



School Improvement Plan

Joy Preparatory Academy

Joy Preparatory Academy

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Introduction

The School 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 SIP 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?

The academy which has the capacity to serve up to 425 students, currently we serve students in grades 3-8. It is located in a residential area with a few businesses as well. In the past four years, many families and a major community businesses have moved out of the neighborhood. Because of this movement many buildings have been left vacant. These vacant buildings, many which are open, have become the challenges of the community. Through this challenge, Joy Preparatory Academy is the 'shining jewel' of the neighborhood/community. Joy Preparatory Academy's mission statement, which was re-written in 2009 by the board of directors, is as follows: Joy Preparatory Academy will educate children safely, vigorously and competitively, creating success in a global society. The original mission statement was reviewed by the board members, the school leader, a parent, and the regional vice-president of the management company. Our mission and vision statements are proudly displayed in the academy's front entrance, hallways, classrooms and offices. It is on our stationary and the weekly family newsletters. Joy Preparatory Academy will complete its 17 year of operation in June of 2016. The academy is authorized through Ferris State University and managed by The Leona Group, LLC of Okemos, Michigan. Joy has been reauthorized by Ferris State University for two years, beginning June 2016.

Joy Preparatory Academy is a 'shining jewel' in the community. It's a beautiful building and property encompasses the majority of the block it is on, expanding two streets from front to back. The neighborhood is primarily residential, with a few businesses-gas stations, rental, dollar and party stores in the area.

Joy is a community partner with Focus Hope. Focus Hope has a strong, renowned presence in the area and the city of Detroit. Joy has partnered with Focus Hope to provide many services and programs for all of our students and families. The school leader is on the steering committee with Focus Hope and the interventionist is on the educational planning committee. Parents are continually invited to attend free sessions at Focus Hope for computer classes. Focus Hope and Joy are a strong presence in the community/neighborhood. Unique features of our academy community is the trust that the families have in us. The parents and families may not always be physically involved, which is a challenge, but they continually communicate to us that they know that their children are cared for and safe here with us at the academy. Our positive, respectful culture here at Joy is well known throughout the community. One of the greatest challenges of the community is the mobility of families. Many families, especially now, move from neighborhood to neighborhood to assure economic stability. This affects the continuity in instruction as well as behavioral processes.

The student demographic data indicates that about 100% of the student population is African American. Ninety-nine percent of the students reside in the city of Detroit. Ninety-four percent of the students who attend Joy live within a five mile radius of the academy. The academy has a total of 136 students. Ninety-seven percent of the students receive free or reduced lunch, revealing that the majority of the student body is economically disadvantaged.

These demographics speak to the Joy Dexter campus located at 15055 Dexter Avenue, for grades 3-8. The campus has two third grades, one fourth grade and one fifth grade, two sixth grades, one seventh grade and one eighth grade classes. In addition to the eight full-time classroom teachers, the academy employs full-time teachers in music, physical education, special education and art. Joy also has a full-time Title I Reading Interventionist and a full-time Title I Mathematics Interventionist. Five part-time educational assistants are also employed. The office staff consists of one full-time office manager, and a part-time office assistant/lunch director. Joy also employs one part-time lunch server, one part-time boiler operator/facility manager, one part-time day custodian and one part-time evening custodian and a full time instructional coach.

Joy's Preparatory Academy does not have a class size larger than 25 students. The third, fourth and fifth grade classes are self-contained while the 6th 7th and 8th grade middle school classes rotate on a 90 minute basis. All that we do daily is directly related to the mission and

vision of the academy.

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-Joy Preparatory Academy will educate children safely, vigorously and competitively, creating success in a global society.

VISION-Joy Preparatory Academy will be a shining jewel in the community because of its reputation for integrity and results.

CORE VALUES-Joy Preparatory Academy believes that at the core of every truly educated citizen there lies a foundation of integrity, wisdom and courage.

The Joy Preparatory Academy community promotes in its students a healthy sense of right and wrong, factually based critical thinking, and the strength of character to act and react morally.

These statements are the focus in all discussions of our grade level, pod, data, multi-tiered and school improvement team meetings.

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.

The academy became NCA accredited in June 2011 and was re-accredited in December 2015. The academy is striving to achieve increases in student achievement demonstrating higher proficiency levels. We are also continually reaching out to parents in order to include them in the school's decision-making process.

Additional Information

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

The staff at Joy Preparatory Academy is a highly collaborative team, working cooperatively to promote continuous high levels of academic and social achievement for all students.

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 process begins at data team, grade level and curriculum pod meetings where data is examined to determine the plan of action for implementing instructional processes. Resources, supplies, and materials are discussed and evaluated. Representatives from these meetings come together as the school improvement team to review and determine the content of the school improvement plan. Perception data from parents and students is taken into consideration as well.

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

The representatives include general and special education collaborative teachers, board member, parents, instructional coach and administrators. The team reviews and analyzes data by identifying gaps in student achievement, determining goals and objectives, creating strategies, activities and resources. The budget is a factor in this entire process.

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

After the board has reviewed and approved the draft the final improvement plan is communicated to staff through professional development at the beginning of the school year. Subsequently, updates are immediately communicated at board, pod, grade level and staff meetings. Parents are informed of the plan's components during Capsule Night and by the teachers' syllabi.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document Joy Preparatory Academy Joy Preparatory Academy Spring DRA scores Joy Preparatory Academy Oakman K-2 Scores NWEA Data for Joy Preparatory Academy

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

With the implementation of the instructional learning cycle along with the focus of priority standards through NWEA the academy has seen improvement the areas of reading and math for Kindergarten, first grade, fifth grade, sixth grade, seventh and eighth grades. With our DRA assessments, the academy has noted significant gains from winter to spring in many of our students reading in Kindergarten and first grades.

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

The academy is seeing a positive trend in math in grades 5-8 as well as Kindergarten- second grade. A positive trend can also be noted in reading in grades 4-8. These trends have appeared through our NWEA data.

Which area(s) indicate the overall highest performance?

After the final round of benchmark assessments, math is the area where our students are showing the most growth and the highest performance. There are only two grade levels that did not make their goals in math which indicated significant progress for the academy.

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

Kindergarten and First grade has shown a trend in increasing performance in both reading and math throughout the year. In middle school math, the females have shown significant improvement. In third grade, even though the overall achievement of math is low, our male population has shown improvement over the females. In the area of reading, the 6th grade females achievement is significantly higher than the males, yet in 5th and 8th grades the males are have shown significant growth over the females.

Between which subgroups is the achievement gap closing?

In kindergarten and first grade, there does not seem to be a significant difference in achievement between the males and the females in either math or reading. The gap also seems to be closing in 5th grade math, 8th grade and 6th grade reading.

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

According to our DRA assessments, the findings in reading correlate to the closing of the gap in 6th, 8th, 1st grades, as well as in kindergarten.

Areas in Need of Improvement

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

Math and reading are areas of concern in second, third and fourth grades according to our NWEA spring data. The academy is anticipating that science and social studies will also be areas of concerns due to trends in past data from the state assessments.

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

The spring NWEA data shows a negative trend in reading for second and third grades. Math scores from NWEA also show a negative trend for third and fourth grades. DRA data for second and third grade support the negative trends that have appeared in the NWEA data.

Which area(s) indicate the overall lowest performance?

The lowest performance seems to be evident in 3rd grade for both math and reading. The NWEA scores as well as the DRA scores for these students have not significantly increased this year. This is a significant concern for the academy and are investigating best practices to incorporate in the fall to assist in raising these students' scores and closing the achievement gap.

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

There seems to be a trend in decreasing performance again in 3rd grade for both math and reading. There is also a concern for 4th grade in math and second grade in reading. DRA scores support these claims.

Between which subgroups is the achievement gap becoming greater?

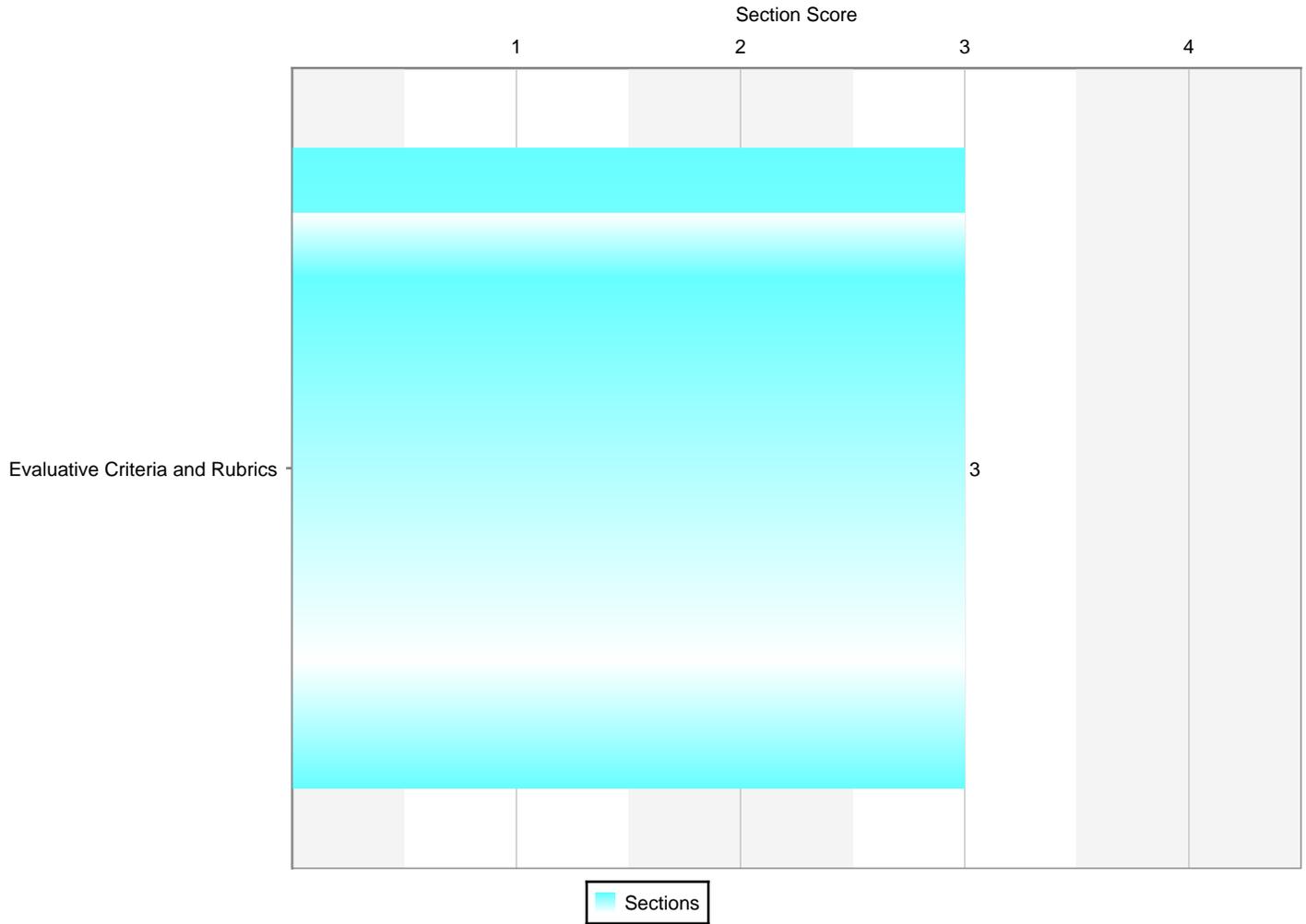
There is a significant difference between the 5th grade females and the males in the area of reading. The males in 5th grade are outperforming the females. The gap is also increasing in middle school in math for the males in grades 6-8.

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

The data acquired from DRA support the findings from NWEA in the area of reading.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Joy Preparatory Academy Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Overall the students feel that the teachers want them to learn, that they want them to do their best, that their teachers are helping them learn new things, that the staff sets high expectation for their learning, and that they are receiving a quality education.

The staff believes that the school is focused on student success, that the school leaders are holding themselves and the staff accountable for student learning, that different assessments are used to assess student learning, that assessments are used to drive instruction, and that the learning environment is safe and clean.

Overall the parents rated the academy high in teaching and assessing for learning, resources and support systems, and in using results for continuous improvement.

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

A major trend that appeared in all stakeholder data is the use of data at the Academy. Students, parents, and staff are all aware that data is being used and is helping to guide the instruction on a daily basis. The stakeholders are also aware that the administration as well as the staff members are being held accountable for an increase in student achievement.

Staff noted in the comments that they appreciated the fact that we are focused on student achievement. Several parents indicated that they appreciated the rigorous curriculum that their students were being exposed to here at Joy Prep. Several students indicated that they know that their teachers want them to learn and that they liked this about their school.

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

The only stakeholder feedback that is gathered is the data for the School Improvement Plan utilizing the Advanced ED surveys.

Areas in Need of Improvement

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

The feedback from the students in K-2 focused on their families not wanting to come to school and that they didn't feel that other teachers in the building know who they are. In grades 3-5 the students don't feel that their families like to come to school, that their school is not clean, and they don't feel that their teachers and the principal ask them what they think about school. In grades 6-8 they don't feel like they are treated fairly, that many of their peers don't respect the adults in the building, and they don't feel as though their peers respect each other.

The staff greatest areas of concern lie with providing sufficient material resources to meet the need of the students, that they don't receive enough peer coaching, and that the technology within the building is not sufficient.

Parents of Joy Prep were overall concerned with lack of extra curricular activities, that the lunches were not sufficient for the students, and that there is a lack of technology being used in the building.

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

The trend that is showing between the parent surveys and the staff surveys revolves around the lack of sufficient resources and technology in the building.

There is a trend that appears between the parent and student surveys and that is focused on the cleanliness of the building and the displeasure with the school lunches.

What are the implications for these stakeholder perceptions?

The administration is working on providing more up-to-date technology for the fall by increasing the amount of computers available to the students. Several grants have also been applied for in order to obtain tablets and other resources for our students. Technology is an issue, and will be addressed as the budget permits.

The cleanliness of the buildings is being addressed as well. The gym will be undergoing extensive renovations this summer as will the rest of the building in preparation for the consolidation of both campuses in August. The Academy has worked with several cleaning companies over this past academic year attempting to find one that will meet our needs.

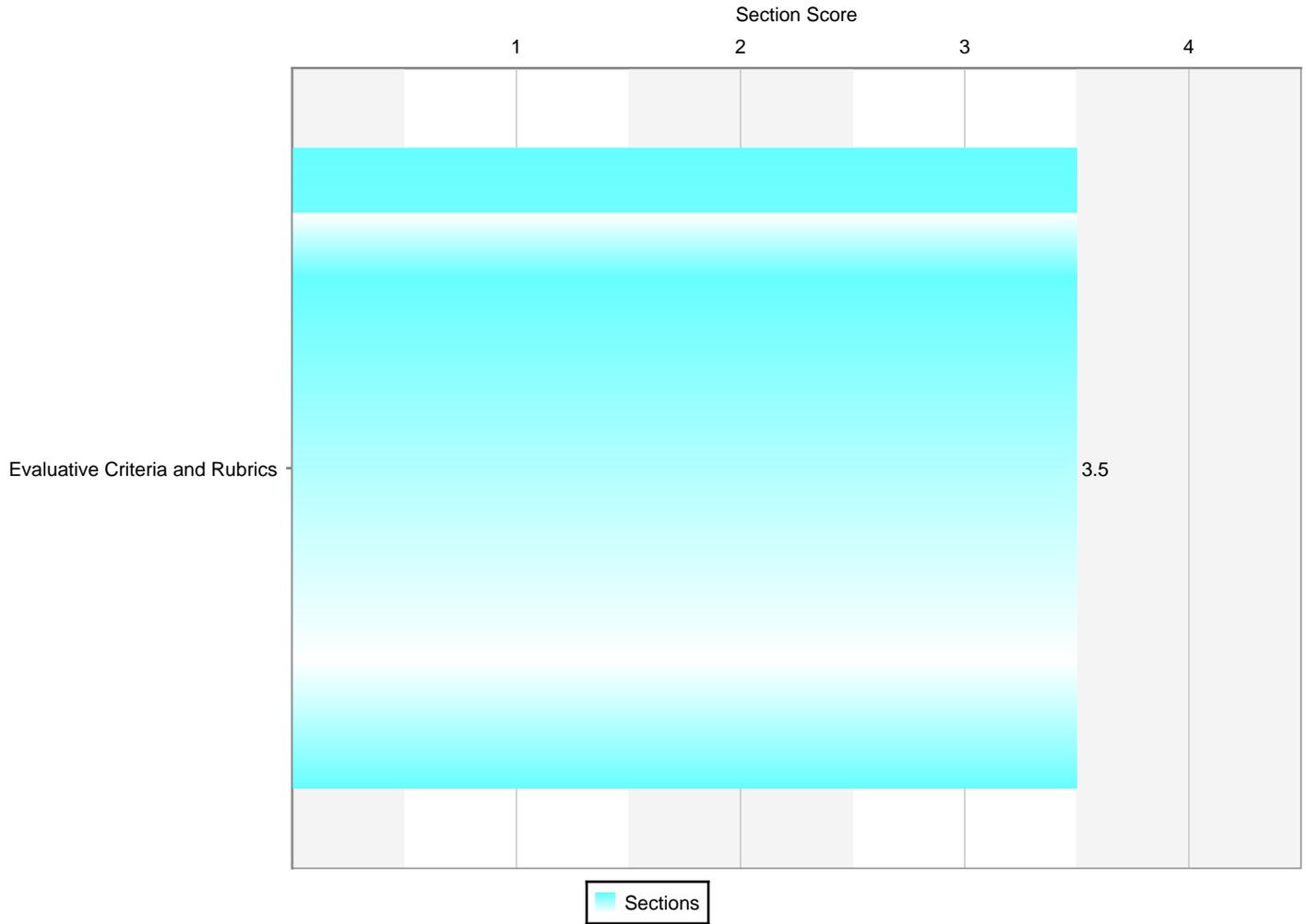
The school lunches is an ongoing battle. Administration believes in providing students with hot, well balanced lunches. Unfortunately the students do not always care for what is being served. Snacks are available to the students as is breakfast to ensure that they are receiving food during the day.

