U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [X] Charter   [ ] Magnet   [ ] Choice

Name of Principal Ms. Kelie Fuller
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Canton Charter Academy
(As it should appear in the official records)

School Mailing Address 49100 Ford Road
(If address is P.O. Box, also include street address.)

Canton   MI   48187-5415
City   State   Zip Code+4 (9 digits total)

County Wayne

Telephone (734) 453-9517   Fax

Web site/URL
https://www.nhaschools.com/school
s/canton/en/pages/default.aspx   E-mail   39.kfuller@nhaschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mrs. Cathy Henkenberns
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail chenkenberns@nhaschools.com

District Name Canton Charter Academy   Tel.   (734) 453-9517
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Tony Werschy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district   1 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                   0 High schools
                                   0 K-12 schools

                                   1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	42	87
1	41	45	86
2	37	49	86
3	46	39	85
4	37	47	84
5	45	39	84
6	31	50	81
7	33	48	81
8	30	45	75
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	345	404	749

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 50 % Asian
                                     15 % Black or African American
                                     0 % Hispanic or Latino
                                     0 % Native Hawaiian or Other Pacific Islander
                                     35 % White
                                     0 % Two or more races
                                     100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 6%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2016 until the end of the 2016-2017 school year	22
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1, 2016	740
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 22 %
                                                      167 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Urdu, Hindi, Arabic, Telegu, Chinese, Punjabi, Bengali, Tamil, Spanish, French, Russian, Swahili, German

7. Students eligible for free/reduced-priced meals: 13 %
    Total number students who qualify: 94

8. Students receiving special education services: 6 %

    48 Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

10 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	10 Other Health Impaired
0 Developmentally Delayed	6 Specific Learning Disability
1 Emotional Disturbance	17 Speech or Language Impairment
3 Hearing Impairment	0 Traumatic Brain Injury
1 Intellectual Disability	0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	29
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   28:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Developing future leaders through moral focus and academic excellence in a global community.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

If there are more applicants than there are available seats, we do a lottery process.

PART III – SUMMARY

Canton Charter Academy is a state-funded public charter school academy located in Canton, Michigan. Canton Charter Academy opened on August 31, 2000, The school has strong ties with the community including Canton Chamber of Commerce, Canton Public Library, Eastern Michigan University, University of Michigan, Lawrence Technological University, the Detroit Institute of Arts, the University Of Michigan Museum Of Natural History, Cranbrook Institute of Science, Community Financial Credit Union, Meijer, and Target. Canton Charter Academy is managed by National Heritage Academies. A key strategy used to increase our success is positive culture. Using Moral Focus Virtues as a compass, the students and staff all behave in a manner that shows intense care towards one another. Our morning assemblies help galvanize our school family and parents are always welcome to volunteer. The second component are the teachers who use data to determine what students need to learn and the areas in which they need to grow. Canton Charter Academy has been designated a Reward School since 2014 by the State of Michigan for being one of the Highest Performing schools in the state.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, Canton Charter Academy has wholly adopted the Common Core Standards in English language arts and math. In science, the Next Generation Science Standards (NGSS) and the Grade Level Content Expectations (GLCE) in social studies.

Teachers and school leaders have created long-term (i.e., year-long scope and sequence) and short-term (i.e., unit and daily lesson) plans that are used to guide teachers' instructional decisions. These planning documents reflect the benchmarks directly from the CCSS, NGSS and GLCE, include: we've selected curricular tools that align with the CCSS, NGSS, GLCE and support teachers in the implementation of the curriculum. These tools include programs such as Reading Street, Holt Literature, Math Expressions, Big Ideas Math, and Pearson Interactives and STEMScopes. These tools offer an array of resources to support student learning at a variety of achievement levels; intervention kits and materials provide additional resources for teachers and intervention staff to re-teach and remediate students below grade level; enrichment materials provide additional activities to challenge students at and above grade level; online activities allow teachers to integrate technology and provide students with additional skill practice; and small group resources provide teachers with additional resources to differentiate instruction in a workshop setting.

