we serve
- Excellence - We strive to be leaders and communicators of our District.

Administration
- Perseverance - We foster environments which allow for rigorous learning opportunities for all students
- Resiliency - We encourage students to keep working their best and continue to reach every student
- Integrity - We value the strong rural roots of the District
- Determination - We work hard doing our best for the children we serve
- Excellence - We strive to be leaders and communicators of our District.

Parents
- Perseverance - We support the school environment which allow for rigorous learning opportunities for all students
- Resiliency - We support the school to encourage students to keep working their best and continue to reach every student
- Integrity - We support the community value of strong rural roots of the District
- Determination - We will co-labor with the school to work hard for the children served.
- Excellence - We support our school leaders and the school community of our District.

Community
- Perseverance - We support the school environment which allow for rigorous learning opportunities for all students
- Resiliency - We support the school to encourage students to keep working their best and continue to reach every student
- Integrity - We support the community value of strong rural roots of the District
- Determination - We will co-labor with the school to work hard for the children served.
- Excellence - We support our school leaders and the school community of our District.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Focus on Continuous Improvement of Instruction: Practice 1: Align curriculum, assessments, and instruction to the PA Standards; Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based; Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices; Practice 4: Identify and address individual student learning needs	No
The Canton ASD has a high Community Eligibility Provision (CEP) and 100% of the students receive free breakfast and lunch	No
Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22 - Canton JRSR High School	Yes
Science / Biology: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton JRSR High School	No
Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton Elementary School	Yes
High School Graduation Rate: Four Year Cohort All Student Group Meets 2030 Statewide Goal SY 21-22	Yes
ELA Grade 3 - 61% of students have reached proficiency	No
ELA Grade 5 - 51% of students have reached proficiency	No
ELA Grade 6 - 55% of students have reached proficiency	No
ELA Grade 7 - 62% of students have reached proficiency	No
Math: Grade 3 - 58% of students have reached proficiency	No
Math: Comparing question types, students are better at multiple choice questions. Proficiency by grades: 3 (61%); 4 (52%); 5 (47%); 6 (53%); 7 (46%); 8 (41%)	No
Science: Grade 4 - 74% of students reached proficiency	No
Science: Grade 8 - 53% of students reached proficiency	No
Canton Area Elementary School: Career Standards Benchmark - All Student Group Exceeds Performance Standard 100%; (statewide average 88.3%); (statewide 2030 goal 98.0%)	No
Canton JRSR High School: Career Standards Benchmark - All Student Group Meets Performance Standard 95.3%; (statewide average 88.3%); (statewide 2030 goal 98.0%)	No
The Special Education plan has been completed and we are focused to partner with parents in this planning	No
Induction plan was completed changes to a 2-year plan.	No
Empower Leadership: Practice 7: Collectively shape the vision for continuous improvement of teaching and learning	No

Provide Student-Centered Supports: Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically; Practice 12: Implement an evidence-based system of schoolwide positive behavior interventions and supports; Practice 13: Implement a multi-tiered system of supports for academics and behavior; Practice 14: Implement evidence-based strategies to engage families to support learning; Practice 15: Partner with local businesses, community organizations, and other agencies to meet the needs of the school	No
Foster Quality Professional Learning: Practice 16: Identify professional learning needs through analysis of a variety of data; Practice 17: Use multiple professional learning designs to support the learning needs of staff; Practice 18: Monitor and evaluate the impact of professional learning on staff practices and student learning	No
Bradford County contracted, full-time outreach caseworker; Grant funded: Northern Tier Counseling-Social Work (2022-2023 and 2023-2024 only)	No
CSBBH Team located in the Canton Area Elementary School	No
At the Junior/Senior High School, faculty were provided professional development regarding the implementation of Restoratives Practices (RP) beginning in the spring semester of the 2020-2021 school year. RP is considered a best practice for building and maintaining positive relationships with students.	No
The Canton Area School District is in year six of implementation of the SWPBIS program at our elementary school and has been recognized by PDE for the quality and fidelity work with this program.	No

Challenges

Challenge	Consideration In Plan
Focus on Continuous Improvement of Instruction: Practice 5: Provide frequent, timely, and systematic feedback and support on instructional practices	No
SY 22-23 Canton Elementary School FRL Rate 59.40% SY 22-23 Canton JR/SR High School FRL Rate 53.37% SY 22-23 FRL Rate District Average: 58.55%	No
Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22 - Canton Elementary School	No
Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton JRSR High School	No
Proficient or Advanced on PA State Assessments: Mathematics SY 21-22	Yes
Proficient or Advanced on PA State Assessments: English Language Arts SY 21-22	Yes
ELA Grade 4 - 38% of students have reached proficiency; Grade 8 - 46% of students have reached proficiency	No
ELA: Comparing question types, student are struggling with two-part Evidence Based Selected Response (EBSR). Proficiency by grades: 3 (39%); 4 (49%); 5 (57%); 6 (59%); 7 (62%); 8 (60%).	No
ELA: Comparing question types, student are struggling with open ended questions. Proficiency by grades: 3 (52%); 4 (34%); 5 (48%); 6 (48%); 7 (53%); 8 (50%).	Yes