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

The only stakeholder feedback that is gathered is the data for the School Improvement Plan utilizing the Advanced ED surveys.

Report Summary

Scores By Section



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?

The trend in enrollment at Joy Preparatory Academy over the past three years shows a consistent decline. Our student population continues to include 90% or more of students who are economically disadvantaged. The decline in enrollment could be attributed to the transiency of our students population due to parental movement to obtain jobs. The decline could also be attributed to the general state of affairs that is prevalent in the city of Detroit.

Student Demographic Data

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

The attendance rate at the academy over the past three years has been consistently hovering around 88%. The students and the families the academy serves in the community tend to be transient and are economically disadvantaged. Many of our families do not have their own transportation to the academy on a daily basis. Also, if the parent has worked a shift that is late or is ill, then many times our students do not make it to school. Transportation of the academy's students is definitely a challenge that we continue to face.

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?

The challenges that have presented themselves based upon the data show that the Academy needs to focus on student disruption and disrespect in the classroom, as well as student defiance. The Academy intends on developing a mentoring program to work with the upper elementary and middle school students in order to address the disruption, disrespect, and defiance issues. The number of students suspended due to fighting has significantly decreased since the implementation of PBIS in the school.

Student Demographic Data

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

We continue to have high quality programs to attract and keep students and families at our academy, but it is hard to analyze personal family situations which tend to cause their departure.

For those students who have an attendance problem, calls are made by our staff to find out if the child is ill or the general reason for his/her absence. At five absences, letters will be sent out from the School Leader explaining the Academy's attendance policy. At ten absences, a follow-up letter will be sent, along with a phone call, alerting the parent that they will be referred to Wayne County regarding their child's truancy from school.

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 school leader sets the overall tone for everything and must have the passion, knowledge and expertise to do so. The vision, expectations and guidance from the school leader develop the productivity of the staff and the students. The school leader at Joy has remained the same for the past 10 years, which has grown and maintained a consistent culture. This consistency has led to strong relationships between the school leader, staff and students. This effects instruction, learning and achievement.

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 a staff full of diverse levels of experience. Sustaining teachers builds various experiences which may or may not impact student achievement. All teachers are focused on student learning and achievement, but the passion to perform at high levels trumps experience. A teacher might have many years of experience, but a brand new teacher might have higher, effective performance levels, demonstrating higher student achievement outcomes.

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?

School leader absence at the Academy has no impact on student achievement. All staff at the Academy know their roles and what is expected of them. If the school leader is absent, it does not necessarily effect the daily routines of the Academy.

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?

Teacher absences can have a direct impact on student achievement. If a teacher is absent, especially for an extended period of time, a substitute may or may not be able to effectively run the classroom. This impacts instruction, learning and achievement.

Teacher/School Leader(s) Demographic Data

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

To address the challenge of passionate teachers/experienced teachers, bonuses and raises are given as rewards for performance levels. Higher bonuses and raises are received by those performing at higher levels. Various incentives and/or recognition are awarded for various actions/tasks.

To address the challenge of substitutes who are not effective is a continuous challenge, but having a strong, effective building substitute is

one solution. Also, if an effective substitute is known from a substitute company, that person will be requested when needed.

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?

The Academy's main strength lies in the area of Purpose and Direction. The rating for Standard 1 was 3.33. The staff of the Academy work to ensure that communication is strong between all stakeholders. The staff also believes in the Academy's purpose and all share in the same vision of high achievement for our students.

Standards 2 & 3 were also ranked high with a score of 3.17 for both. In Standard 2, the staff feels that the Academy's strength lies in our shared leadership and collaboration. Staff members all sit on committees and contribute to the leadership in the building.

Standard 3 strength lies in the Academy's use of data to inform instruction, the collaboration between staff members, as well as the professional development that is provided to the staff.

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?

The Standards that stand out as a challenge to the Academy are Standard 4 & 5. In both, the Academy's score was a 3. For Standard 4, our challenge lies with attracting and retaining highly qualified staff members. As a whole, the Academy also is struggling to obtain and provide our students with material resources due to our declining budget that correlates with our declining enrollment. In Standard 5, our challenge lies with the inconsistent use of vertical data in grade level decision making.

12. How might these challenges impact student achievement?

The lack of resources could negatively impact student achievement as can the inability to attract and retain highly qualified teachers. Without up-to-date materials, informational reading texts, and interventions, we cannot effectively meet the needs of our diverse student population.

The inability to attract and retain highly qualified teachers requires us to rely on long-term substitutes, who may or may not be content specialists in the area they are subbing. This can decrease the effectiveness of instruction causing our students to fall behind academically.

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.

With the combining of our two campuses for the fall, everyone will be in one building. This will potentially free up some monies to help purchase materials and resources for our staff and students. As the two buildings come together, the feeling of disconnect between the staff and stakeholders should begin to be resolved. We are also hopeful that this will help the staff remain constant. We have already begun to step up recruitment strategies by posting our position in different areas, using social media and other avenues to attract new employees, as

well as contacting many of our local universities for potential new staff members.

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?

All students, including students with disabilities receive the same exposure to all programs. All data, academic and behavioral is reviewed and analyzed for program participation. Progress monitoring occurs every other week for Tier II and weekly for Tier III through Response to Intervention (RtI). The positive behavior intervention program monitors all behavior in the buildings; the data team reviews classroom data weekly and the Academy has an inclusive special education program.

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

After school tutoring, in-school intervention through Response to Intervention (RtI), Kinder-camp and summer school are available. Kinder-camp is available to those students who are heading from preschool into kindergarten as a preparation for the change. After school tutoring, RtI interventions, and summer school are available for all students in grades K-8.

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

Students are identified through standardized testing results and classroom performance and grades. Teachers make initial contact to parents through phone calls, conferences, and intervention suggestion letters. Identified students are placed in tiers II and III depending on the universal screening. Summer school is organized during the summer break for identified students; after school tutoring is offered in math and reading. In addition, information regarding after school tutoring and summer school programs is indicated in the weekly newsletter to parents and through the school reach telephone system.

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?

The Academy is utilizing curriculum maps and quarterly pacing guides that are based on the Common Core curriculum. These tools are used, along with teachers' lesson plans to ensure that the standards are being taught with fidelity. The instructional coach reviews lesson plans weekly and checks to ensure that the standards being taught align with pacing guides and curriculum maps. Grade book audits are also completed to ensure that at least 80% of the students are mastering the standards prior to the teacher moving on to the next 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

NWEA-2015-2016

K-5th grade reading scores went up in performance from the fall to the winter in the areas of Literature, Informational Text, and Vocabulary Acquisition.

MEAP-

2013-2014- 8th Grade had a significant increase from 36% to 57% proficient.

M-STEP

In grades 3rd-8th the females of the school on the average scored partially proficient or higher.

DRA

The majority of 3rd-8th graders' DRA levels were much higher than the Lexile score from their Winter NWEA assessment.

19b. Reading- Challenges

NWEA-2015-2016

6th-8th grade Reading scores averages dropped between 1-4 percentage points in the areas of Literature, Informational Text, and Vocabulary Acquisition.

MEAP- 2012-2013-All grades declined in reading scores except for 7th and 8th grade. Reading comprehension was a colossal challenge this year.

School Improvement Plan

Joy Preparatory Academy

M-Step

In grades 3rd-8th all males except one 6th grader scored not proficient in reading.

Third Grade had no students perform better than partially proficient.

DRA

Third grade had the most Beginning Readers and students not reading on Grade Level.

3rd-8th grade all had gaps in their reading comprehension performances. Reading comprehension is an area of major concern and not word recognition.

19c. Reading- Trends

NWEA/DRA-2015-2016

-The majority of Lexile scores students received on their NWEA Winter assessment, do not correlate with the students DRA levels in grades 3rd-8th grade.

MEAP- no trend data available

M-STEP- The females at Joy Preparatory Academy performed much higher than the males on the M-STEP.

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.

To address these challenges in reading we will continue to identify priority standards in reading with a focus on informational text. We will use resources like Study Island, DRA, Reading A-Z, NewsELA, and RTI process to bridge gaps in fluency, word recognition, and reading comprehension. We will also be implementing student centered learning time as well as guided reading in all grade levels to assist in addressing the challenge of comprehension.

20a. Writing- Strengths

MEAP

Fourth grade MEAP test scores show significant increase in student proficiency levels. In 2011, 18% of students passed in the state test, in 2012 scores increased to 26% and in 2013 the scores increased to 29%. Seventh grade students had an increase of 16% proficiency (from 19% to 35%) from 2012 to 2013. There was no state test taken in fall of 2014 and the M-Step test taken in 2015 had no individual writing assessment.

20b. Writing- Challenges

Writing scores for Joy Preparatory Academy continue to be below the state average proficiency levels for both fourth and seventh grade students.

20c. Writing- Trends

MEAP

- Fourth grade writing showed proficiency rates of 28%, 18%, 26%, and 29% in the years 2010, 2011, 2012, and 2013 respectively.
- Seventh grade writing showed proficiency rates of 14%, 23%, 19%, and 35% in the years 2010, 2011, 2012, and 2013 respectively.

M-Step

There was no assessment in writing.

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.

For the upcoming 2016-2017 school year, writing will continue to be major focus here at the Academy. The weekly writing blogs and constructed responses will continue in grades K-8. The Academy will also implement quarterly writing benchmarks that focus on informational writing, as informational text is a concern for our students in reading.

21a. Math- Strengths

NWEA

On the winter NWEA assessment, almost all grade levels showed growth from the fall assessment. Kindergarten, fourth, fifth, and eighth grades are all on target to meet their yearly growth targets. According to the district summary report, both fourth and fifth grades are excelling in the Numbers and Operations strand.

M-STEP

Eleven percent of our 6th grade students performed at the advanced level. Female students are outperforming their male counterparts in third and sixth grades, while males are doing better in fourth and eighth grades.

MEAP

From the assessments taken in 2012 and 2013, fifth grade showed an increase from 14% to 22% and seventh grade showed an increase from 3% to 11%.

21b. Math- Challenges

NWEA

None of the grade levels had a mean score on or above the national average. The district summary report showed that geometry was a weakness for both fourth and fifth grades.

M-STEP

Most grades levels had less than 10% of students performing at the proficient or advanced levels. Seventh grade had 0% proficient or advanced and 80% not proficient. Male students are performing at levels below their female counterparts in third and sixth grades, while females struggle more in fourth and eighth grades.

MEAP

Between the 2012 and 2013 assessments, several grades decreased in proficiency. Fourth grade fell from 16% to 10%, sixth grade decreased from 17% to 8%, and eighth grade declined from 11% to 0%. Third grade remained at 6% proficient during the same time period. Students overall showed difficulty in the area of geometry and measurement.

21c. Math- Trends

MEAP

The following are our scores from the 2011-2013 assessments:

- Third grade scored 18%, 6%, and 6% in 2011, 2012, and 2013, respectively.
- Fourth grade scored 0%, 16%, and 10% in 2011, 2012, and 2013, respectively.
- Fifth grade scored 2%, 14%, and 22% in 2011, 2012, and 2013, respectively.
- Sixth grade scored 6%, 17%, and 8% in 2011, 2012, and 2013, respectively.
- Seventh grade scored 8%, 3%, and 11% in 2011, 2012, and 2013, respectively.
- Eighth grade scored 0%, 11%, and 0% in 2011, 2012, and 2013, respectively.

Overall, fourth and fifth grade are consistently increasing in proficiency, while the other grade levels are inconsistent. We have consistently been below the state average for proficiency.

M-STEP

Female students are outperforming their male counterparts in third and sixth grade, while the scores show the opposite in fourth and eighth grade. Proficiency is similar between the two groups in both fifth and seventh grade.

- Third grade: Females 8% proficient; Males 0% proficient
- Fourth: Females 0% proficient; Males 6% proficient
- Fifth: Females 15% proficient; Males 16% proficient
- Sixth: Females 20% proficient; Males 0% proficient
- Seventh: Females 0% proficient; Males 0% proficient
- Eighth: Females 5% proficient; Males 10% proficient

If partial proficiency is included when examining gender data, females are outperforming males in third, sixth, seventh, and eighth grades.

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.

These challenges will be addressed in the school improvement plan primarily through our data and Rtl teams. Teachers will receive training on data analysis and intervention methods to strengthen their instructional abilities and aid in management of differentiated instruction. Teachers will also begin to incorporate student learning centers in the area of math. We will also continue to invest in materials for intervention at all levels. Instructional and data coaches will provide continued assistance to staff throughout the school year to ensure

everyone is delivering rigorous, high quality instruction to our students that meets their various needs.

22a. Science- Strengths

Eighth grade MEAP science scores depicted a significant increase of 3% to 11% student proficiency rates between 2012 to 2013. There was no state test in the fall of 2014.

On the MEAP, no fifth grade students were proficient. However, there was an increase in partially proficient students from <10% in 2012-2013 to 17.4% in 2013-2014.

On the M-Step, 10.5% of our seventh graders were partially proficient which is only 1.9% below the state proficiency level.

22b. Science- Challenges

MEAP

In eighth grade, none of our students were proficient on the Science portion of the assessment from 2011 to 2014.

M-Step

Science continues to be a struggle for both the 4th and 7th grade students as none of our students were proficient on this state assessment.

22c. Science- Trends

In both 4th and 7th grade, the students who were partially proficient on the M-Step assessment were females.

On the MEAP in years 2011-2012, 2012-2013, and 2013-2014 our female populations in both 5th and 8th grade were partially proficient in the area of Science.

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.

Continue to place emphasis on science in grades K-8. Incorporating constructed written responses, blogs, student centered learning, differentiation within the classroom, and increasing the amount of informational text in reading will be the focus for the 2016-2017 school year. The team working with students in RtI will also begin to incorporate more science text in the area of reading.

23a. Social Studies- Strengths

For the M-Step assessment in Spring 2015, the Academy tested 95% of the fifth and eighth grade students.

23b. Social Studies- Challenges

Social Studies continues to be a challenge to the students at Joy Preparatory Academy.

MEAP

In 2012-2013, only 12.8 % of the 6th graders were proficient and in 2013-2014 only 2.7% of the 6th graders were proficient.

M-Step

On the M-Step in 2015, none of the 5th graders were proficient and only 6.7 % of the 8th graders were proficient.

23c. Social Studies- Trends

The overall trend from MEAP and M-Step data indicates that our students are significantly lacking in the area of Social Studies.

Joy Preparatory Academy made steady gains from the 2009 - 2010 school year to the 2012 - 2013 school year. Scores dropped significantly in the 2013 -2014 school year. In the 2012 - 2013 year 10.6% of 6th grade student were proficient and 61.7% of 6th grade student were partially proficient.

Teacher turnover, an influx of new students and a loss of cohort students contributed to the 34.5% decline in proficient and partially proficient student scores from 2012 - 2013 to the 2013 - 2014 school year. Joy Preparatory Academy student's had 2.7% of students score proficient, but in comparison the ISD with only 16.4% proficient, Joy Preparatory Academy is not too far behind.

5th and 8th grade students were assessed with the new M-Step assessment in the 2014 - 2015 school year. Less than 10% were advanced or proficient. 29% of 5th grade students and 23.3 % of 8th grade students were partially proficient.

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.

Social Studies in our lower elementary grades will be required to be taught at least three days per week during the 2016-2017 school year. The instructional coach will work with the elementary teachers to increase the rigor of their instruction in social studies and will work with them to also begin to teach social studies during reading and writing instruction. In middle school, there will be continued support of the social studies teacher who has increased the middle school rigor. Constructed responses related to social studies will continue to be utilized along with blog responses.

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?

In grades K-2 the area of highest satisfaction from the students is with their teachers. The students truly believe that their teachers want them to learn, feel they are fair, and want them to do their best. In 1st and 2nd grade the students also indicated that they feel very safe in their school.

In grades 3-5 the students' highest level of satisfaction is knowing that their principal and teachers want them to learn, that they feel they are learning new things, that the teachers want them to do their best, and that the staff is helping them learn things they will need in the future to be successful.

In middle school, the students feel that the Academy provides them with programs to help them succeed, that they are receiving a high level of education, that the teachers work together as a team to make them successful, that the school motivates them, and that they receive a challenging education.

When asked what they liked best about their school, students consistently stated that they liked their teachers, gym, clubs, our school carnival, math games, and the teamwork presented here at the Academy.

24b. Student Perception Data

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

In grades K-2, the students indicated that they were concerned with the fact that their families don't seem to like to come to school and that many of the other teachers in their building do not know them by name.