Beyond this, pedagogy includes effective, research-based instructional strategies embedded within daily lesson plans and implemented during instruction. Strategies that have high probabilities of effectiveness are utilized based on the expected student learning outcomes of the lesson and are employed by teachers in accordance with student need. Such instructional strategies include the following, which have been identified as highly effective by researchers at Mid-continent Research for Education and Learning (McREL): (1) identifying similarities and differences; (2) summarizing and note taking; (3) reinforcing effort and providing recognition; (4) homework and practice; (5) nonlinguistic representations; (6) cooperative learning; (7) setting objectives and providing feedback; (8) generating and testing hypotheses; and (9) cues, questions, and advanced organizers. Teachers integrate these methods into their instruction as appropriate, based both on student need and what research identifies as the most effective approach for content delivery.

The instructional approach employed by teachers ensures that students master the essential learning goals articulated by the curriculum and develop college readiness in accordance with the school's educational design and the state's standards. As teachers plan and implement instruction using these instructional methods and strategies, students gain the knowledge, proficiency, and skills needed to perform at high levels.

2. Other Curriculum Areas:

Students have the opportunity for art classes once a week provided by the art teacher. Study in art allows students to understand and appreciate the subject while understanding the significant role art plays in the expression of ideas throughout history. Students in lower grades learn to recognize and describe art forms from a variety of historical eras and places, while learning that art takes many forms and has many purposes. Students study and reproduce styles and techniques used by artists, and they discuss art by examining and critiquing the work of artists. Students in upper elementary and middle school grades focus on comparing and contrasting artwork from different time periods, cultures, artists, and mediums. Students study historical and contemporary art as they create a variety of original works using appropriate styles and mediums to express themes, tone, mood, and images.

Music is provided once a week for all students by the music teacher. Students study the basics of music theory, music appreciation, and the work of great composers. Students first learn to identify basic music forms and patterns, describe elements of music using appropriate music vocabulary, and sing and play basic

instruments. By listening to a variety of music, students compare and contrast music from different composers, historical periods, cultures, styles, and genres. Students continue to refine their musical knowledge and skills by singing, playing, improvising, and composing. They learn to identify and use key signature, meter signature, notation, bass and treble clef, tempo, and dynamic markings. They also learn to perform and respond to a conductor's cues and make necessary adjustments.

Physical education is provided once a week for all students by the PE teacher and includes a sequence of developmental experiences through which children learn by moving. Students first learn and practice basic movement skills and manipulate objects by throwing, catching, striking, pushing, pulling, and climbing. They take part in a variety of individual and group activities and games to increase their body awareness, practice new skills, and learn to move safely with respect to other people. Students also begin to learn about the physical and mental benefits of a healthy lifestyle characterized by physical activity. Students then use movement skills in more complex ways by learning the concepts of fairness, positive attitude, teamwork, and sportsmanship. Students learn to recognize the correlation between practice and mastery of skill, and they complete various types of drills to increase their own abilities. Students ultimately refine all the simple and complex skills necessary for physical activity of various types and focus on healthy lifestyles through nutrition and fitness.

We offer a Spanish elective to students in 8th grade students. The NHA Spanish I curriculum aligns with National and Michigan Merit curriculum standards, and is designed to prepare students for success in Spanish II and beyond. [School Name] uses [the Prentice Hall series Realidades A/B textbooks which are equivalent to the Realidades I, or Spanish I textbook] to assist in teaching the course. Students have the privilege of a Spanish teacher and access to Rosetta Stone as a digital support. Students are assessed throughout their learning experience in Spanish and take a summative assessment that allows them to enter high school with Spanish credit. This assessment is standards-based and covers many areas including, but not limited to, vocabulary use, grammar use, reading, writing, listening, and culture.

Technology plays a supporting role in the core academic curriculum. Our Library Technology Specialist works with classroom teachers to help plan lessons and provide resources. Students use technology to research, compose, and present information related to topics they study. We have a designated area to serve as the library and computer lab, enabling students to access technology needed to support the technology program. The student to computer ratio is 6.48. Students have media center classes through the week, each visiting weekly. Moreover, students have access to a computer in their classroom to promote the integrated use of technology to support learning.