ELA: Comparing question types, student are struggling with multiple choice questions. Proficiency by grades: 3 (58%); 4 (55%); 5 (51%); 6 (57%); 7 (59%); 8 (53%).	No
Math: Grade 4 - 38% of students have reached proficiency; Grade 5 - 42% of students have reached proficiency; Grade 6 - 39% of students have reached proficiency; Grade 7 - 23% of students have reached proficiency	No
Math: Comparing question types, student are struggling with open ended questions. Proficiency by grades: 3 (44%); 4 (30%); 5 (44%); 6 (27%); 7 (25%); 8 (17%).	No
Science: Grade 4 Nature of Science 51%; Biology 55%; Physical Sciences 50%; Earth and Space 55%	No
Science: Grade 8 Nature of Science 50%; Biology 50%; Physical Sciences 51%; Earth and Space Science 47%	No
Science: Grade 8 - 41% students proficient in open ended question types	No
There are so many mandated trainings that we do not have enough focused time to do instruction-based professional development.	No
Empower Leadership: Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members;	No
Empower Leadership: Practice 8: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school;	No
Empower Leadership: Practice 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community;	No
Empower Leadership: Practice 10: Continuously monitor implementation of the school improvement plan and adjust as needed	No
Due to the rural, remote nature of Bradford County, the district has historically struggled to attain mental health services that can meet its students at their point of performance in day-to-day school functioning.	No
ELA: Comparing question types, student are struggling with open ended questions. Proficiency by grades: 3 (52%); 4 (34%); 5 (48%); 6 (48%); 7 (53%); 8 (50%).	No
Math: Comparing question types, student are struggling with open ended questions. Proficiency by grades: 3 (44%); 4 (30%); 5 (44%); 6 (27%); 7 (25%); 8 (17%).	No

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22 - Canton JRSR High School	
Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton Elementary School	
High School Graduation Rate: Four Year Cohort All Student Group Meets 2030 Statewide Goal SY 21-22	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Proficient or Advanced on PA State Assessments: Mathematics SY 21-22		Yes	Students are struggling with proficiency on PA State assessments for Mathematics.
Proficient or Advanced on PA State Assessments: English Language Arts SY 21-22		Yes	Students are struggling with proficiency on PA State assessments for English Language Arts.
ELA: Comparing question types, student are struggling with open ended questions. Proficiency by grades: 3 (52%); 4 (34%); 5 (48%); 6 (48%); 7 (53%); 8 (50%).		Yes	Students are struggling with reading and responding to open ended questions as well as text-dependent writing items.

Goal Setting

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/ performance level required by the PA Standards.	Mathematics	Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners; IEPs and ELD plans reflect alignment to grade level standards and curriculum.	There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research-based practices. Classroom assessments are periodically reviewed to ensure alignment to grade-level expectations and learning targets and consistently measure intended outcomes.	Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/ performance level required by the PA Standards.
Essential Practices 1: Focus on Continuous Improvement of Instruction	School leaders collaborate with educators on the best way to provide feedback on strengths and areas for growth. When asked, educators can describe their progress on their pedagogical growth goals. When asked, educators can share documented examples of how reflection has improved their instructional practice.	Mathematics - Focus on Continuous Improvement of Instruction	Practice 1: Align curriculum, assessments, and instruction to the PA Standards; Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices; Practice 4: Identify and address individual student learning needs;	School leaders collaborate with educators on the best way to provide feedback on strengths and areas for growth. When asked, educators can describe their progress on their pedagogical growth goals. When asked, educators can share documented examples of how reflection has improved their instructional practice.
Essential Practices 3: Provide Student-Centered Support Systems	Implement a multi-tiered system of supports for academics and behavior; Implement evidence-based strategies to engage families to support learning	Student-Centered Support Systems	Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Implement an evidence-based system of schoolwide positive behavior interventions and supports	Implement a multi-tiered system of supports for academics and behavior; Implement evidence-based strategies to engage families to support learning