In grades 3-5, the students overwhelming indicated that they were unhappy with the cleanliness of the building, that the teachers do not invite their parents to school, and that the school as a whole does not seek student input when making decisions.

In middle school, the students do not feel they are treated fairly, that the school is not clean, that students do not respect other's property, and that many students do not treat the adults with respect.

When asked to tell us what they liked the least about their school, their responses included not liking the lunches, how dirty the school is, and being bullied.

24c. Student Perception Data

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

The school leader has hired a new janitorial crew to clean the building, paying particular attention to the bathrooms and eating areas. Regarding knowing all students' names and inviting parents to school, we will be working on creating a positive school culture and climate for fall. The school will hold after school activities where both students and parents will be invited to participate. Many of the activities will be academically based but will have a fun and engaging focus to them such as math game night. The academy will also work on making phone calls to parents for the positives, so when the negative phone calls come, they will be more likely to answer the phone. Regarding student input, the Academy will work with student council in obtaining student input of topics that are of concern to them.

25a. Parent/Guardian Perception Data

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

The parents rated the Academy highly in purpose and direction as well as governance and leadership. They feel that the Academy has purpose and direction and holds the students to high expectations. The parents also believe that the staff works hard to meet the needs of their child, that the teachers keep them informed of how their child is doing in class, and that the staff work's hard to ensure that the parents understand the child's progress.

25b. Parent/Guardian Perception Data

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

The parents lowest level of satisfaction was indicated on the surveys through the open response questions. The parents would like to see the school provide better lunches, provide more after school activities for the students, and keep the school cleaner.

25c. Parent/Guardian Perception Data

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

The school leader continues to strive to keep the Academy's campus clean by hiring janitorial staff that fit our needs. This is a practice that will continue throughout the upcoming school year. As we move into the upcoming school year, the Academy will continue to work with staff and students to provide after school activities that are engaging and are of interest to the students.

26a. Teacher/Staff Perception Data

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

The staff of Joy Preparatory Academy collectively feel that expectations are held high for student achievement. The staff also feels that administration holds them to high standard regarding student achievement. The staff also believes that Joy is a friendly and caring place to work. The staff of Joy is comprised of caring individuals that work together to create a positive learning community.

26b. Teacher/Staff Perception Data

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

The teachers feel that Joy needs to provide students and staff with more resources to help with student achievement. They are in agreement that technology is lacking in the building as is access to enough computers for the students. They feel that there needs to be a more formal mentoring process in place to guide and assist new or struggling teachers.

26c. Teacher/Staff Perception Data

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

Administration is working towards increasing technology resources for the fall with the hopes of obtaining computer carts for each floor in the building. Administration is working toward increasing the use of technology and resources by providing the staff and students with access to Reading A-Z, RAZ Kids, and Moby Max, to name a few. Administration will also be working towards developing and implementing a mentoring program. This program will connect seasoned and highly effective teachers with colleagues that are new to the profession or may be struggling. The Academy has also implemented a Peer-to-Peer observation process to help start the collaborative dialogue needed for student achievement.

27a. Stakeholder/Community Perception Data

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

Community members feel that Joy is a warm, welcoming place where student are held to high academic standards and achievement.

27b. Stakeholder/Community Perception Data

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

Community stakeholders would like for Joy to increase the amount of resources provided to our students within the school day; such as books and computer technology.

27c. Stakeholder/Community Perception Data

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

The Administration of Joy is working to obtain more technology for the upcoming school year as well as increasing the amount of literature that is accessible to our students during the day.

Summary

28a. Summary

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

Data-demographic

A strength in this area is in the dedication of the staff as well as the teamwork presented by the staff regarding addressing student achievement. Our parents feel strongly about the positive environment and the academic standards that the academy presents to their children.

A challenge in this area is our decreasing enrollment which then directly affects the budget and the availability of resources. This is caused in part by the transient nature of families in the area.

Process

The Academy's strengths lie in our purpose and direction. The staff also feels very strongly about the shared leadership and ability to collaborate with other staff member.

Another strength is the way the Academy utilizes data to help inform and guide daily instructional practices within the classroom and also in Rtl.

The Academy's challenges lie in recruiting and retaining quality instructional staff. Another challenge lies in the ability to obtain material resources for instructional purposes for our teachers and our students. Lastly, the Academy needs to work on using vertical data in decision making processes.

Achievement/Outcomes

Strengths-

After utilizing the Developmental Reading Assessment, a definite strength is our students' ability to read and decode words. There is a definite difference arising between NWEA Lexile scores and DRA scores. Testing our students in DRA opened their eyes to their own abilities and helped increase the motivation and confidence in many of our readers.

Challenges-

The Academy is faced with many challenges academically. As a whole, we need to address math, reading comprehension, social studies, and science. Our students are not rising to their ability levels and this is a challenge that we are faced with daily.

Perception-

Strengths-

Our students believe and feel that the teachers and staff care about them. Our parents feel that we challenge their children academically and with the standards. The staff believes that teamwork and the family environment is a definite strength.

Challenges-

We are consistently challenged with the cleanliness of our building as well as by our technology and lunches. The aforementioned items

were indicated in all survey data.

28b. Summary

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

Decreasing enrollment may have an impact on students achievement as it reduces the flexibility of our budget and being able to provide the students with the latest technology as well as up-to-date materials. This can negatively impact our students achievement in that we may not be providing them with the most current materials for their learning. Retaining staff can also have a negative impact on student achievement. If a teacher leaves mid-year without a replacement lined up, the Academy then has to rely on substitute teachers, which may not be experts in the specific content area.

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?

For the 2016-2017 school year, the Academy is looking to continue to refine and utilize the Response to Intervention program to help close the gaps that many of our students have in reading and in math. We plan to incorporate more learning centers to maximize student engagement and learning. The Academy is looking to upgrade technology and purchase lap-top carts for the different floors, which will expose our students to more technology based learning. We are also looking to increase the amount of informational text available to our students to help in the areas of science and social studies. As a team, we will also be looking to continue to differentiate instruction with a focus on maximizing our students learning through collaborative lessons, collaborative student work, and an increase in writing.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy and math are tested three times per year utilizing the NWEA assessment tool as well as the Developmental Reading Assessment (DRA) tool.	

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://www.joyprep.com/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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	http://www.joyprep.com/foia-procedures--policies.html	

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	Fran Gardulescu School Leader 15055 Dexter Ave. Detroit, MI 48238 313.340.0023	

School Improvement Plan

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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		Joy 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		Parent compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		Joy Prep Building Rtl Plan

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The school improvement team (SIT), which consists of parents, classroom teachers, administration, instructional coach, collaborative education teacher & title one teacher, conducted weekly meetings to determine areas of strength and those needing improvement based on various types of data. The SIT completed the EdYes! school performance rubric with contributions from the subject-area pod leaders. Finally, the SIT proceeded in completing the school data analysis.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Student Achievement: MEAP and M-Step scores (3-8); NWEA (K-8), Developmental Reading Assessments (DRA) and the Michigan Literacy Progress Profile (MLPP) were all analyzed. This is the first year in using the NWEA as well as the DRA and MLPP assessment.

READING:

Kindergarten Reading:

When analyzing the NWEA scores for the Kindergarten students, the students' RIT scores did increase from fall to winter, but they did not make the target growth set for by NWEA. The NWEA scores show that the students need more instruction in literature and informational text, vocabulary, language and writing, and foundational skills. After recently implementing Developmental Reading Assessment testing, scores show that 96% of the students are reading at grade level. On the Michigan Literacy Progress Profile (MLPP) an area of weakness is in rhyming, and segmenting.

First Grade Reading:

On NWEA, the first grade students did grow from fall to winter, however they did not meet the growth requirement set forth by NWEA. According to NWEA the first graders need additional instruction in literature and informational text, language and writing, and foundational skills. When looking at the DRA testing from Winter, 50% of the students are reading at grade level while the other 50% fall below grade level in reading. On the MLPP assessment, rhyming continues to be an area of weakness for these students.

Second Grade Reading:

On NWEA, the students did grow from fall to winter, however they did not meet the growth target set forth by NWEA. According to the NWEA assessment, the second graders are weakest in informational text and literature. On the winter DRA assessment, only 44% of the second grade students were reading at grade level. On the MLPP assessment, there were no significant areas of weakness presented.

Third Grade Reading:

On the NWEA, the students did grow from fall to winter, however they did not meet the growth target set forth by NWEA. According to the NWEA results, the third grade students show a great deal of weakness in literature, informational text, and vocabulary. On the winter DRA assessment 58% of the students read at grade level or higher, leaving 42% below grade level.

M-Step- 0% of the 3rd graders on the 2014-2015 assessment were proficient. These students were lacking in the areas of reading and writing. Listening and Research/Inquiry were areas of strength for the 3rd grade students.

MEAP- on the 2013-2014 assessment, 25.8% of the third grade students were proficient.

Fourth Grade Reading:

On NWEA the students in fourth grade increased their RIT scores and almost met their projected growth target set forth by NWEA.

According to the NWEA the students' weaknesses lie in informational text and vocabulary usage. On the winter DRA assessment, 67% of the students read at a 4th grade level or higher.

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M-Step- On the 2014-2015 assessment, 7.4% of the students were proficient in the area of reading. On the M-Step assessment, the students' strengths lie in reading, while writing, listening, and research/inquiry was a weakness for them. Less than 10 female student were proficient and less than 10% of the males were proficient.

MEAP- On the 2013-2014 assessment, the 4th graders 31.3% of the fourth graders were proficient in reading.

Fifth Grade Reading:

On the NWEA assessment, the fifth grade students did not meet their growth target set forth by NWEA. According to NWEA the weaknesses for the 5th grade class is in informational text and vocabulary usage. On the DRA assessment, 72% of the students are reading at or above grade level.

M-Step- on the 2014-2015 assessment, 15.6% of the 5th graders were proficient. Their strengths on the assessment appear to be reading and listening, leaving writing and research/inquiry to be a weakness for the 5th grade class. 15.4% of the females were proficient and 15.8% of the males were proficient.

MEAP- on the 2013-2014 assessment, 34.8% of the students were proficient in reading.

Sixth Grade Reading:

On the NWEA assessment, the students did not met their growth from fall to winter. According to the NWEA results, the 6th graders are weakest in literature and informational text. On the winter DRA assessment, 68% of the students are reading at or above grade level.

M-Step- on the 2014-2015 assessment, 35.3% of the students were proficient. This score matched Wayne ISD score of 35.3%. The 6th grade students showed a strength in the areas of research/inquiry, listening, and writing, while their weakness was in reading. Less than 10 female and less than 10 male students were proficient in reading.

MEAP- on the 2013-2014 assessment, 43.2% of the 6th grade students were proficient in the area of reading.

Seventh Grade Reading:

On the NWEA assessment, the 7th grade students experienced negative growth from fall to winter. According to the NWEA results the weakest area for the 7th graders is in informational text. On the winter DRA assessment, 78% of the students were reading at or above grade level.

M-Step- on the 2014-2015 assessment, 15% of the students were proficient. The strengths of this 7th grade class were in reading and research/inquiry, while their weaknesses were in writing and listening. Less than 10 females were proficient while less than 10% of males were proficient.

MEAP- on the 2013-2014 assessment, 27% of the students were proficient.

Eighth Grade Reading:

On the NWEA assessment, the student experienced negative growth from fall to winter. According to the NWEA results, the 8th graders struggle in the area of literature, informational text, and vocabulary. On the winter DRA assessment, 75% of the students were reading at or above grade level.

M-Step- on the 2014-2015 assessment, 20% of the students were proficient. Their strengths were in listening and research/inquiry while there weaknesses were in reading and writing. The males and the females both had 20% proficient in the area of reading.

MEAP- on the 2013-2014 assessment, 57.1 % of the eighth grade students were proficient in reading.

MATH:

Kindergarten math:

On the NWEA assessment, the kindergarten students met their growth target from fall to winter and scored in the 58 percentile for growth from fall to winter. The Kindergarten classes showed weaknesses in operations, algebraic thinking, number and operations, measurement and data, as well as geometry.

First Grade Math:

On the NWEA assessment, the first grade students showed growth from fall to winter in math, however they fell short of their projected growth target by less than on point. According to the NWEA results, the 1st graders showed weaknesses in measurement and data as well as geometry.

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Second Grade Math:

On the NWEA assessment, the second grad students showed growth from fall to winter in math, however they fell short of meeting their projected growth target by 1.6 points. According to the NWEA results, the 2nd grade classes exhibited weaknesses in geometry, measurement and data, number and operations, as well as operations and algebraic thinking.

Third Grade Math:

On the NWEA assessment, the third grade students showed growth in math from fall to winter, however they missed their projected growth target by 1.6 points. On the winter assessment, the 3rd graders exhibited weaknesses in number and operations, operations and algebraic thinking, measurement and data, as well as geometry.

M-Step- on the 2014-2015 assessment 5.6% of the students were proficient in math. The strength for the 3rd grade class was in math communicating and reasoning. The weakness for this group of students was in concepts and procedures as well as problem solving/modeling and data analysis. Less than 10 male students were proficient on the math assessment.

MEAP- on the 2013-2014 assessment, 6.5% of the students were proficient in math.

Fourth Grade Math:

On the NWEA assessment, the fourth grade students showed growth from fall to winter and met their projected growth target. This class also scored in the 54 percentile for growth in math. On the winter assessment, the biggest area of weakness for the 4th grade class is in measurement and data as well as geometry.

M-Step- on the 2014-2015 assessment, 3.7% of the 4th graders were proficient in math. The strengths appear to be in math problem solving, and math communicating and reasoning. The students definitely struggled in math concepts and procedures. Less than 10 female students were proficient in math.

MEAP- on the 2013-2014 assessment only 10.4% of the 4th graders were proficient in math.

Fifth Grade Math:

On the NWEA assessment, the fifth graders showed growth from fall to winter, meeting and exceeding their projected growth set forth by NWEA. The class scored in the 77 percentile in math for the winter assessment. On this assessment, the biggest area of weakness for the fifth graders was in geometry with measurement and data being a second area of weakness.

M-Step- on the 2014-2015 assessment, 15.6% of the students were proficient. Of those students 15.4 % of those proficient were female and 15.8% were male. The fifth grade class showed a significant weakness in the area of math concepts and procedures, while math communicating and reasoning as well as math problem solving were strengths.

MEAP- On the 2013-2014 assessment 21.7% of the students were proficient in math.

Sixth Grade Math:

On the NWEA assessment the sixth graders showed negative growth from the fall to winter benchmark assessment. The sixth grade students showed significant weakness in the areas of geometry and statistics and probability.

M-Step- on the 2014-2015 assessment, 11.1% of the sixth graders were proficient in the area of math. Less than 10 males were proficient and 20% of the females were proficient. On this assessment, an area of weakness for the sixth graders is in math concepts and procedures. The areas of strengths lie in math communicating and math problem solving.

MEAP- on the 2013-2014 assessment 8.1% of the students were proficient in math.

Seventh Grade Math:

On the NWEA assessment, the seventh graders showed negative growth in the area of math. The seventh graders showed weakness in the area of statistics and probability along with geometry.

M-Step- on the 2014-2015 assessment, 0% of the seventh graders were proficient in math. This group of students struggled in the area of math concepts and procedures while they showed a strength in the area of math communicating and reasoning.

MEAP- on the 2013-2014 assessment, 10.8% of the students were proficient in math. Less than 10 females and less than 10% of the males were proficient in math.

Eighth Grade Math:

On the NWEA assessment, the eighth graders showed growth from fall to winter, meeting their projected growth targets set forth by NWEA.

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The eighth grade students exhibit a weakness in the following areas: operations and algebraic thinking, real and complex number systems, geometry, and statistics and probability.

M-Step- on the 2014-2015 assessment, 6.7% of the students were proficient in math. Less than 10% of the females were proficient and 10% of the males were proficient. The eighth grade students showed strength in math communicating and reasoning while their weaknesses were in math concepts and math problem solving.

WRITING:

M-Step- writing was not assessed on the 2014-2015 state test.

MEAP-

Fourth grade: 29.2% of the students were proficient in writing on the 2013-2014 assessment. The subgroup of females had 35% proficient while the males had 25%.

Seventh grade: 35.1% of the students were proficient in writing on the 2013-2014 assessment. The subgroup of females had 47.6% proficient while the males had 18.8% proficient.

SOCIAL STUDIES:

M-Step- on the 2014-2015 assessment 0% of the fifth graders were proficient and 6.7% of the eighth graders were proficient. In 8th grade less than 10% of the students who were proficient were females and 10% of the proficient 8th graders were male. In 5th grade, less than 10% of both females and males were proficient.

MEAP- on the 2013-2014 assessment 9.3% of the sixth graders were proficient. Of those proficient, less than 10% were male and less than 10% were female.

SCIENCE:

M-Step: on the 2014-2015 assessment 0% of the fourth graders were proficient and 0% of the seventh graders were proficient in science.

MEAP: on the 2013-2014 assessment 0% of the fifth graders and 0% of the eighth graders were proficient in science.