Also, character development is an explicit and integrated component of the curriculum. We realize that that individual responsibility, integrity, personal character, and effort are important contributors to success in school and life, and that character traits such as perseverance are highly correlated with college success. Therefore, we integrate moral focus concepts into the curriculum by focusing on virtues. Each month we have a focal virtue differentiated by grade level. While students are working on the exact same objectives, differentiation naturally happens because each grade is studying the virtues from a slightly different perspective. Intentional scaffolding allows students to deepen their understanding and extend their ability to display each virtue as they progress from grade to grade. Through intentional moral focus lessons, students develop and practice these virtues until they become ingrained habits, building and maintaining strong personal character while developing the qualities necessary to achieve academic success and become good citizens.

3. Instructional Methods, Interventions, and Assessments:

At Canton Charter Academy, various instructional approaches, interventions, and assessments are used to meet the diverse needs of students and achieve instructional goals. Teachers, the intervention team, and other support staff use a variety of assessment data (i.e., teacher recommendations, individual reading improvement plans, as well as in-depth assessments like the NWEA, M-STEP, and DIBELS) to (1) evaluate student performance specifically in reading and math and (2) determine whether students need intervention to meet the learning/instructional goals. Teachers along with the intervention team use the aforementioned assessments to determine if students need additional group instruction (Tier 2) or intense, individual

intervention and instruction (Tier 3).

All students receive general classroom education taught by a highly qualified classroom teacher. Students in Tier 2 and Tier 3 are only pulled out of the classroom during workshop time to ensure all students benefit from the classroom instructional learning experiences. Interventionists also go into K-7 classrooms to support students in need of intervention. Not only do we go the extra mile to incorporate research-based teaching and learning strategies to close the achievement gap, parents and students remain informed about their data on standardized and classroom tests to ensure students take ownership of their education.

In addition to the tiered instructional process, differentiated instruction, explicit instruction, and technology-based support are some of the approaches used to help all students advance and achieve instructional goals. Differentiated instruction is used to attend to the learning needs of individual and groups of students to maximize student growth and individual success. For the most part, students are grouped at the beginning of the year based on assessments and reevaluated every trimester and sometimes in the middle of the trimester.

For explicit instruction, both teachers and the intervention team outline the learning goals for each student and provide clear, thorough explanations of the skills or information. As teachers present new curriculum to students, the intervention team reviews and/or reteaches the material until students master the information.

Instructional Methods: While the curriculum identifies and communicates what is essential for students to know and be able to do, classroom instruction drives student engagement with the curriculum. As such, instructional methods and strategies employed by teachers are designed to promote engagement, to include clarity of instructional intent, and to be appropriately rigorous. Instruction takes various forms, including focused lessons, guided instruction, collaborative learning, and independent work. The best approach is contextually-driven and contingent upon students' progress toward meeting instructional goals.

Focused lessons, when employed, may include direct instruction, modeling, demonstration, development of metacognitive awareness, and/or teacher think-alouds, among other methods, and they may be conducted in whole-group or small-group settings as student need dictates. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks. Guided instruction, when provided in small-group settings, allows teachers to differentiate instruction in purposeful, meaningful ways in order to meet student needs. Collaborative learning may be used in order to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or participate in collaborative, inquiry-based learning of curricular content. Finally, independent work is sometimes used to provide students with time to practice applying skills or knowledge that has been previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the individual development of higher order thinking skills.