Priority: Students are struggling with proficiency on PA State assessments for English Language Arts.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Early Literacy	The school community uses data and research to drive decisions and measure progress toward school improvement goals.	Early Literacy - Data for Continuous Improvement of Instruction	Grade levels and departments use common assessments and scoring guides to ensure fidelity to curriculum and consistent performance expectations.	Multiple sources of individual and disaggregated student group data are routinely analyzed to identify student needs, evaluate classroom practices, and modify instruction.	The school community uses data and research to drive decisions and measure progress toward school improvement goals.
Essential Practices 1: Focus on Continuous Improvement of Instruction	School leaders utilize effective processes to help all educators improve effectiveness of teaching and learning. School leaders recognize and encourage implementation of instructional practices that best motivate and increase student achievement. When asked, educators can describe their progress on their pedagogical growth goals. When asked, educators can share documented examples of how reflection has improved their instructional practice.	ELA - Focus on Continuous Improvement of Instruction	Practice 1: Align curriculum, assessments, and instruction to the PA Standards; Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices; Practice 4: Identify and address individual student learning needs;	School leaders utilize effective processes to help all educators improve effectiveness of teaching and learning. School leaders recognize and encourage implementation of instructional practices that best motivate and increase student achievement. When asked, educators can describe their progress on their pedagogical growth goals. When asked, educators can share documented examples of how reflection has improved their instructional practice.
Essential Practices 5: Allocate Resources Strategically and Equitably	The school community evaluates school needs, using a robust data-based decision making process, and include sufficient time for staff input into the whole process.	Allocation of Resources Strategically and Equitably	Instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.	School leaders integrate school, district, and community resources to maximize the efficiency of school operations.	The school community evaluates school needs, using a robust data-based decision making process, and include sufficient time for staff input into the whole process.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
English Language Arts	Teacher teams regularly evaluate the impact of classroom instruction on student learning. School leaders and educators engage in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades).	ELA - Goal with writing	Systems are in place for educators to develop and share standards-aligned instructional materials and resources. Teacher teams regularly evaluate the impact of classroom instruction on student learning.	School and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.	Teacher teams regularly evaluate the impact of classroom instruction on student learning. School leaders and educators engage in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades).
Essential Practices 3: Provide Student-Centered Support Systems	The school implements systems for collecting and analyzing discipline referrals. Discipline referral data are used to make decisions about design, implementation, and evaluation of schoolwide behavioral supports.	Writing - Student Centered Support Systems	Educators develop skills relative to differentiating instruction and providing all students, including students with complex support needs, with meaningful access to high expectations, rigor, and grade level standards/curriculum.	Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals; the goals are enhanced with authentic student-driven opportunities for reconciliation when appropriate. Behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms.	The school implements systems for collecting and analyzing discipline referrals. Discipline referral data are used to make decisions about design, implementation, and evaluation of schoolwide behavioral supports.
Essential Practices 5: Allocate Resources Strategically and Equitably	Provide clear expectations for implementing new skills and practices with fidelity.	Writing - Expectations for resource allocation	All educators and support staff have a professional learning plan focused on evidence-based practices	School leaders and educators engage in ongoing, job-embedded professional learning opportunities aligned with school improvement priorities.	Provide clear expectations for implementing new skills and practices with fidelity.

Action Plan

Action Plan for: SERP Educator Resources - Algebra by Example; Math by Example; Poster Problems

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Mathematics • Mathematics - Focus on Continuous Improvement of Instruction • Student-Centered Support Systems	Change in instructional methods; Students demonstrating growth as demonstrated on state assessments	Administration - Yearly - Survey

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Professional development on Educator Resources: Mathematics	08/01/2024	06/01/2025	Ethan Lee, Consultant (BLaST IU17); Administrators (Canton ASD)	https://www.serpinstitute.org/educator-resources	Yes	Yes
Professional Development: Universal Design for Learning	08/01/2025	06/01/2026	Amy Repard (Canton ASD)	https://www.cast.org/impact/universal-design-for-learning-udl	Yes	No

Action Plan for: Professional Development: Writing Next

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• ELA - Focus on Continuous Improvement of Instruction • Writing - Student Centered Support Systems • Writing - Expectations for resource allocation • ELA - Goal with writing	Change to collaborative planning with learning support staff; Student with special needs demonstrating progress on goals.	Administration - Survey - Yearly

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Professional Development: Writing Next (Middle and High School)	08/01/2024	06/01/2025	Brandy McRoberts (Canton ASD)	https://www.carnegie.org/publications/writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-and-high-schools/	Yes	

Professional Development Action Steps

Evidence-based Strategy	Action Steps
SERP Educator Resources - Algebra by Example; Math by Example; Poster Problems	• Professional development on Educator Resources: Mathematics • Professional Development: Universal Design for Learning
Professional Development: Writing Next	• Professional Development: Writing Next (Middle and High School)