Self-Assessment:

The self-assessment showed that the two areas of weakness are resources and support along with results for continuous improvement. The academy is in need of resources for the students as well as the teachers. The academy also struggles to recruit and hold on to highly qualified staff. Due to declining enrollment, monetary incentives have not been an option for the past several years. We have begun to work with local colleges and universities in recruiting, however more needs to be done. In the area of continuous improvement, the team needs to work more at sharing vertical data to assist in the decision making processes with our students. Vertical data will be incorporated into weekly grade level meetings to resolve this issue.

Perception Data:

In grades K-2, the students indicated that they were concerned with the fact that their families don't seem to like to come to school and that many of the other teachers in their building do not know them by name. In grades 3-5, the students overwhelming indicated that they were unhappy with the cleanliness of the building, that the teachers do not invite their parents to school, and that the school as a whole does not seek student input when making decisions. In middle school, the students do not feel they are treated fairly, that the school is not clean, that students do not respect other's property, and that many students do not treat the adults with respect. When asked to tell us what they liked the least about their school, their responses included not liking the lunches, how dirty the school is, and being bullied.

The parents' lowest level of satisfaction was indicated on the surveys through the open response questions. The parents would like to see the school provide better lunches, provide more after school activities for the students, and keep the school cleaner.

The teachers feel that Joy needs to provide students and staff with more resources to help with student achievement. They are in agreement that technology is lacking in the building as is access to enough computers for the students. They feel that there needs to be a more formal mentoring process in place to guide and assist new or struggling teachers.

Demographic Data:

The trend in enrollment at Joy Preparatory Academy over the past three years shows a consistent decline. Our student population continues to include 90% or more of students who are economically disadvantaged. The decline in enrollment could be attributed to the transiency of our student population due to parental movement to obtain jobs. The decline could also be attributed to the general state of affairs that is prevalent in the city of Detroit.

The attendance rate at the academy over the past three years has been consistently hovering around 88%. The students and the families the academy serves in the community tend to be transient and are economically disadvantaged. Many of our families do not have their own transportation to the academy on a daily basis. Also, if the parent has worked a shift that is late or is ill, then many times our students do not make it to school. Transportation of the academy's students is definitely a challenge that we continue to face.

The challenges that have presented themselves based upon the data show that the Academy needs to focus on student disruption and disrespect in the classroom, as well as student defiance. The Academy intends on developing a mentoring program to work with the upper elementary and middle school students in order to address the disruption, disrespect, and defiance issues. The number of students suspended due to fighting has significantly decreased since the implementation of PBIS in the school.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Alignment to Goals All content areas are of concern however the areas of greatest need are science, social studies, math, and writing based upon the NWEA benchmarks, the M-Step, and past MEAP data. Reading will be included in the building's overall goal but will be addressed through cross-curricular instructional strategies. Our goals are as follows and are based upon the proficiency targets set by the state as well as the proficiency targets reported by the Bureau of Assessment and Achievement (BAA):

Reading: 80% proficient

Writing: 40% proficient

Math: 45% proficient

Science: 15% proficient

Social Studies: 15% proficient

Subgroups of focus: -

The bottom 30% will continue to be a focus. These students are presently being serviced through reading and math Rtl. Science and social studies will be a focus as well and will be addressed through the continual use of informational text. Writing will also be paired with reading in Rtl through summaries and retellings. As the students reach grade level and move out of the Rtl process per the building's Rtl manual, additional students will be added to the Rtl caseload. - Students with disabilities are presently being serviced through the collaborative education department. The students will continue to receive services through the present model in the building, however greater emphasis will be placed on social studies, science, and writing. Reading, through the use of informational text, math and science will also be focused on with this subgroup. Greater emphasis will be placed on Tier 1 interventions that happen within the classroom as these students are in the least restrictive environment the majority of their day. There will be a focus on professional development to assist teachers in providing more culturally relevant instructional practices and interventions to those students in Tier 1. - Kindergarten through second grade is a group that will continue to be a focus in the areas of reading, math, and writing for the next school year. These two grades will have more center based activities that are tied together across the curriculum to support all students. The center based learning should help to meet all learning styles of these young students.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The school is utilizing the funding from Title I as well as 31A to support the Response to Intervention (RtI) program. This program is designed in such a way that students who are struggling in the areas of math and reading are typically identified within two days of arrival in our building or within two days of the benchmarks given to the student base and are then added to begin receiving services. There are cut scores that have been developed based upon the Developmental Reading Assessment (DRA) baselines as well as the NWEA RIT scores to determine which students will receive interventions at Tier 1, Tier 2, and Tier 3. Tier 1 interventions are handled within the classroom, Tier 2 can be classroom based or be addressed through push-in or pull-out with an educational assistant, and Tier 3 interventions are pull-out in small group and are handled by the math or reading specialist. Tier 2 interventions that are handled within the classroom have been implemented with the utilization of the educational assistants who are also funded through Title I as well as 31A. Positive Behavior Intervention Support (PBIS) is also directly linked to the RtI program. The pairing of RtI with PBIS has assisted the teaching staff with getting through the behavioral issues so that learning can begin or continue. The PBIS team will strive to provide more assemblies that are directly linked to bullying, respect of others, and differences among peers.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Joy Preparatory Academy has three strategies that will help our staff focus on reaching all students. The strategies include Response to Intervention (RtI), Differentiated Instruction (DI), and data driven instruction through data teams.

Response to Intervention (RtI) is the multi-tiered instructional system that helps all students reach the state targets. Tier 1 is inclusive to all students in which the teacher provides instructional strategies that target student learning. Tier 1 is where teachers utilize differentiated instruction along with cooperative learning groups to help meet the needs of all learners in the classroom.

Tier 2 is supported in our RtI program by a classroom "push-in" and "pull-out" model. Math and Reading Interventionist push-in to the classrooms to assist teachers with strategies and activities associated with small group instruction, as well as pull out. Our Tier 3 focuses on our bottom 30% of students in the subjects of reading and math. The Tier 3 students are pulled out of non-core classes, for reading and math intervention. This intervention time focuses on the skills or knowledge that students are not proficient in. The Tier 3 students meet with highly qualified math and reading interventionists in small groups of 3 students or less daily for at least thirty minutes of instruction. Both the teacher and the interventionist progress monitor student achievement. To reach our science and social studies goals, the reading interventionist will include strategies for reading non-fiction texts, and provided science and social studies related material during their intervention time. To assist our struggling readers and writers, writing will also be included into all RtI interventions across the curriculum.

Data teams meet weekly to discuss the data produced by the RtI team, weekly writing prompts, the school's reteach plan, as well as the NWEA scores. During these meetings the grade level teachers as well as the data coaches work to form goals for the teachers in the content areas. It is also during this time that the team determines strategies that can be utilized in Tier I to meet the needs of all the learners in the classroom.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Our Response to Intervention (RtI) program is our school wide reform strategy that is research-based and continues to increase the quality and quantity of our instruction. RtI has impacted our building by helping the instructional staff continue to improve instruction and increase instruction time. Focus on improving instruction: By including all students in the learning process through cooperative groups, we are providing students with opportunities for interactions and learning from peers. This helps to improve instruction by assisting the teacher and the students to develop learning goals within each content area. Cooperative learning can also open up opportunities to tie areas of the curriculum together such as writing and science. Differentiated instruction allows the teacher to meet all the needs of the students regardless of the Tier they are in for RtI. We will be implementing guided reading into daily classroom activities. The staff will be provided with professional development on guided reading and an instructional manual on guided reading. The implementation of this strategy should have a positive impact on our students' reading benchmark scores as well as their reading levels.

Focus on increasing instruction: Through the use of differentiated instructional practices as well as the cooperative learning groups, it allows the teacher to facilitate student skills and also help the students to become more self-reliant learners. Time is being utilized more efficiently as students know what is expected of them in their daily group activities. The increased time will enable the teachers to assist struggling students more readily in a one-on-one setting or in small group guided reading or writing workshop time. Less time will be spent on direct instruction and more time will be applied to cross-curricular activities. Through the use of the strategies mentioned, more students will be

addressed in Tier 1, especially through the use of differentiated instruction. Tier 1 is very critical in closing the gaps that students come to school with. If the learning gaps are not addressed adequately in Tier 1, then the students move into Tiers 2 and 3 where they receive small group to individualized attention. With daily interventions, students can move fluidly among the Tiers allowing the interventionist to see and address more students in need. Within the classroom these strategies will allow the teacher to reach students at their individualized learning level. It will also allow for varied assessments to help the students show what they know in a way that is accommodating to them.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Our research-based school wide reform strategy that aligns with the comprehensive needs assessment is Response to Intervention (RtI). RtI continues to be our practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions (Batsche, 2005). The National Reading Panel 2000 and the National Mathematics Advisory Panel 2008 conducted a meta-analysis to determine what constitutes quality instruction in those core areas. The staff at our school is committed to helping our lowest performing students achieve the standards in science, social studies, reading, math, and writing, by focusing on intervention time, using RtI. Even though RtI primarily focuses on intervention in reading and math, science, social studies, and writing have been included in the intervention time to help students achieve at all levels. The intervention team is working diligently to include all aspects of the curriculum during intervention time and have incorporated writing in lessons as well.

The Response to Intervention (RtI) program which is based upon the works of many researchers and is presented by the RtI Action Network (2014) is a program that works supports all of the learners in the building. The Tier 1 students receive core instruction that is differentiated to meet their needs, Tier 2 students receive support from certified teachers either inside the classroom or in small group pull-outs, and Tier 3 receives support from the math or reading specialist in a small group or one-on-one setting.

Differentiated instruction (DI) is a research-based school reform strategy that also aligns with the comprehensive needs assessment.

Differentiation means tailoring instruction to meet individual needs; differentiating content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Reading Rockets, 2015). As the teacher working in Tier I addresses the four areas of DI, he/she is adapting to meet the needs of the learners in the classroom, making a successful learning opportunity for all students.

Data driven instruction goes hand-in-hand with the current RtI model in the building. Using data to help drive instruction allows the teachers to address assessments, the analysis of those assessments, the action they take to address the outcomes of the assessments, as well as the culture of the classroom regarding the assessments (<http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>; Bianco, 2010).

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Reading: Tier 1- classroom support from teachers and or educational assistants along with the use of Study Island and Reading A-Z; Tier 2- support from educational assistants at least 3 days per week; Tier 3- support from reading interventionist at least 4 days per week.

Interventions area based upon the student's area of need however we utilized: guided reading, phonics support, phonemic awareness, as well as focus on vocabulary. After-school tutoring is also available. Middle school students are being provided with a weekly reading lab where they are practicing their reading skills and working in small groups to improve reading as well as weekly center based instruction in their ELA classroom.

Math: Tier 1- classroom support from teachers and or educational assistants- the use of Study Island and Illustrative Math; Tier 2- support

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from educational assistants on a push-in basis; Tier 3-support from math interventionist. Programs utilized include: general activities based upon students' needs as well as the utilization of Aims Web. After school tutoring is also available. Middle school students are provided with a math lab weekly where they work in small groups on refining basic math skills as well as weekly center based instruction in their math class.

Writing: support is provided in conjunction with reading with a focus on sentence structure, retellings, summaries, and writing a solid paragraph. After-school tutoring is also available.

Science: After- school tutoring is available. Students are also assisted through the Rtl program with their reading skills utilizing non-fiction text that pertains to their classroom studies. Teachers will also incorporate more reading and writing into the science core to give Tier 1 more opportunities to make connections between reading, science and writing. The academy is also researching the utilization of MobyMax in the area of science for fall.

Social Studies: After- school tutoring is available. Students are also assisted through the Rtl program with their reading skills utilizing nonfiction text that pertains to their classroom studies. Teachers will also incorporate more reading and writing into the science core to give Tier 1 more opportunities to make connections between reading, social studies and writing. The academy is also researching the utilization of MobyMax in the area of social studies for fall.

Interventionist will progress monitor students in Tiers 2 and 3 utilizing the Developmental Reading Assessment (DRA) Progress Monitoring Tool, progress monitoring tools from Reading A-Z, and Aims Web. Tier 2 is progress monitored bi-weekly while Tier 3 is progress monitored weekly. Tier 1 is continuously monitored through the use of classroom formative and summative assessments. Benchmark assessments across all content areas will be implemented as well to track student achievement more consistently. Students move fluidly through the Tiers of Rtl as outlined in the school's Response to Intervention Manual.

5. Describe how the school determines if these needs of students are being met.

Assessments that are utilized by the whole school that assist in the identification of our "at-risk" students include: NWEA (3 times/year), Study Island, Developmental Reading Assessment (3 times/year), as well as the Michigan Literacy Progress Profile (MLPP)(3times/year for K-2).

Progress Monitoring Tools: Reading A-Z fluency, phonics, phonemic awareness, and comprehension assessments, Developmental Reading Assessment (DRA) Progress Monitoring Tool, Aims Web.

Other forms of Monitoring: Benchmarking takes place three times per year: fall, winter, and spring. Two of the assessments are completed utilizing the computer while the others are completed by the assessment team.

Math benchmarks are completed 3 times/year via NWEA.

The Academy is also in the process of reviewing a new assessment tool that will help create common assessments from an assessment bank, allowing teachers to choose depth of knowledge levels for each question. This tool, if adopted will be used as an additional screening tool for math, science and social studies.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Out of fourteen classroom teachers who were employed during the 2014-2015 school year, only four left our school. This represents a 29% turnover rate.

2. What is the experience level of key teaching and learning personnel?

The level of experience within our teaching staff is as follows:

18% have 0-3 years of experience

25% have 4-8 years of experience

25% have 9-15 years of experience

32% have >15 years of experience

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Joy Preparatory Academy provides a welcoming and safe environment for staff members. The Academy also provides health benefits, a 401K plan, and bonuses as incentives to attract and retain quality teachers. For new teachers, a welcome packet is provided and a mentor teacher/staff member is assigned. This provides new staff with a resource to familiarize themselves with the Academy's policies and procedures, as well as someone to reach out to if questions arise.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

In addition to what the Academy provides, the district provides a New Teacher Academy three times per year. The district also provides all staff member to an Academic Portal that provides resources and guidelines for teaching all content areas.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The Academy works hard to provide all staff members with a supportive and caring environment that will include a stronger mentoring program for the fall as well as professional development days to support our teachers in instruction. These professional development days include opportunities for staff members to be the "teacher-trainer". This year the Academy has also provided several opportunities for staff members to attend instructional activities at the management company's headquarters with the instructional coach. Staff are recognized for their achievements in the classroom and an "in-house" recognition program has been created to help promote a positive climate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

For the upcoming 2016-2017 school year all staff will participate in the following professional development activities: Response to Intervention, curriculum maps and pacing guides, assisting struggling learners in the classroom, differentiated instruction, using data to inform instruction, close reading strategies, vocabulary instruction, classroom management, common assessments, reading /writing workshops, technology in the classroom, and science and social studies strategies for the classroom.

2. Describe how this professional learning is "sustained and ongoing."

Teachers are provided relevant professional development opportunities throughout the school year. The instructional coach works with teachers to implement new strategies and information gained from these professional learning sessions frequently through discussions, observational feedback, and modeling.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Joy Preparatory Academy Professional Development 2016-2017

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents are invited and encouraged to attend school improvement team and board meetings. During the school year, the automatic calling system will be utilized to remind parents of upcoming school improvement team meetings as well as monthly board meetings. Parents are surveyed utilizing the AdvancEd stakeholder survey annually in the completion of the comprehensive needs analysis.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Workshops, open-houses, and family nights will be planned throughout the school year to encourage parental involvement. During these activities, strategies enabling to work with their students in all content areas will be provided. The Academy will focus on reading, math, science and social studies homework strategies as well.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are surveyed annually to allow them to provide feedback to the Academy regarding all areas of the school wide plan. The school leader also provides an open-door policy so parents can freely stop by to discuss items of concern with her.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1118 (E) (1) (5) "(e) BUILDING CAPACITY FOR INVOLVEMENT.--To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part--

1) Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; Parents are well informed about the curriculum and state standards and assessments during capsule, math and reading nights as well as annual title-I meetings. During the mentioned meetings, parents are briefed on the various forms of assessments taken: Aims Web, NWEA, M-Step, and DRA. During the academic year, parents are also updated on the numbers of times report cards, progress reports and assessment reports are distributed. There are three parent teacher conferences conducted each academic year where parents are briefed on their child's academic progress in addition parents may schedule meeting times with educators as needed.

(2) "(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy

training and using technology, as appropriate, to foster parental involvement;

Parent workshops are held all throughout the academic year with the aim of helping parents develop strategies used in assisting their children to become successful academically. Additionally after school events such as math and reading nights equip parents with strategies and methods of encouraging parents to participate in student academic endeavors.

(3) "(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

Cultural training is available through our partnership with Focus Hope. Training is available to our parents, students, staff and community.

"(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

Response: The other activities will include an advisory council will be created to keep parents involved in classroom activities, program planning and parent workshops. Participants will include school leaders, the curriculum coach, community, the school, social worker, parents and families. Evidence will include program evaluation tools, parent surveys, agendas and parent sign-in sheets. The Dexter campus consists of only grades three through eight.

(5) "(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

Ensure that all written correspondence to parents and guardians are in an accessible format: hard copy and electronic, that can be easily interpreted. Parents will receive weekly family newsletters, classroom newsletters, quarterly progress reports and the assessment reports throughout the school year. School reach telephone automated system and the Joy Prep website is used to convey information to parents. Power School is accessible to parents to view student's academic progress.