Technology-based support is another approached used to help students advance and achieve instructional goals. We thrive on technology! To support students learning, for example, every student has a personal login to MobyMax and Raz Kids. This is in addition to the other learning apps utilized by the intervention team. One commonly used app is SnapType. SnapType is a simple way for students who struggle with penmanship to complete a school worksheet on a tablet. This allows students who struggle with handwriting to use this app to complete homework independently and reduces the reliance on a scriber.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We are intentional and systematic with developing a culture of achievement and a culture of care. It starts with Moral Focus. We have an NHA designed Moral Focus curriculum that highlights and develops one virtue each month. These virtues are taught in the classroom 3 days per week and during morning assembly 3 days per week. This morning assembly, called Opening Ceremony, is a time when all grade levels assemble in the gym and enjoy poems, skits, and video clips related to the monthly virtue. More impressive, is the content is created by students. On select days, the principal and deans create lessons. In addition to teaching Moral Focus, students also make necessary announcements and as a student body, we recite our Canton Creed: "I am a Canton Academy Student. I can make a difference by doing my personal best. I will work hard and practice good behavior. I will contribute all I can to my school and my community." These are words that we all strive to live by.

Students are motivated by frequent celebrations and incentives that vary across grade levels. In k-4, students are recognized by their teachers with a "Cougar Caught Ya," which entitles students to receive a prize during Opening Ceremony. In 5th grade, the teachers have created a monetary token system called "Cougar Cash," affectionately named after our mascot. Students earn Cougar Cash for being a good citizen and demonstrating academic excellence. Cougar Cash can be used to purchase classroom supplies, treats, and participate in a trimester auction where they are able to purchase toys, trinkets, and snacks. In grades 6-8, students are recognized for positive behaviors and receive "Caught Making a Difference" tickets. These tickets can be redeemed for snacks. They are also entered into a raffle for a pizza party. Other incentives that students are able to work towards include extra recess.

Students in grades 1-8 have the opportunity to participate in taking Accelerated Reader quizzes. When students reach certain reading levels, they receive bracelets, charms, and movie parties. In these ways, we maintain a positive culture which encourages students to be good citizens as well as smart people.

As a staff we adopted the mantra, "I build people." This hints at our ability to not only teach students, but also each other. Teachers who attend professional development are charged with the responsibility of "building" others with their knowledge. This is done through breakout sessions at staff meetings. Staff members are acknowledged for their pedagogy and contributions to school culture in other ways. At the 1st staff meeting of the month, the Admin team presents a "Keep Calm and Teach On" award to a teacher for taking a risk or demonstrating an innovative practice. Staff members who "keep calm and teach on" receive their choice of lunch, an electronic gift card, or a premium parking spot. Staff members can recognize their peers by presenting them with an "Igniting the Fire" award. Each month 3 staff members have the opportunity to recognize their peers for their support, thoughtfulness, or whatever they deem appropriate. Staff Members who are recognized in this way are entered into a drawing for a closer parking spot or a 30 minute relief block. Staff members can also use our electronic recognition system where they can acknowledge each other's demonstration of our Core Values.

2. Engaging Families and Community:

Canton Charter Academy works to engage families and communities in many ways. At the building level, the principal hosts a meeting called Principal's Coffee. During this meeting, the principal leads a conversation related to school improvement goals, data, or school issues that interest parents. It also gives parents and opportunity to interface and have conversations with the principal. Parents are also engaged with opportunities to volunteer in the building. Often times, they make copies, support with mail distribution, volunteer in the office, and use the laminating machine.
Because our school does not have a formal cafeteria and students eat lunch in the classroom, we rely on parents to volunteer during lunch. Parents appreciate this opportunity because it creates the space for them to interact with their children and their children's friends in a relaxed setting.

In eighth grade, parents take the lead on organizing the 8th grade trip and related fundraisers. Canton

Charter Academy has an active PTO that frequently does fundraising and community events that engage all families enrolled. By way of directly supporting teachers, parents support with small group instruction and help with bulletin boards. Recognition is the final piece related to engaging families who have volunteered in our school. Parents are able to enter their names into a raffle for a parent parking space or lunch with their child. We see parent involvement as in integral piece of our success.

To engage new families, we have a Parent Ambassador who makes the initial contact and sets up a tour. We see this as a chance to understand the needs of new families and help them understand what Canton Charter Academy offers in terms of education and environment.