Professional Development Activities

<table>
<tr><td colspan="7">Writing Next</td></tr>
<tr>
<th>Action Step</th>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
<th>Lead Person/Position</th>
<th>Anticipated Timeline Start Date</th>
<th>Anticipated Timeline Completion Date</th>
</tr>
<tr>
<td>• Professional Development: Writing Next (Middle and High School)</td>
<td>Writing teachers grades 4-12</td>
<td>1. Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions 2. Summarization, which involves explicitly and systematically teaching students how to summarize texts 3. Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions 4. Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete 5. Word Processing, which uses computers and word processors as instructional supports for writing assignments 6. Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences 7. Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition 8. Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task 9. Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing 10. Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing 11. Writing for Content Learning, which uses writing as a tool for learning content material</td>
<td>Changes in lessons, assignments, and collaborative dialogue</td>
<td>Brandy McRoberts</td>
<td>08/01/2024</td>
<td>06/01/2026</td>
</tr>
<tr><td colspan="7">Learning Formats</td></tr>
<tr>
<td colspan="2">Type of Activities</td>
<td colspan="2">Frequency</td>
<td colspan="2">Observation and Practice</td>
<td>This Step Meets the</td>
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</table>

		Framework Met in this Plan	Requirements of State Required Trainings
Book study	Quarterly	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Teaching Diverse Learners in Inclusive Settings

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Professional development on Educator Resources: Mathematics	Grades 4-Algebra Mathematics Teachers	Algebra: Supplementary Algebra 1 Assignments Requires Students to Analyze Correct and Incorrect Worked Examples Targets Common Misconceptions and Errors Provides Practice with Mathematical Argumentation Math grades 4-6 Supplementary Assignments Aligned to 4th and 5th Grade CCSS-M Content Requires Students to Analyze Correct and Incorrect Worked Examples Targets Common Misconceptions and Errors Provides Practice with Mathematical Argumentation Math grades 6-7 12 Two-Day Lessons Encourages Multiple Representations and Diagnostic Teaching Offers Guidance for Valuable Teacher-led Discussion Includes "Teacher Tune-ups" to Support Teacher Content Knowledge	Materials for Two Years of PLC Sessions for High School Math Teachers Year 1 is focused on learning about the Teaching for Robust Understanding Framework (TRU) and ways to explore it through a series of mini-cycles of inquiry. Year 2 uses Lesson Study as a vehicle to explore questions about mathematics instruction more deeply as a team. Administrator: Principal/Coach Observation Tool for Math Classrooms Lists Observable "Student Vital Actions" Listed on a Handheld Card Focuses Observers on what Students are Saying and Doing in Math Class Encourages Equity Widely Used in Professional Development	Ethan Lee (BLaST IU17); Administrators (Canton ASD)	01/01/2024	06/01/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly	• 4e: Growing and Developing Professionally • 4d: Participating in a Professional Community • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings

Universal Design for Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Professional Development: Universal Design for Learning	All staff	UDL	Discussions, change in practice, reflection activities	Amy Repard	08/01/2025	06/01/2027

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once in-service, faculty meetings ongoing topics as needed	• 3c: Engaging Students in Learning • 1f: Designing Student Assessments • 2a: Creating an Environment of Respect and Rapport • 1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings

Communications Action Steps

Evidence-based Strategy	Action Steps
SERP Educator Resources - Algebra by Example; Math by Example; Poster Problems	• Professional development on Educator Resources: Mathematics

Communications Activities

Math communications					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Professional development on Educator Resources: Mathematics	Community and stakeholders	Mathematical updates	Dr. Amy Martell	08/01/2024	06/01/2026

Communications	
Type of Communication	**Frequency**
Presentation	Yearly

Canton Area School District

506 East Main St., Canton, PA 17724

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **Canton Area School District** reviewed and approved the plan(s) at the following Board Meeting, held on **December 7, 2023.** The plan(s) was (were) approved by a vote of_____ **(yes)** and _____ **(no)**.

Plan(s) Approved at School Board Meeting:
Place a check in the box next to the board approved plan(s).

| X |

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49) – **Approved August 10, 2023**
- Professional Development Plan (Act 48) – **Approved November 9. 2023**
- Gifted Education Plan Assurances* (Chapter 16) – **Approved October 12, 2023**

| |

School Plan(s)
List school name and plan type on the next page.

Affirmed on this _____ day of _____ , 20_____

By: _____ **(Signature of Board President)**

Mrs. Judy Sourbeer_____ **(Print Name)**

Canton Area School District_____ **Board of Education**

School Name	Plan Type
Canton JR/SR High School	Non-Designated – non – Title I
Canton Area Elementary School	Schoolwide Title I

Plan Types:
- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I