(14) "(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

The school provides support to parents by inviting them for activities such as capsule, math and reading nights with the aim of educating parents about the school's processes and procedures, curriculum and student academic welfare. The school also creates a platform for parents to meet as a unit (Parent Teacher Organization) where student welfare is discussed and enhanced.

(F) ACCESSIBILITY.--In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

The school does not presently have parents with English as a second language and migratory parents. However, if the need arises, communications can be provided in the native language. Parents with disabilities will be provided reasonable accommodations such as the use of elevators. Flexible meeting times, school newsletters written in language parents can understand, phone conferences, collaboration with community agencies and transportation assistance will be provided if needed.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The parent involvement component will be evaluated by sign-in sheets at student led conferences, family events, as well as through parent surveys. Parents who request additional academic support for students receives support through after school tutoring. In addition, the social worker provides clothing, bus tickets and referrals to other services outside the school to students when requested by parents.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The school improvement team compiled the results of the surveys to find the areas of greatest satisfaction and concern among parents. The team discussed the data and made the necessary adjustments to the program. This information was also used as a guiding tool when developing the school improvement plan for the upcoming year.

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

The school-parent compact was developed by a team taking into consideration parent feedback from interactions with the team, the school leader, and on the parent stakeholder surveys.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

During the first parent-teacher conference of the year, the staff reviews and requests the parents to sign the document. The signed document is then kept on file in the building. It is also discussed at the Annual Title I meeting in the fall.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

During the first parent-teacher conference of the year, the staff reviews and requests the parents to sign the document. The signed document is then kept on file in the building. It is also discussed at the Annual Title I meeting in the fall.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Dexter Title I School Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Individual student assessment results contain an easy-to-read graph. Progress reports and standard-based report cards are written in a language parents can understand. Also, standard assessments are reviewed during student-led conferences, so that teachers can answer any question parents may have. If parents are unable to read the reports, a staff member is provided to go through the documents in a fashion where parent understanding is taken into consideration. If any parents are disabled, again, a staff member is provided to cover these reports with him/her.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The Academy has two preschool classrooms. The preschool and kindergarten teachers actively collaborate to discuss how to prepare the preschool students for kindergarten in the fall. The preschool students have many opportunities to visit the kindergarten classrooms throughout the school year. The Academy also provides Kindercamp for one month. During this time the preschool students are encouraged to attend participating in skill based activities that help to prepare the preschool students for the transition to kindergarten in the fall.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

There is a director that works directly with the preschool staff to ensure that what is being covered in preschool will prepare the students for kindergarten. The parents are directly involved in all preschool activities and open-houses. The director and the staff provide a workshop for the parents to help them gain a better understanding of the transition and expectations that will be presented to the students in kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers provide their input into decisions regarding the use of school-based academic assessments through voicing their opinions at various meetings (i.e. data, Rtl, grade level, etc.). They also create their own formative assessments for the purpose of making instructional decisions regarding their students.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

All teachers are part of our data team which continuously uses formative assessments to track student progress toward mastery of grade level standards and adjust instruction to the needs of the students. Collaboration of staff regarding best practices and strategies takes place at regular data team meetings. Teachers are also members of the Rtl, PBIS, grade level, and content area teams. These teams analyze data from the NWEA and M-STEP assessments to make adjustments for the purpose of improving instructional practices as well.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Students complete the NWEA assessment in math and ELA. AimsWeb is used as a progress monitoring tool in math and reading through the school year. The data team reviews the NWEA RIT scores and develops a list of weaknesses in their personal learning continuum that need to be taught and re-taught by teachers- encompassed in a 8 day reteach plan. Students are assessed on an eight week cycle until mastery is achieved.

The response to intervention team uses DRA and MLPP data along with NWEA data in categorizing students in to three tiers, students in Tier II and III receive individualized instruction from the interventionists. Again, progress monitoring is completed weekly in Tier III and every other week in Tier II using Reading A-Z, DRA progress monitoring tools, MathUSee, and AimsWeb.

Students identified to attend summer school and after school tutoring are also based on scores portrayed in NWEA, AimsWeb and the DRA assessments. Plans are in place for students to receive tutoring in all core subjects.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students needing assistance are identified at the beginning of the school year through testing. Three benchmark assessments are used in identifying students for intervention throughout the school year per the Academy's RtI Plan. Students who are newly enrolled will be assessed within one week of arriving at the Academy on NWEA and DRA. The timeliness of these assessments will provide struggling learners prompt attention and remediation in their deficit areas. Students performing with low RIT scores are identified and those scores are compared to DRA and MLPP scores to identify students at risk in reading. In the area of Math NWEA scores along with Aims Web are used in identifying students at risk. In the areas of science and social studies, students who are struggling are typically identified through their reading scores as both content areas rely heavily on reading. Those students who are seen in RtI for reading will have informational science and social studies content covered in their daily interventions. This will help those students gain missing content information but will also help to increase their fluency and comprehension in reading.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

The classroom teacher meets the individual needs of the students through the use of centers, scaffolding, blended learning, and the implementation of extended thinking. Centers are being utilized in grades 3-8 in the areas of math and reading. Within these centers, writing across content areas as well as science and social studies concepts are reviewed based on the needs of the students. The students are placed into groups based on their skill level, and they rotate through the centers. The centers are developed using the depth of knowledge wheel focusing on levels two and three to increase student learning and application.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

At Joy Preparatory Academy, our goal is for all students to succeed academically. Various State, local, and Federal programs/resources are used to support students' academic, social, and basic needs so barriers to success are alleviated. A list documenting these sources and how to support the schoolwide program is as follows:

Federal National School Lunch Program (NSLP)- This program provides daily nutritious and well-balanced breakfasts and lunches to ensure that every child is healthy and ready to learn.

Title I- We use these funds to hire staff that provide academic support during the school day, as well as for extended learning opportunities (i.e. summer school and after-school tutoring). We have also hired curriculum and data coaches to improve the quality of instruction. These funds are used to support parent involvement activities and preschool transition, as well.

Title II A- We use these funds to provide professional development for our staff.

McKinney-Vento Homeless Education Assistance Act- This funding allows JPA to support families of the academy that are homeless by providing transportation, uniforms, and other necessary assistance.

State Title I Section 31A- We use these funds to hire para-professionals to provide extra academic support to qualified students.

Local Positive Behavior Intervention Support (PBIS) Grant- Wayne RESA provides this grant money to supplement our PBIS program. This helps improve student behavior to create the optimal learning environment for our students.

Mobile Dentist- A local non-profit that provides our students with dental care. This ensures the health of our students. so they can attend school regularly.

Vision and Hearing Screenings- The Wayne County Health Department provides screenings and referrals for vision and hearing to our students. These screenings provide early detentions of barriers that may effect a student's learning.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

The following services or programs are offered to joy Preparatory Academy parents and students in order to achieve the school-wide goals:

- Title I Teacher/Interventionists
- Paraprofessionals
- AimsWeb Assessment
- NWEA Assessment
- Study Island Assessment
- Supplies and Materials for Literacy Plan
- Parent Workshop

1. Comprehensive Needs Assessment:

- Data Team
(Analyze data and create common assessments) Title-I
- Response to Intervention (RTI) Team (support for students not on target)

2. School-wide reform strategies: Title - I

School Improvement Plan

Joy Preparatory Academy

- RTI
 - Interventionists
 - Tutors
3. Highly qualified staff:
- All staff have met this criteria
4. Attract and Retain Highly Qualified Staff: General Funds
- Benefits package
 - New Teacher Academy
 - Psychologist and social worker
 - Positive school climate shared decision making
 - Opportunity for teacher leadership Title I
 - Instructional coach to support classroom teachers
5. Professional Development: Title IIA
- Professional development on school-wide programs: My math, Reading & Language Arts Center, Battle Creek Math & Science Center
6. Parent involvement: Title I
- Fall Title I Meetings and Parent -School Compact Capsule Night
 - Training parents on the curriculum at monthly workshops
 - Student led conferences
 - Parent teacher organization (PTO) meetings
 - Automated Phone System (School Reach)
 - Parent/student book club
 - Annual nutrition program
 - Family reading night and family math night
7. Preschool Transition: Title - I
- Kindergarten teachers meet with preschools in the district regarding transition
 - KinderCamp summer program for preschool age children transitioning into kindergarten
 - Parents with preschool age children invited to attend kindergarten workshops
8. Assessment Decisions: Title-I
- RTI Committee Data Team, Positive behavior Intervention Support (PBIS) Committee, School Improvement Team (SIT) conduct on-going evaluation of assessments: Study Island, Aimsweb, Reading A-Z, My Math, Developmental Reading Assessment (DRA), NWEA
9. Timely and Additional Assistance 31a
- Para educators Title I
 - Title I teachers
 - After school tutoring
 - Summer School Program
 - Special education teachers
 - Speech therapist instructional support
10. Coordination of integration of Federal, State and Local Resources:
- Free lunch, breakfast and supper program

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs,

housing programs, Head Start, adult education, vocational and technical education, and job training.

Joy Preparatory Academy (JPA) is able to offer free and reduced lunch to all students through the National School Lunch Program (NSLP).

This program provides a daily nutritious and well balanced meal to ensure that every child is healthy and ready to learn.

The positive behavior Intervention Support (PBIS) program has been successfully implemented for the past three years at JPA. It is a program that highlights positive behavior by offering incentives and preventing negative behavior by using early interventions. Effectively, it has improved the climate of the school, which permits an environment conducive to learning.

The McKinney Vento Homeless Education Assistance Act allows JPA to support the families of the academy that are homeless by providing transportation, uniforms, graduation preparations and other necessary assistance. Collectively, these programs are designed to provide a wide spectrum of support services to promote the success of each student.

The Mobile Dentist Program: It is a program where a team of dental technicians come to the school twice a year to provide dental examinations, care and referral.

The Vision and Hearing Screenings: The Wayne County Health Department provides visions and hearing screenings and referrals

Focus Hope is a neighborhood Network Partnership through United Way: United Way is seeking to expand the Early Development Instrument (EDI) to include identified kindergarten classrooms in the tri-county area in an effort to engage communities in a data driven process to inform and improve early childhood service systems.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Joy Preparatory Academy will be incorporating three initiative for the 2016-2017 school year. The first is the Rtl program. This program is evaluated throughout the year through the review of NWEA benchmark data, DRA data, AimsWeb data, and other progress monitoring data. The data are reviewed during Rtl meetings which take place at least monthly where student performance and gains are discussed.

Differentiation instruction is our second initiative and is evaluated on a continual basis through the weekly review of lesson plans, classroom walkthroughs, and formal observations. These tools are reviewed on a weekly basis during grade level meetings where the instructional coach meets with all grade level teachers.

Data review is the last initiative at Joy Prep. Through the use of data, the staff has been able to identify standards that need to be retaught through an 8 day reteach plan. We have also been able to identify the claims on the State assessment tool where our students need extra support. This extra support is then embedded in the teachers' daily plans throughout the year.

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

The results of the assessments are evaluated by the Rtl (multi-tiered system) and Data Teams. Upon the evaluation process, the team then determines the instructional adjustments and interventions needed in order to increase student achievement. Students not proficient in the common core contents are referred to the the Tier II and III interventionist to address their deficiencies. Letters are sent to the parents of the students who are enrolled in the Rtl program. The interventionist will evaluate the progress of the students and keep the parents involved by issuing quarterly reports. Annual assessment reports are distributed to the parents at the completion of the school year.

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

Through student previous M-Step scores, test results from the NWEA, DRA, and AimsWeb, students who have been identified to receive additional support and are given individual goals. Students are taught and re-taught the identified goals through out the academic year. Aimsweb is used as a progress monitoring tool and NWEA is administered in the fall, winter and spring. These results are used in determining whether the school wide programs were effective or not. These goals are communicated to the parents at student-led conferences.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Based on the evaluation of the RTI program the plan is revised accordingly. The RTI team evaluates results of the performance assessment as well as utilizes an evaluation tool to determine necessary changes. The analysis of the parent, student and staff surveys are taken under consideration when revising the plan. On-going adjustments to the plan are made during monthly RTI meetings, workshops and professional developments.

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

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 at Joy Preparatory Academy (Dexter) will become proficient in math.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$129750
2	All students at Joy Preparatory Academy(Dexter) will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$69694
3	All students at Joy Preparatory Academy (Dexter) will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$68644
4	All students at Joy Preparatory Academy (Dexter) will become proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$51797
5	All students at Joy Preparatory Academy (Dexter) will become proficient in science.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$55297

Goal 1: All students at Joy Preparatory Academy (Dexter) will become proficient in math.

Measurable Objective 1:

15% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the M-Step assessment in Mathematics by 06/16/2016 as measured by the state accountability scorecard..

Strategy 1:

Data Driven Decision-Making - Joy Preparatory Academy is committed to the ongoing process of continuous improvement, focusing on increasing student achievement through data conversations. These data driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of proficiency. These data teams are also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments as needed.

Data teams will use a variety of data such as: classroom data, formative assessments, perception data, and benchmark tests, to make informed decision concerning both advanced students and students who need remediation. Teachers will use a student achievement data to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of teachers and student performance.

Category:

Research Cited: Bambrick-Santoyo, P. (2010). Driven by Data: A practical Guide to Improve Instruction. San Francisco, CA: John Wiley & Sons Inc.

Tier: Tier 1

Activity - Differentiated Instruction Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>These materials will be used for differentiated instruction with use of consumables and manipulative s. Students should be able to compute real-life math problems using problem-solving strategies. The use of the My Math program will be reflected in lesson plans. The instructional coach will conduct frequent observations to ensure the implementation of the program. Common assessments, report cards and standardized test will be analyzed to determine the effectiveness of the program.</p> <p>Differentiated instruction will be reflected in the teacher's lesson plans. Frequent observations will take place by the instructional coach and or school leader to the ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the strategy. Teachers will need the necessary materials to create learning centers, including desktop computers and tables for the classroom and computer lab, ELMO's (\$1000), manipulative s, and games.</p>	Direct Instruction	Tier 1	Implement	09/01/2015	06/06/2016	\$3000	Title I Part A	Classroom teachers, instructional paraprofessionals, collaborative education teachers, instructional coach, administration.

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Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive professional development on differentiated instruction. This will include training on the common core state standards. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within the building. The professional development will be provided by the Leona Group.	Professional Learning	Tier 1	Implement	09/09/2015	06/13/2016	\$3863	Title II Part A, Title I Part A	Math interventionist, educational para professionals, general education teachers, collaborative education teachers, instructional coach, administration

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in meetings geared towards teaching and learning. Small grade-level or department teams examine individual student work generated from common formative assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Academic Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$0	No Funding Required	Teachers, instructional para-professionals, instructional coach, administration

Activity - Data Team Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning	Tier 1	Implement	09/09/2015	06/13/2016	\$0	No Funding Required	General education teachers, special education teachers, instructional para-professionals, instructional coach, school leader

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Activity - Common Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will provide common assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	Academic Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$1240	Title I Part A, Title II Part A	All teachers, educational paraprofessionals, collaborative education teachers, math interventionists, instructional coach

Activity - Small Group Instruction/Instructional Instructional Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will use appropriate data to target instruction for students. The groups will be monitored and assisted by the instructional para-professionals in the classrooms. The instructional para-professionals will assist students with assignments and projects, collecting data as directed. The instructional coach will monitor the effectiveness of the small groups with the instructional paraprofessionals and interventionist.</p>	Academic Support Program	Tier 2	Implement	09/15/2015	06/13/2016	\$66900	Title I Part A, Section 31a	All instructional staff, instructional support staff, administration, and instructional coach.

Strategy 2:

Response to Intervention - Staff will implement the components and strategies of the Response to Intervention model to identify and re mediate student learning gaps. Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.

Category:

Research Cited: Research Cited: The National Center on Response to Intervention website: www.rti4success.org

Tier: Tier 1

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Joy Preparatory Academy

Data from the Aims Web test will be analyzed to determine student growth. Classroom teachers will monitor the student progress through common assessments, progress report, and report cards to determine if after school tutoring is necessary. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.	Academic Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$1250	Title I Part A	Math teachers, instructional coach, and assessment team members
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Activity - Math Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will assist staff in the development of targeted learning groups within the classroom to address learning gaps. Instructional para-professionals will assist with groups in the classroom to direct and monitor group activities. The staff will require resource books, manipulatives supplies and materials to implement the intervention program. Teachers will identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. Students are referred to a math interventionist by assessment data and teacher recommendations. The grade-level teams will collaborate with aides on the student academic status and provide quarterly progress reports. The classroom teachers and paraprofessionals will monitor the progress using Aims Web, common assessments, and the Scantron assessment.	Academic Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$2400	Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach.

Activity - RTI Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will use the material and data gathered by RTI Teams to target and assist with individual student needs. Grouping will be flexible. The groups will be monitored and assisted by a para professional outside of the classroom. The instructional para-professional and the interventionist will assist students with additional material needed to address learning gaps and report back to the classroom teacher and RTI teams. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.	Academic Support Program	Tier 2	Implement	09/09/2015	06/13/2016	\$38659	Title I Part A, Title I Part A	RTI Interventionist, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.