Our community involvement and close connections with Leukemia and Lymphoma Society, the Michigan Humane Society, Canton Public Library, and Eastern Michigan University. Through fundraisers, social awareness, and volunteerism, these partnerships allow us to further develop our goal of building students who are not only smart, but also have good moral character.

3. Professional Development:

Developing our Professional Development Plan is a 2-pronged approach that requires information from the school improvement plan and National Heritage Academies (NHA), our Management Company. NHA creates a regional plan for PD for their schools. This PD is based on our curriculum, CCSS. During these regional meetings, teachers are organized by grade and content area. Teachers as well as content experts present on a variety of topics including instructional methods, data analysis, planning, culture, and assessment. Teachers exit these sessions with strategies to improve their direct instruction, guided instruction with students, collaborative learning with students, and independent work with students. Participant engagement is promoted through discussion, practice, and reflection related to the topic. Teachers are offered a thorough onboarding at New Teacher Orientation (NTO) led and delivered by the NHA Curriculum and Instruction Department. It is our vision at NTO that the teacher receives the skills necessary to manage a classroom, plan lessons, and be prepared to be acculturated to NHA. They will meet colleagues involved in this learning experience, along with the Curriculum and Instruction team committed to their support. Regional trainings are also offered 2-3 times a year for every NHA teacher with sessions that are intentional and focused for the varying content areas. Best practices for instruction, raising student achievement and opportunities for collaboration with other teachers are among the goals for the regional days.

Aside from regional aspect, at the building level, PD comes through direct coaching from deans and content specific support from outside of NHA. This gives our teachers an opportunity to add other components and make minor adjustments to the expectations laid out in regional PD.

The impact on teachers is consistency with instructional practices and initiatives. With this consistency teachers become better at their craft. It also allows for a common language and similar instructional strategies across schools. This creates a process that is duplicable hence allowing us to forecast student success and possible gaps.

4. School Leadership:

At Canton Charter Academy leadership is more than a title. We have a variety of formal and informal leaders that help our school remain successful. The school improvement plan and data therein drive our instructional goals. Having a model that includes frequent meetings allows important conversations related to school improvement to be ongoing. There are 3 instructional deans, one for grades k-2, one for grades 3-5 and one for grades 6-8. The principal meets weekly with the instructional deans. During these weekly meetings, the dean and principal discuss topics related to teacher development, data, and culture. In addition, the principal does co-observations with the deans to understand building needs. In turn, the deans in turn have biweekly, one-on-one coaching conversations with teachers about data and instructional practices.

Aside from these meetings, there are vertical planning meetings and planned release days where teachers have time to analyze data and plan for next steps. These meetings are led by grade level teams.

Within each grade level there are the teachers. These lead teachers facilitate weekly grade level meetings that focus on planning, assessing student work, and analyzing data. In addition, lead teachers are part of the school-wide leadership team. The school-wide leadership team uses the School Improvement Plan and the NHA developed School-wide Framework to determine their leadership focus for the year. This year, the School Leadership Team is focused on three specific tasks: improving student attendance, vertical planning and data analysis, and systematizing a process for on-boarding new staff members. Each member of the School Leadership Team is committed to driving a school wide plan that will bring resolution to these areas and positively impact our building.

Human and capital resources are prioritized to ensure that students are receiving the services they need. For example Title I dollars are used to secure professional development and high-quality intervention staff. Interventionists schedule their time with students based on our master schedule, which includes a workshop block.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that has been hugely instrumental in our success is having a culture or care. Having a culture of care means that we show care and concern for students, but also for each other. We celebrate students' successes as much as we do students' efforts. This happens when families recognize this, and for that reason, we've had some families for over a dozen years as all of their children have been students at Canton Charter.

As staff members, we acknowledge each other for the great work we do. We celebrate our school's accomplishments, no matter how small! As a school community, we make efforts to learn from each other. We train each other when returning from PD and share resources. Many of the staff members have been employed at Canton Charter for about a decade or more and close relationships have been established. We have celebrated weddings and births as well as cried for one another as we've experienced losses over the years. Without this culture of care, we'd have higher staff turnover which would negatively impact the connections we'd be able to make with each other.