Activity - Positive Behavior Interventions and Support (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using the LEADS program and give monthly reports to the school improvement team (SIT). A district PBIS coach will verify data input by conducting periodic audits required by the PBIS grant.	Behavioral Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$300	Other	Teachers, instructional paraprofessionals, social worker, office personnel, instructional coach, school leader
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The after school-tutoring program will take place three times a week throughout the school year with 6 teachers, The summer enrichment program will be held six weeks in the summer, at 20 hours per week with 5 teachers and 2 instructional paraprofessionals. The after school tutoring program will require supper snack for students. The students will demonstrate an understanding of the fundamental concepts and procedures of mathematics. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. The summer enrichment program will implement field trips (\$900) to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	09/09/2015	06/13/2016	\$11088	Section 31a	Teachers, educational assistants, instructional coach, administration
Activity - Instructional Leadership training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/03/2015	06/30/2016	\$0	Title II Part A	School Leader and Instructional Coach

Strategy 3:

Parent Involvement in Student Math Progress - The school will create a series of parent involvement nights such as math and reading nights, capsule night to support parents by giving them information and strategies that will direct them when assisting their children with math.

Category:

School Improvement Plan

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Research Cited: What Successful Schools Do to Involve Families by Neal Glasgow and Paula Whitney

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct meetings where parents learn ways to support the math achievement of their children. This will require books for parents, educational incentives and supplies for the meetings and parent 2 parent meeting refreshments.	Parent Involvement	Tier 1	Implement	09/09/2015	06/30/2016	\$1050	Title I Part A	School leader, lead teachers

Goal 2: All students at Joy Preparatory Academy(Dexter) will become proficient readers.

Measurable Objective 1:

35% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the M-Step assessment in Reading by 06/13/2016 as measured by by the state assessment scorecard.

Strategy 1:

Parent Involvement in Student Literacy - The school will create a series of parent nights such as capsule, math and reading nights that will teach parents methods used in assisting students complete reading assignments.

Category:

Research Cited: What Successful Schools Do to Involve Families by Neal Glasgow and Paula Whitney

Tier: Tier 1

Activity - Parent-2-Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During parent meetings such as reading night, parents will be given tips on how to help students become better readers. This will require books for parent-child book studies, educational incentives and supplies for the meetings, and Parent-2-Parent meeting refreshments.	Parent Involvement	Tier 1	Implement	09/09/2015	06/13/2016	\$1050	Title I Part A	School leader, lead teachers

Strategy 2:

Response to Intervention - Staff will implement the components and strategies of the Response to Intervention model to identify and remediate student learning gaps.

Category:

Research Cited: The National Center on Response to Intervention website, www.rti4success.org.

Tier: Tier 1

School Improvement Plan

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Activity - Reading Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. Instructional para-professionals will assist with groups in the classroom to direct and monitor group activities. The staff will require supplies and materials to implement the intervention program.	Academic Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$1500	Title I Part A	Instructional coach, staff, tutors
Activity - Rtl Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Title I reading tutor will meet with students who have been identified through data analysis to be in need of specific interventions. The Title I ELA tutor will use best practices of instruction to address student needs. The Title I ELA tutor will collect and monitor data to assist in closing achievement gaps.</p> <p>The ELA tutor will provide tutoring to increase literacy skills for students who are below reading level. In addition, the ELA tutor will meet the student's needs in writing. Students are referred to the ELA tutor by assessment data and teacher recommendations. The ELA tutor will inform the teachers of the student's academic status by distributing quarterly progress reports. The ELA tutor will be available during quarterly student-led conferences to discuss the student's progress with the parent. The ELA tutor will monitor the progress using the AIMSweb assessment. The student will meet with the reading tutor until he/she is proficient in all areas of ELA according to multiple data sources. Tutors will pull out students to work in small groups for 50 minutes daily as well as push in weekly for collaboration and observation.</p>	Academic Support Program	Tier 2	Implement	08/10/2015	06/13/2016	\$13073	Title I Part A	Title I tutor, instructional para-professionals, general education teachers, collaborative education teachers, instructional coach, administration
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIMSweb will be administered three times yearly by the classroom teachers and assessment team members. Teachers will be provided training on the reading assessment tool (\$400), by the instructional coach. Data from the tests will be analyzed to determine growth. Classroom teachers will monitor the students' progress through common assessments, progress reports, and report cards to determine if additional assistance is needed. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$460	Title I Part A	English language arts teachers, instructional coach, and assessment team members

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Activity - Extended Learning Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The after school-tutoring program will take place three times a week throughout the school year with 6 teachers, The summer enrichment program will be held six weeks in the summer, at 20 hours per week with 5 teachers and 2 instructional paraprofessionals. The students will demonstrate an understanding of the fundamental concepts and procedures of reading. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. The summer enrichment program will implement field trips to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	09/07/2015	06/13/2016	\$12698	Section 31a	Summer school staff, after-school tutors

Activity - Positive Behavior Interventions and Support (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using the LEADS Information Systems and give monthly reports to the school improvement team (SIT). A district PBIS coach will verify data input by conducting periodic audits required by the PBIS grant.	Behavioral Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$300	Other	Teachers, instructional paraprofessionals, social worker, office personnel, instructional coach, school leader

Strategy 3:

Data Driven Decision Making - The school will conduct continuous improvement interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 100% proficiency. These data teams are also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments if needed.

Data teams in reading will use a variety of data such as: classroom data, formative assessments, perception data, and benchmark tests, to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of teachers and student performance.

Category:

Research Cited: Bambrick-Santoyo, P. (2010). Driven By Data: A Practical Guide to Improve Instruction. San Francisco, CA: John Wiley & Sons Inc.

The Leadership and Learning Center Training Manual: Data Teams. (2010). Englewood, CO: Lead + Learn Press.

School Improvement Plan

Joy Preparatory Academy

Tier: Tier 1

Activity - Differentiated Instruction and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Cooperative learning and Differentiated Instruction will be reflected in the teachers lesson plans. Frequent observations will take place by the instructional coach and the school leader to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.</p> <p>The staff will continue the use of the centers/learning stations to build a strong foundation for reading and literacy. The staff will receive training on the Phonics First program (\$600). The teachers will also require supplies, ELMO's document cameras, and materials.</p>	Direct Instruction	Tier 1	Implement	09/07/2015	06/13/2016	\$3174	Title I Part A	Classroom teachers, instructional paraprofessionals, collaborative education teachers, instructional coach, administration
Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Training on differentiated instruction will be provided to all staff. This will include training on the common core state standards. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within the building. This professional development will be provided by the Leona Group.</p>	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$1377	Title I Part A, Title II Part A	Reading interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration
Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Joy Preparatory Academy

Teachers will participate in collaborative, structured, scheduled meetings that focus on effectiveness of teaching and learning. Small grade-level or department teams examine individual student work generated from common formative assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	Teachers, instructional para-professionals, instructional coach, administration
Activity - Common Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer common assessments which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers (\$30) which will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$270	Title II Part A, Title I Part A	All teachers, educational assistants, collaborative education teachers, math interventionist, instructional coach
Activity - Small Group Instruction/Instructional Para Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Appropriate data will be used in targeting instruction for students. The groups will be monitored and assisted by the instructional para-professionals in the classrooms. The instructional para-professionals will assist students with assignments and projects, collecting data as directed.	Academic Support Program	Tier 2	Implement	09/07/2015	06/13/2016	\$35792	Title I Part A, Section 31a	All instructional staff, instructional support staff, administration, and instructional coach.
Activity - Data Team Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Joy Preparatory Academy

Teachers will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$0	Title II Part A	General education teachers, special education teachers, instructional paraprofessionals, instructional coach and school leader.
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Goal 3: All students at Joy Preparatory Academy (Dexter) will become proficient writers.

Measurable Objective 1:

25% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the pre and post test narrative and persuasive assessments in Writing by 06/13/2016 as measured by the Write Step rubric provided on the Write Steps website.

Strategy 1:

Data Driven Decision Making - Joy Prep Academy is committed to the ongoing process of continuous improvement interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster student proficiency. The data teams are responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments if needed.

The staff will continue to implement the process of Write Steps in the classroom.

Category:

Research Cited: Bambrick-Santoyo, P. (2010). Driven By Data: A Practical Guide to Improve Instruction. San Francisco, CA: John Wiley & Sons Inc.

The Leadership and Learning Center Training Manual: Data Teams. (2010). Englewood, CO: Lead + Learn Press.

Tier: Tier 1

Activity - Differentiated Instruction and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Joy Preparatory Academy

Differentiated instruction will be reflected in teacher lesson plans. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction. Common Assessment reports, report cards, and standardized tests will be analyzed to document the effectiveness of differentiated instruction. In order to implement differentiated instruction, the teacher will need the necessary professional development and materials to implement the WriteSteps program and writing stations throughout the classroom. The activity will require daily writing journal for all students to use for a running record throughout the year.	Direct Instruction	Tier 1	Implement	09/07/2015	06/13/2016	\$3174	Title I Part A	Classroom teachers, instructional paraprofessionals, collaborative education teachers, instructional coach, administration
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Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development sessions will be conducted on differentiated instruction. This will include training on the common core state standards. In addition professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within the building. This professional development will be provided by the Leona Group.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$1377	Title I Part A, Title II Part A	interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. Grade-level or department teams examine individual student work generated from common formative assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$0	No Funding Required	Teachers, instructional paraprofessionals, instructional coach, administration

Activity - Common Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Joy Preparatory Academy

<p>Teachers will provide common assessments which will allow the faculty to make data-driven decisions regarding the learning needs of their students. Formative assessments will be given with student response clickers which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$270	Title II Part A, Title I Part A	All teachers, educational para professionals, collaborative education teachers, interventionists, instructional coach
Activity - Small Group Instruction/Instructional Para Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Student will be placed in tiers (groups) based on their ability level. The groups will be monitored and assisted by the instructional para-professionals in the classrooms. The instructional coach will monitor the effectiveness of the small groups with the instructional para professionals and interventionist.</p>	Academic Support Program	Tier 2	Implement	09/07/2015	06/13/2016	\$35792	Section 31a, Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach.
Activity - Data Team Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.</p>	Professional Learning	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	General education teachers, special education teachers, instructional para-professionals, instructional coach, school leader

Strategy 2:

Response to Intervention - Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction within and out of the classroom; before, during or after the school day.

School Improvement Plan

Joy Preparatory Academy

Category:

Research Cited: The National Center on Response to Intervention website, www.rti4success.org.

Tier: Tier 1

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The after school-tutoring program will take place three times a week throughout the school year with 6. The summer enrichment program will be held six weeks in the summer, at 20 hours per week with 5 teachers and 2 instructional para-professionals. The students will demonstrate an understanding of the fundamental concepts and procedures of writing. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. The summer enrichment program will implement field trips to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	09/07/2015	06/13/2016	\$12698	Section 31a	Teachers, educational paraprofessionals, instructional coach, administration
Activity - Writing Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. The coach will assist staff in the development of targeted learning groups within the classroom. Instructional para-professionals will assist with groups in the classroom to direct and monitor group activities. The staff will require supplies and materials to implement the intervention program.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$1500	Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach.
Activity - Positive Behavior Interventions and Support (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using LEADS Information System and give monthly reports to the school improvement team (SIT) and during bi-weekly meetings. A district PBIS coach will verify data input by conducting periodic audits required by the PBIS grant.	Behavioral Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$300	Other	Teachers, instructional paraprofessionals, social worker, office personnel, instructional coach, school leader

School Improvement Plan

Joy Preparatory Academy

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing pieces are analyzed with the use of a rubric to demonstrate proficiency. Data from the assignments will be analyzed to determine growth. Classroom teachers will monitor the students' progress through common assessments, progress reports, and report cards to determine if after school tutoring is necessary. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$460	Title I Part A	ELA teachers, instructional coach, and assessment team members
Activity - RTI Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Title I tutor will meet with students who have been identified through data analysis to be in need of specific interventions. The Title I ELA tutor will use best practices of instruction to address student needs. The Title I ELA tutor will collect and monitor data to assist in closing achievement gaps.</p> <p>The ELA tutor will meet the student's needs in writing. Students are referred to the ELA tutor by assessment data and teacher recommendations. The ELA tutor will inform the teachers of the student's academic status by distributing quarterly progress reports. The ELA tutor will be available during quarterly student-led conferences to discuss the student's progress with the parent. The ELA tutor will monitor the progress using the AIMSweb assessment. The student will meet with the reading tutor until he/she is proficient in all areas of ELA according to multiple data sources. Tutors will pull out students to work in small groups for 50 minutes daily as well as push in weekly for collaboration and observation.</p>	Academic Support Program	Tier 2	Implement	09/07/2015	06/13/2016	\$13073	Title I Part A	RTI Interventionists, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.

Goal 4: All students at Joy Preparatory Academy (Dexter) will become proficient in social studies.

Measurable Objective 1:

5% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the M-Step assessment in Social Studies by 06/13/2016 as measured by the State Assessment Score card.

Strategy 1:

Data Driven Decision Making - Joy Prep Academy is committed to the ongoing process of continuous improvement interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster student proficiency. The data team is also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments if needed.

School Improvement Plan

Joy Preparatory Academy

Data teams will use a variety of data such as: classroom data, formative assessments, perception data, and benchmark tests, to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of teachers and student performance.

Category:

Research Cited: Bambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons Inc.

The Leadership and Learning Center Training Manual: *Data Teams*. (2010). Englewood, CO: Lead + Learn Press.

Tier: Tier 1

Activity - Differentiated Instruction and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct differentiated activities for each new concept taught, lesson plans will indicate these activities. The instructional coach will complete observations to monitor the implementation of these activities. Students will increase achievement on the M-Step. Field trips for students to make real-world, differentiated connections to the classroom will be implemented.	Direct Instruction	Tier 1	Implement	09/07/2015	06/13/2016	\$900	Title I Part A	Classroom teachers, instructional paraprofessionals, collaborative education teachers, instructional coach, administration

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Joy Preparatory Academy

All instructional staff will receive professional development sessions on differentiated instruction. This will include training on the common core state standards. The staff will receive training focusing on the development of instructional strategies that support differentiated instruction. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within a building. Professional development will be provided by Leona.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$1377	Title I Part A, Title II Part A	Interventionists, educational paraprofessionals, general education teachers, collaborative education teachers, instructional coach, administration
Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer common assessments which allows the faculty to make data driven decisions regarding the learning needs of their students. Grade-level or department teams examine individual student work generated from common formative assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$0	No Funding Required	Teachers, instructional paraprofessionals, instructional coach, administration
Activity - Common Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide assessment which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers which will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$270	Title I Part A, Title II Part A	All teachers, educational paraprofessionals, collaborative education teachers, interventionists, instructional coach

School Improvement Plan

Joy Preparatory Academy

Activity - Small Group Instruction/Instructional Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data in targeting instruction for students. The groups will be monitored and assisted by the instructional para-professionals in the classrooms. The instructional para-professionals will assist students with assignments and projects, collecting data as directed. The instructional coach will monitor the effectiveness of the small groups with the instructional paraprofessionals and interventionist.	Academic Support Program	Tier 2	Getting Ready	09/07/2015	06/13/2016	\$35792	Section 31a, Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach.

Activity - Data Team Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$0	No Funding Required	General education teachers, special education teachers, instructional paraprofessionals, instructional coach, school leader

Strategy 2:

Response to Intervention - Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.

Category:

Research Cited: The National Center on Response to Intervention website, www.rti4success.org.

Tier: Tier 1

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Joy Preparatory Academy

The after school-tutoring program will take place twice a week throughout the school year with 6 teachers, The summer enrichment program will be held six weeks in the summer, at 20 hours per week with 5 teachers and 2 instructional para-professionals. The students will demonstrate an understanding of the fundamental concepts of social studies. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. The summer enrichment program will implement field trips to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	09/09/2015	06/13/2016	\$12698	Section 31a	Teachers, educational paraprofessionals, instructional coach, administration
Activity - Social Studies Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. Instructional para-professionals will assist with groups in the classroom to direct and monitor group activities.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$0	No Funding Required	All instructional staff, instructional paraprofessionals, administration, and instructional coach.
Activity - Positive Behavior Interventions and Support (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using the LEADS Information System and give monthly reports to the school improvement team (SIT). A district PBIS coach will verify data input by conducting periodic audits required by the PBIS grant.	Behavioral Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$300	Other	Teachers, instructional paraprofessionals, social worker, office personnel, instructional coach, school leader
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Joy Preparatory Academy

Pre and post-tests will be administered twice during the year. Data from the tests will be analyzed to determine growth. Classroom teachers will monitor the students' progress through common assessments, progress reports, and report cards to determine if after school tutoring is necessary. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays. Social studies teachers will analyze data from the AIMSweb progress monitoring tool to focus on areas of weaknesses to strengthen their instruction in this content area.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$460	Title I Part A	Social studies teacher, instructional coach, and assessment team members
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Activity - RTI Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will use the material and data gathered by RTI Teams to target and assist with individual student needs. The groups will be monitored and assisted by the instructional Title I para-professionals outside of the classroom. The instructional para-professionals will assist students with additional material needed to address learning gap and report back to the classroom teacher and RTI teams.	Academic Support Program	Tier 2	Getting Ready	09/07/2015	06/13/2016	\$0	No Funding Required	RTI Interventionists, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.

Goal 5: All students at Joy Preparatory Academy (Dexter) will become proficient in science.

Measurable Objective 1:

5% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the M-Step assessment in Science by 06/30/2016 as measured by the State accountability score card..

Strategy 1:

Data Driven Decision Making - The data teams are also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments if needed.

Data teams will use a variety of data such as: classroom data, formative assessments, perception data, and benchmark tests, to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of teachers and student performance.

School Improvement Plan

Joy Preparatory Academy

Category:

Research Cited: Bambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons Inc.

The Leadership and Learning Center Training Manual: *Data Teams*. (2010). Englewood, CO: Lead + Learn Press.

Tier: Tier 1

Activity - Differentiated Instruction and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teacher lesson plans will reflect differentiated instruction methods. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction in the classroom. Common assessments, report cards and standardized tests will be analyzed to document the effectiveness of differentiated instruction. In order to implement differentiated instruction, the teacher will need the necessary materials to create learning centers throughout the classroom (\$180).</p> <p>Professional developments for the effective use of hands-on science activities will be provided for teachers. Teachers will conduct science experiments for each new concept taught. Lesson plans will indicate when experiments are being used. The instructional coach will complete observations to monitor the the implementation of experiments. Science experiments will aid the students in developing a concrete understanding in physical and life science strands. This will be reflected in common assessments, progress reports, and report cards. Students will increase achievement on State standardized test scores. Teachers will need science manipulatives.</p> <p>Science teachers will coordinate effective field trips to a science museum or plan in-school experience according to the curriculum (\$1200). The field trip will be used as a culminating lesson and will be included in the teacher's lesson plans. Students will complete activities before and after the scheduled field trip. Students should grasp a deeper understanding of all areas of science and increase achievement on both State standardized and Global Scholar tests. The science pod leader will will report to the school improvement team monthly. These activities will require materials for differentiated instruction with the use of consumables (\$1000) and hands-on project materials (\$1000).</p>	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$4400	Title I Part A	Classroom teachers, instructional paraprofessionals, collaborative education teachers, instructional coach, administration

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Joy Preparatory Academy

Professional development on differentiated instruction will be provided to all staff (\$969.00). This will include training on conducting science projects and attending the MAPSA Conference (\$168). The staff will receive training on common core standards focusing on the development of instructional strategies that support differentiated instruction(\$125). In addition, professional development for the school leader and coach is needed to improve the effectiveness of instructional leadership within the building. Professional development will be provided by Leona (\$610)	Professional Learning	Tier 1	Implement	09/01/2015	06/30/2016	\$1377	Title II Part A, Title I Part A	Interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration
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Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small grade-level or department teams examine individual student work generated from common formative assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	Teachers, instructional paraprofessionals, instructional coach, administration

Activity - Common Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide common assessments which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers (\$30) which will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and state standards (\$240). After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$270	Title II Part A, Title I Part A	All teachers, educational assistants, collaborative education teachers, interventionists, instructional coach

Activity - Small Group Instruction/Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Joy Preparatory Academy

<p>The tiers (groups) will be monitored and assisted by the instructional para-professionals (\$35,792) in the classrooms. The instructional para-professionals will assist students with assignments and projects, collecting data as directed.</p> <p>Science teachers will organize science oriented field trips. The field trip will be used as a culminating lesson and will be included in the teachers' lesson plans. Students will complete activities before and after the scheduled field trip. Students should grasp a deeper understanding of all areas of science and increase achievement on both MEAP and Global Scholar tests. The science pod leader will report to the school improvement team monthly.</p>	Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/30/2016	\$35792	Title I Part A, Section 31a	All instructional staff, instructional support staff, administration, and instructional coach.
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Activity - Data Team Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	General education teachers, special education teachers, instructional para-professionals, instructional coach, school leader

Strategy 2:

Response to Intervention - Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.

Category:

Research Cited: The National Center on Response to Intervention website, www.rti4success.org.

Tier: Tier 1

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The after school-tutoring program will take place twice a week throughout the school year with 6 teachers (\$4662), The summer enrichment program will be held six weeks in the summer, at 20 hours per week with 5 teachers (\$5594) and 2 instructional para-professionals (\$932). The students will demonstrate an understanding of the fundamental concepts and procedures of science. The after-school (\$300) and summer enrichment (\$300) programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. The summer enrichment program will implement field trips (\$1210) to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	\$12698	Section 31a	Teachers, educational assistants, instructional coach, administration
Activity - Science Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. Instructional para-professionals will assist with groups in the classroom to direct and monitor group activities.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$0	No Funding Required	All instructional staff, instructional support staff, administration, and instructional coach.
Activity - Positive Behavior Interventions and Support (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using the School Wide Information System (SWIS) and give monthly reports to the school improvement team (SIT). A district PBIS coach will verify data input by conducting periodic audits required by the PBIS grant (\$300).	Behavioral Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$300	Other	Teachers, instructional para-professionals, social worker, office personnel, instructional coach, school leader
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The Global Scholar assessment will be given three times per year. Data from the tests will be analyzed to determine growth. Classroom teachers will monitor the students' progress through common assessments, progress reports, and report cards to determine if after school tutoring is necessary. Copy paper (\$60) will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.</p> <p>Science teachers will analyze data from the AIMSweb progress monitoring tool to focus on areas of weaknesses to strengthen their instruction in this content area.</p>	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$460	Title I Part A	Science teachers, instructional coach, and assessment team members
Activity - RTI Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Interventionist will use the material and data gathered by RTI Teams to target and assist with individual student needs. The groups will be monitored and assisted by the instructional Title I para-professionals outside of the classroom. The instructional para-professionals will assist students with additional material needed to address learning gap and report back to the classroom teacher and RTI team.</p>	Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/30/2016	\$0	No Funding Required	RTI Interventionists, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Team Professional Development	Teachers will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning	Tier 1	Implement	09/09/2015	06/13/2016	\$0	General education teachers, special education teachers, instructional paraprofessionals, instructional coach, school leader
Data Teams	Small grade-level or department teams examine individual student work generated from common formative assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Teachers, instructional paraprofessionals, instructional coach, administration
Social Studies Intervention Materials	The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. Instructional paraprofessionals will assist with groups in the classroom to direct and monitor group activities.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$0	All instructional staff, instructional paraprofessionals, administration, and instructional coach.

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Data Teams	Teachers will participate in collaborative, structured, scheduled meetings that focus on effectiveness of teaching and learning. Small grade-level or department teams examine individual student work generated from common formative assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Teachers, instructional paraprofessionals, instructional coach, administration
Data Teams	Teachers will administer common assessments which allows the faculty to make data driven decisions regarding the learning needs of their students. Grade-level or department teams examine individual student work generated from common formative assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$0	Teachers, instructional paraprofessionals, instructional coach, administration
Data Team Professional Development	Teachers will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$0	General education teachers, special education teachers, instructional paraprofessionals, instructional coach, school leader
Data Teams	Teachers will participate in meetings geared towards teaching and learning. Small grade-level or department teams examine individual student work generated from common formative assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Academic Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$0	Teachers, instructional paraprofessionals, instructional coach, administration

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Data Team Professional Development	Teachers will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning	Tier 1	Implement	09/01/2015	06/30/2016	\$0	General education teachers, special education teachers, instructional para-professionals, instructional coach, school leader
RTI Interventionist	Interventionist will use the material and data gathered by RTI Teams to target and assist with individual student needs. The groups will be monitored and assisted by the instructional Title I para-professionals outside of the classroom. The instructional para-professionals will assist students with additional material needed to address learning gap and report back to the classroom teacher and RTI team.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/30/2016	\$0	RTI Interventionists, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.
RTI Interventionist	Interventionist will use the material and data gathered by RTI Teams to target and assist with individual student needs. The groups will be monitored and assisted by the instructional Title I para-professionals outside of the classroom. The instructional para-professionals will assist students with additional material needed to address learning gap and report back to the classroom teacher and RTI teams.	Academic Support Program	Tier 2	Getting Ready	09/07/2015	06/13/2016	\$0	RTI Interventionists, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.
Data Teams	Teachers will participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. Grade-level or department teams examine individual student work generated from common formative assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$0	Teachers, instructional para-professionals, instructional coach, administration

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Science Intervention Materials	The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. Instructional para-professionals will assist with groups in the classroom to direct and monitor group activities.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$0	All instructional staff, instructional support staff, administration, and instructional coach.
Data Team Professional Development	Teachers will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning	Tier 1	Implement	09/01/2015	06/30/2016	\$0	General education teachers, special education teachers, instructional para-professionals, instructional coach, school leader

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction/Instructional Paraprofessionals	Staff will use appropriate data to target instruction for students. The groups will be monitored and assisted by the instructional para-professionals in the classrooms. The instructional para-professionals will assist students with assignments and projects, collecting data as directed. The instructional coach will monitor the effectiveness of the small groups with the instructional paraprofessionals and interventionist.	Academic Support Program	Tier 2	Implement	09/15/2015	06/13/2016	\$18500	All instructional staff, instructional support staff, administration, and instructional coach.

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<p>Small Group Instruction/Instructional Aides</p>	<p>The tiers (groups) will be monitored and and assisted by the instructional para-professionals (\$35,792) in the classrooms. The instructional para-professionals will assist students with assignments and projects, collecting data as directed.</p> <p>Science teachers will organize science oriented field trips. The field trip will be used as a culminating lesson and will be included in the teachers' lesson plans. Students will complete activities before and after the scheduled field trip. Students should grasp a deeper understanding of all areas of science and increase achievement on both MEAP and Global Scholar tests. The science pod leader will report to the school improvement team monthly.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>06/30/2016</p>	<p>\$17896</p>	<p>All instructional staff, instructional support staff, administration, and instructional coach.</p>
<p>Small Group Instruction/Instructional Para Professionals</p>	<p>Student will be placed in tiers (groups) based on their ability level. The groups will be monitored and and assisted by the instructional para-professionals in the classrooms. The instructional coach will monitor the effectiveness of the small groups with the instructional para professionals and interventionist.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/07/2015</p>	<p>06/13/2016</p>	<p>\$17896</p>	<p>All instructional staff, instructional support staff, administration, and instructional coach.</p>
<p>Extended Learning Opportunities</p>	<p>The after school-tutoring program will take place twice a week throughout the school year with 6 teachers, The summer enrichment program will be held six weeks in the summer, at 20 hours per week with 5 teachers and 2 instructional para-professionals. The students will demonstrate an understanding of the fundamental concepts of social studies. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. The summer enrichment program will implement field trips to make connections to the real world experiences for the students.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2015</p>	<p>06/13/2016</p>	<p>\$12698</p>	<p>Teachers, educational paraprofessionals, instructional coach, administration</p>

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Extended Learning Activities	The after school-tutoring program will take place three times a week throughout the school year with 6 teachers, The summer enrichment program will be held six weeks in the summer, at 20 hours per week with 5 teachers and 2 instructional para-professionals. The students will demonstrate an understanding of the fundamental concepts and procedures of reading. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. The summer enrichment program will implement field trips to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	09/07/2015	06/13/2016	\$12698	Summer school staff, after-school tutors
Extended Learning Opportunities	The after school-tutoring program will take place twice a week throughout the school year with 6 teachers (\$4662), The summer enrichment program will be held six weeks in the summer, at 20 hours per week with 5 teachers (\$5594) and 2 instructional para-professionals (\$932). The students will demonstrate an understanding of the fundamental concepts and procedures of science. The after-school (\$300) and summer enrichment (\$300) programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. The summer enrichment program will implement field trips (\$1210) to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	\$12698	Teachers, educational assistants, instructional coach, administration
Small Group Instruction/Instructional Para Professionals	Appropriate data will be used in targeting instruction for students. The groups will be monitored and assisted by the instructional para-professionals in the classrooms. The instructional para-professionals will assist students with assignments and projects, collecting data as directed.	Academic Support Program	Tier 2	Implement	09/07/2015	06/13/2016	\$17896	All instructional staff, instructional support staff, administration, and instructional coach.

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Extended Learning Opportunities	The after school-tutoring program will take place three times a week throughout the school year with 6. The summer enrichment program will be held six weeks in the summer, at 20 hours per week with 5 teachers and 2 instructional paraprofessionals. The students will demonstrate an understanding of the fundamental concepts and procedures of writing. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. The summer enrichment program will implement field trips to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	09/07/2015	06/13/2016	\$12698	Teachers, educational paraprofessionals, instructional coach, administration
Small Group Instruction/Instructional Paraprofessionals	Staff will use data in targeting instruction for students. The groups will be monitored and assisted by the instructional paraprofessionals in the classrooms. The instructional paraprofessionals will assist students with assignments and projects, collecting data as directed. The instructional coach will monitor the effectiveness of the small groups with the instructional paraprofessionals and interventionist.	Academic Support Program	Tier 2	Getting Ready	09/07/2015	06/13/2016	\$17896	All instructional staff, instructional support staff, administration, and instructional coach.
Extended Learning Opportunities	The after school-tutoring program will take place three times a week throughout the school year with 6 teachers, The summer enrichment program will be held six weeks in the summer, at 20 hours per week with 5 teachers and 2 instructional paraprofessionals. The after school tutoring program will require supper snack for students. The students will demonstrate an understanding of the fundamental concepts and procedures of mathematics. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. The summer enrichment program will implement field trips (\$900) to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	09/09/2015	06/13/2016	\$11088	Teachers, educational assistants, instructional coach, administration

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Common Formative Assessment	<p>Teachers will provide assessment which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$30	All teachers, educational paraprofessionals, collaborative education teachers, interventionists, instructional coach
Math Intervention Materials	<p>The instructional coach will assist staff in the development of targeted learning groups within the classroom to address learning gaps. Instructional para-professionals will assist with groups in the classroom to direct and monitor group activities. The staff will require resource books, manipulatives supplies and materials to implement the intervention program.</p> <p>Teachers will identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. Students are referred to a math interventionist by assessment data and teacher recommendations. The grade-level teams will collaborate with aides on the student academic status and provide quarterly progress reports. The classroom teachers and paraprofessionals will monitor the progress using Aims Web, common assessments, and the Scantron assessment.</p>	Academic Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$2400	All instructional staff, instructional support staff, administration, and instructional coach.
Writing Intervention Materials	<p>The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. The coach will assist staff in the development of targeted learning groups within the classroom. Instructional para-professionals will assist with groups in the classroom to direct and monitor group activities. The staff will require supplies and materials to implement the intervention program.</p>	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$1500	All instructional staff, instructional support staff, administration, and instructional coach.

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Common Formative Assessment	<p>Teachers will provide common assessments which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers (\$30) which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and state standards (\$240). After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$30	All teachers, educational assistants, collaborative education teachers, interventionists, instructional coach
Professional Development on Differentiated Instruction	Professional development sessions will be conducted on differentiated instruction. This will include training on the common core state standards. In addition professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within the building. This professional development will be provided by the Leona Group.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$969	interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration
Progress Monitoring	<p>The Global Scholar assessment will be given three times per year. Data from the tests will be analyzed to determine growth. Classroom teachers will monitor the students' progress through common assessments, progress reports, and report cards to determine if after school tutoring is necessary. Copy paper (\$60) will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.</p> <p>Science teachers will analyze data from the AIMSweb progress monitoring tool to focus on areas of weaknesses to strengthen their instruction in this content area.</p>	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$460	Science teachers, instructional coach, and assessment team members

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Progress Monitoring	Data from the Aims Web test will be analyzed to determine student growth. Classroom teachers will monitor the student progress through common assessments, progress report, and report cards to determine if after school tutoring is necessary. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.	Academic Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$1250	Math teachers, instructional coach, and assessment team members
RTI Interventionist	Interventionist will use the material and data gathered by RTI Teams to target and assist with individual student needs. Grouping will be flexible. The groups will be monitored and assisted by a para professional outside of the classroom. The instructional para-professional and the interventionist will assist students with additional material needed to address learning gaps and report back to the classroom teacher and RTI teams. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.	Academic Support Program	Tier 2	Implement	09/09/2015	06/13/2016	\$22939	RTI Interventionist, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.
Professional Development on Differentiated Instruction	The staff will receive professional development on differentiated instruction. This will include training on the common core state standards. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within the building. The professional development will be provided by the Leona Group.	Professional Learning	Tier 1	Implement	09/09/2015	06/13/2016	\$1000	Math interventionist, educational para professionals, general education teachers, collaborative education teachers, instructional coach, administration
Differentiated Instruction and Materials	Differentiated instruction will be reflected in teacher lesson plans. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction. Common Assessment reports, report cards, and standardized tests will be analyzed to document the effectiveness of differentiated instruction. In order to implement differentiated instruction, the teacher will need the necessary professional development and materials to implement the WriteSteps program and writing stations throughout the classroom. The activity will require daily writing journal for all students to use for a running record throughout the year.	Direct Instruction	Tier 1	Implement	09/07/2015	06/13/2016	\$3174	Classroom teachers, instructional para-professionals, collaborative education teachers, instructional coach, administration

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Professional Development on Differentiated Instruction	All instructional staff will receive professional development sessions on differentiated instruction. This will include training on the common core state standards. The staff will receive training focusing on the development of instructional strategies that support differentiated instruction. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within a building. Professional development will be provided by Leona.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$969	Interventionists, educational paraprofessionals, general education teachers, collaborative education teachers, instructional coach, administration
Small Group Instruction/Instructional Paraprofessionals	Staff will use data in targeting instruction for students. The groups will be monitored and assisted by the instructional paraprofessionals in the classrooms. The instructional paraprofessionals will assist students with assignments and projects, collecting data as directed. The instructional coach will monitor the effectiveness of the small groups with the instructional paraprofessionals and interventionist.	Academic Support Program	Tier 2	Getting Ready	09/07/2015	06/13/2016	\$17896	All instructional staff, instructional support staff, administration, and instructional coach.
Common Formative Assessment	Teachers will administer common assessments which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers (\$30) which will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$30	All teachers, educational assistants, collaborative education teachers, math interventionists, instructional coach
Parent Meetings	Conduct meetings where parents learn ways to support the math achievement of their children. This will require books for parents, educational incentives and supplies for the meetings and parent 2 parent meeting refreshments.	Parent Involvement	Tier 1	Implement	09/09/2015	06/30/2016	\$1050	School leader, lead teachers

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Common Formative Assessment	<p>Teachers will provide common assessments which will allow the faculty to make data-driven decisions regarding the learning needs of their students. Formative assessments will be given with student response clickers which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$30	All teachers, educational para professionals, collaborative education teachers, interventionists, instructional coach
Small Group Instruction/Instructional Para Professionals	Appropriate data will be used in targeting instruction for students. The groups will be monitored and assisted by the instructional para-professionals in the classrooms. The instructional para-professionals will assist students with assignments and projects, collecting data as directed.	Academic Support Program	Tier 2	Implement	09/07/2015	06/13/2016	\$17896	All instructional staff, instructional support staff, administration, and instructional coach.
Small Group Instruction/Instructional Paraprofessionals	Staff will use appropriate data to target instruction for students. The groups will be monitored and assisted by the instructional para-professionals in the classrooms. The instructional para-professionals will assist students with assignments and projects, collecting data as directed. The instructional coach will monitor the effectiveness of the small groups with the instructional paraprofessionals and interventionist.	Academic Support Program	Tier 2	Implement	09/15/2015	06/13/2016	\$48400	All instructional staff, instructional support staff, administration, and instructional coach.
Reading Intervention Materials	. The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. Instructional para-professionals will assist with groups in the classroom to direct and monitor group activities. The staff will require supplies and materials to implement the intervention program.	Academic Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$1500	Instructional coach, staff, tutors

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<p>Common Formative Assessment</p>	<p>Teachers will provide common assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2015</p>	<p>06/13/2016</p>	<p>\$1000</p>	<p>All teachers, educational paraprofessionals, collaborative education teachers, math interventionists, instructional coach</p>
<p>Parent-2-Parent Meetings</p>	<p>During parent meetings such as reading night, parents will be given tips on how to help students become better readers. This will require books for parent-child book studies, educational incentives and supplies for the meetings, and Parent-2-Parent meeting refreshments.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2015</p>	<p>06/13/2016</p>	<p>\$1050</p>	<p>School leader, lead teachers</p>
<p>Small Group Instruction/Instructional Aides</p>	<p>The tiers (groups) will be monitored and assisted by the instructional para-professionals (\$35,792) in the classrooms. The instructional para-professionals will assist students with assignments and projects, collecting data as directed.</p> <p>Science teachers will organize science oriented field trips. The field trip will be used as a culminating lesson and will be included in the teachers' lesson plans. Students will complete activities before and after the scheduled field trip. Students should grasp a deeper understanding of all areas of science and increase achievement on both MEAP and Global Scholar tests. The science pod leader will report to the school improvement team monthly.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>06/30/2016</p>	<p>\$17896</p>	<p>All instructional staff, instructional support staff, administration, and instructional coach.</p>

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Professional Development on Differentiated Instruction	Professional development on differentiated instruction will be provided to all staff (\$969.00). This will include training on conducting science projects and attending the MAPSA Conference (\$168). The staff will receive training on common core standards focusing on the development of instructional strategies that support differentiated instruction(\$125). In addition, professional development for the school leader and coach is needed to improve the effectiveness of instructional leadership within the building. Professional development will be provided by Leona (\$610)	Professional Learning	Tier 1	Implement	09/01/2015	06/30/2016	\$969	Interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration
Progress Monitoring	Pre and post-tests will be administered twice during the year. Data from the tests will be analyzed to determine growth. Classroom teachers will monitor the students' progress through common assessments, progress reports, and report cards to determine if after school tutoring is necessary. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays. Social studies teachers will analyze data from the AIMSweb progress monitoring tool to focus on areas of weaknesses to strengthen their instruction in this content area.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$460	Social studies teacher, instructional coach, and assessment team members
RTI Interventionist	Interventionist will use the material and data gathered by RTI Teams to target and assist with individual student needs. Grouping will be flexible. The groups will be monitored and assisted by a para professional outside of the classroom. The instructional para-professional and the interventionist will assist students with additional material needed to address learning gaps and report back to the classroom teacher and RTI teams. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.	Academic Support Program	Tier 2	Implement	09/09/2015	06/13/2016	\$15720	RTI Interventionist, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.

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Professional Development on Differentiated Instruction	Training on differentiated instruction will be provided to all staff. This will include training on the common core state standards. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within the building. This professional development will be provided by the Leona Group.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$969	Reading interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration
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School Improvement Plan

Joy Preparatory Academy

<p>Differentiated Instruction and Materials</p>	<p>Teacher lesson plans will reflect differentiated instruction methods. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction in the classroom. Common assessments, report cards and standardized tests will be analyzed to document the effectiveness of differentiated instruction. In order to implement differentiated instruction, the teacher will need the necessary materials to create learning centers throughout the classroom (\$180).</p> <p>Professional developments for the effective use of hands-on science activities will be provided for teachers. Teachers will conduct science experiments for each new concept taught. Lesson plans will indicate when experiments are being used. The instructional coach will complete observations to monitor the the implementation of experiments. Science experiments will aid the students in developing a concrete understanding in physical and life science strands. This will be reflected in common assessments, progress reports, and report cards. Students will increase achievement on State standardized test scores. Teachers will need science manipulatives.</p> <p>Science teachers will coordinate effective field trips to a science museum or plan in-school experience according to the curriculum (\$1200). The field trip will be used as a culminating lesson and will be included in the teacher's lesson plans. Students will complete activities before and after the scheduled field trip. Students should grasp a deeper understanding of all areas of science and increase achievement on both State standardized and Global Scholar tests. The science pod leader will report to the school improvement team monthly. These activities will require materials for differentiated instruction with the use of consumables (\$1000) and hands-on project materials (\$1000).</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2015</p>	<p>06/30/2016</p>	<p>\$4400</p>	<p>Classroom teachers, instructional paraprofessionals, collaborative education teachers, instructional coach, administration</p>
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School Improvement Plan

Joy Preparatory Academy

Differentiated Instruction and Materials	Teachers will conduct differentiated activities for each new concept taught, lesson plans will indicate these activities. The instructional coach will complete observations to monitor the implementation of these activities. Students will increase achievement on the M-Step. Field trips for students to make real-world, differentiated connections to the classroom will be implemented.	Direct Instruction	Tier 1	Implement	09/07/2015	06/13/2016	\$900	Classroom teachers, instructional paraprofessionals, collaborative education teachers, instructional coach, administration
Differentiated Instruction Materials	<p>These materials will be used for differentiated instruction with use of consumables and manipulatives. Students should be able to compute real-life math problems using problem-solving strategies. The use of the My Math program will be reflected in lesson plans. The instructional coach will conduct frequent observations to ensure the implementation of the program. Common assessments, report cards and standardized test will be analyzed to determine the effectiveness of the program.</p> <p>Differentiated instruction will be reflected in the teacher's lesson plans. Frequent observations will take place by the instructional coach and or school leader to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the strategy. Teachers will need the necessary materials to create learning centers, including desktop computers and tables for the classroom and computer lab, ELMO's (\$1000), manipulatives, and games.</p>	Direct Instruction	Tier 1	Implement	09/01/2015	06/06/2016	\$3000	Classroom teachers, instructional paraprofessionals, collaborative education teachers, instructional coach, administration.
Differentiated Instruction and Materials	<p>Cooperative learning and Differentiated Instruction will be reflected in the teachers lesson plans. Frequent observations will take place by the instructional coach and the school leader to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.</p> <p>The staff will continue the use of the centers/learning stations to build a strong foundation for reading and literacy. The staff will receive training on the Phonics First program (\$600). The teachers will also require supplies, ELMO's document cameras, and materials.</p>	Direct Instruction	Tier 1	Implement	09/07/2015	06/13/2016	\$3174	Classroom teachers, instructional paraprofessionals, collaborative education teachers, instructional coach, administration

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Progress Monitoring	AIMSweb will be administered three times yearly by the classroom teachers and assessment team members. Teachers will be provided training on the reading assessment tool (\$400), by the instructional coach. Data from the tests will be analyzed to determine growth. Classroom teachers will monitor the students' progress through common assessments, progress reports, and report cards to determine if additional assistance is needed. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$460	English language arts teachers, instructional coach, and assessment team members
Small Group Instruction/Instructional Para Professionals	Student will be placed in tiers (groups) based on their ability level. The groups will be monitored and assisted by the instructional para-professionals in the classrooms. The instructional coach will monitor the effectiveness of the small groups with the instructional para professionals and interventionist.	Academic Support Program	Tier 2	Implement	09/07/2015	06/13/2016	\$17896	All instructional staff, instructional support staff, administration, and instructional coach.
Rtl Interventionist	<p>The Title I reading tutor will meet with students who have been identified through data analysis to be in need of specific interventions. The Title I ELA tutor will use best practices of instruction to address student needs. The Title I ELA tutor will collect and monitor data to assist in closing achievement gaps.</p> <p>The ELA tutor will provide tutoring to increase literacy skills for students who are below reading level. In addition, the ELA tutor will meet the student's needs in writing. Students are referred to the ELA tutor by assessment data and teacher recommendations. The ELA tutor will inform the teachers of the student's academic status by distributing quarterly progress reports. The ELA tutor will be available during quarterly student-led conferences to discuss the student's progress with the parent. The ELA tutor will monitor the progress using the AIMSweb assessment. The student will meet with the reading tutor until he/she is proficient in all areas of ELA according to multiple data sources. Tutors will pull out students to work in small groups for 50 minutes daily as well as push in weekly for collaboration and observation.</p>	Academic Support Program	Tier 2	Implement	08/10/2015	06/13/2016	\$13073	Title I tutor, instructional para-professionals, general education teachers, collaborative education teachers, instructional coach, administration

School Improvement Plan

Joy Preparatory Academy

Progress Monitoring	Writing pieces are analyzed with the use of a rubric to demonstrate proficiency. Data from the assignments will be analyzed to determine growth. Classroom teachers will monitor the students' progress through common assessments, progress reports, and report cards to determine if after school tutoring is necessary. Copy paper will be purchased for distribution of hard copies for staff, students and parents, as well as for data wall displays.	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$460	ELA teachers, instructional coach, and assessment team members
RTI Interventionist	<p>The Title I tutor will meet with students who have been identified through data analysis to be in need of specific interventions. The Title I ELA tutor will use best practices of instruction to address student needs. The Title I ELA tutor will collect and monitor data to assist in closing achievement gaps.</p> <p>The ELA tutor will meet the student's needs in writing. Students are referred to the ELA tutor by assessment data and teacher recommendations. The ELA tutor will inform the teachers of the student's academic status by distributing quarterly progress reports. The ELA tutor will be available during quarterly student-led conferences to discuss the student's progress with the parent. The ELA tutor will monitor the progress using the AIMSweb assessment. The student will meet with the reading tutor until he/she is proficient in all areas of ELA according to multiple data sources. Tutors will pull out students to work in small groups for 50 minutes daily as well as push in weekly for collaboration and observation.</p>	Academic Support Program	Tier 2	Implement	09/07/2015	06/13/2016	\$13073	RTI Interventionists, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Joy Preparatory Academy

Positive Behavior Interventions and Support (PBIS)	PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using the School Wide Information System (SWIS) and give monthly reports to the school improvement team (SIT). A district PBIS coach will verify data input by conducting periodic audits required by the PBIS grant (\$300).	Behavioral Support Program	Tier 1	Implement	09/01/2015	06/30/2016	\$300	Teachers, instructional professionals, social worker, office personnel, instructional coach, school leader
Positive Behavior Interventions and Support (PBIS)	PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using the LEADS program and give monthly reports to the school improvement team (SIT). A district PBIS coach will verify data input by conducting periodic audits required by the PBIS grant.	Behavioral Support Program	Tier 1	Implement	09/09/2015	06/13/2016	\$300	Teachers, instructional professionals, social worker, office personnel, instructional coach, school leader
Positive Behavior Interventions and Support (PBIS)	PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using the LEADS Information Systems and give monthly reports to the school improvement team (SIT). A district PBIS coach will verify data input by conducting periodic audits required by the PBIS grant.	Behavioral Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$300	Teachers, instructional professionals, social worker, office personnel, instructional coach, school leader
Positive Behavior Interventions and Support (PBIS)	PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using LEADS Information System and give monthly reports to the school improvement team (SIT) and during bi-weekly meetings. A district PBIS coach will verify data input by conducting periodic audits required by the PBIS grant.	Behavioral Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$300	Teachers, instructional professionals, social worker, office personnel, instructional coach, school leader

School Improvement Plan

Joy Preparatory Academy

Positive Behavior Interventions and Support (PBIS)	PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using the LEADS Information System and give monthly reports to the school improvement team (SIT). A district PBIS coach will verify data input by conducting periodic audits required by the PBIS grant.	Behavioral Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$300	Teachers, instructional paraprofessionals, social worker, office personnel, instructional coach, school leader
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Differentiated Instruction	All instructional staff will receive professional development sessions on differentiated instruction. This will include training on the common core state standards. The staff will receive training focusing on the development of instructional strategies that support differentiated instruction. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within a building. Professional development will be provided by Leona.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$408	Interventionists, educational paraprofessionals, general education teachers, collaborative education teachers, instructional coach, administration
Instructional Leadership training	Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/03/2015	06/30/2016	\$0	School Leader and Instructional Coach

School Improvement Plan

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Data Team Professional Development	Teachers will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$0	General education teachers, special education teachers, instructional paraprofessionals, instructional coach and school leader.
Professional Development on Differentiated Instruction	Training on differentiated instruction will be provided to all staff. This will include training on the common core state standards. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within the building. This professional development will be provided by the Leona Group.	Professional Learning	Tier 1	Implement	09/07/2015	06/13/2016	\$408	Reading interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration
Professional Development on Differentiated Instruction	Professional development on differentiated instruction will be provided to all staff (\$969.00). This will include training on conducting science projects and attending the MAPSA Conference (\$168). The staff will receive training on common core standards focusing on the development of instructional strategies that support differentiated instruction(\$125). In addition, professional development for the school leader and coach is needed to improve the effectiveness of instructional leadership within the building. Professional development will be provided by Leona (\$610)	Professional Learning	Tier 1	Implement	09/01/2015	06/30/2016	\$408	Interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration

School Improvement Plan

Joy Preparatory Academy

<p>Common Formative Assessment</p>	<p>Teachers will provide common assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2015</p>	<p>06/13/2016</p>	<p>\$240</p>	<p>All teachers, educational paraprofessionals, collaborative education teachers, math interventionists, instructional coach</p>
<p>Common Formative Assessment</p>	<p>Teachers will provide common assessments which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers (\$30) which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and state standards (\$240). After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2015</p>	<p>06/30/2016</p>	<p>\$240</p>	<p>All teachers, educational assistants, collaborative education teachers, interventionists, instructional coach</p>

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Professional Development on Differentiated Instruction	The staff will receive professional development on differentiated instruction. This will include training on the common core state standards. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within the building. The professional development will be provided by the Leona Group.	Professional Learning	Tier 1	Implement	09/09/2015	06/13/2016	\$2863	Math interventionist, educational professionals, general education teachers, collaborative education teachers, instructional coach, administration
Common Formative Assessment	<p>Teachers will administer common assessments which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers (\$30) which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	Academic Support Program	Tier 1	Implement	09/07/2015	06/13/2016	\$240	All teachers, educational assistants, collaborative education teachers, math interventionists, instructional coach

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Joy Preparatory Academy

<p>Common Formative Assessment</p>	<p>Teachers will provide assessment which will allow the faculty to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. Formative assessments will be given with student response clickers which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/07/2015</p>	<p>06/13/2016</p>	<p>\$240</p>	<p>All teachers, educational paraprofessionals, collaborative teachers, interventionists, instructional coach</p>
<p>Professional Development on Differentiated Instruction</p>	<p>Professional development sessions will be conducted on differentiated instruction. This will include training on the common core state standards. In addition professional development for the school leader and instructional coach is needed to improve the effectiveness of instructional leadership within the building. This professional development will be provided by the Leona Group.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/07/2015</p>	<p>06/13/2016</p>	<p>\$408</p>	<p>interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration</p>
<p>Common Formative Assessment</p>	<p>Teachers will provide common assessments which will allow the faculty to make data-driven decisions regarding the learning needs of their students. Formative assessments will be given with student response clickers which will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of common assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop common assessments in each subject area. This task will be accomplished during grade level meetings. The assessments will then be reviewed at curriculum pod meetings and by the instructional coach.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/07/2015</p>	<p>06/13/2016</p>	<p>\$240</p>	<p>All teachers, educational paraprofessionals, collaborative teachers, interventionists, instructional coach</p>