



# **Single Building District Improvement Plan**

Joy Preparatory Academy

Joy Preparatory Academy

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## **Introduction**

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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.

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

# **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 Title I Night and by the teachers' syllabi.

# **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 comprehensive needs assessment was conducted by the school improvement team (SIT). The school improvement team includes all instructional staff. In addition, other stakeholder groups have been invited to attend SIT meetings, including support staff, administration, and parents.

For the comprehensive needs assessment, data was presented to the school improvement team. The team then broke up into departments and each department analyzed the data, specific to the subject taught. The full school improvement team then reconvened, and each department presented their data, so the greatest areas of need and strength could be determined holistically. The team entered the improvement process, discussing where the Academy was, where it needed to be, and how to get there.

### 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?

Joy Preparatory Academy State Index Score is 30.37. This falls below the state cut score of 30.64. The students' proficiency on the 2017 M-Step contributed to this score. Overall, the percentage of proficient students fell from 17.4% on the 2016 ELA M-STEP assessment to 14.1% proficient on the 2017 ELA M-STEP assessment. The percentage of proficient students increased from 5.4% on the 2016 Mathematics M-STEP assessment to 6.2% on the 2017 M-STEP. In addition, the number of proficient students on the Science M-STEP assessment fell from 12.1% in 2016 to 0% proficient in 2017. The percentage of proficient student increased on the Social Studies M-STEP Assessment. In 2016, 0% of students were proficient on the assessment. In 2017, 5.9% were proficient. The fourth, fifth, and sixth grades showed the lowest percentage of proficient students on both the ELA and mathematics 2017 M-STEP assessment.

The school's 2017-2018 district assessment showed that the third, fourth, and fifth grades had the lowest levels of students proficient in both ELA and mathematics. Overall, an average of 14.8% of students were proficient on the reading assessment in grades three through eight. An average of 12.9% of students were proficient on the mathematics assessments in grades three through eight.

The process data shows that Standard 2 (Governance and Leadership) received the highest overall rating of 3.5. The school leadership facilitates a culture of collaboration, which creates the opportunity for shared leadership. Standard 3 (Teaching and Assessing for Learning) received a high overall rating of 3.33. The entire staff has come together to create a structure where the individual needs of students are met by utilizing small group assignments, where each student in the school is assigned to an adult. Standard 5 (Using Results for Continuous Improvement) received the lowest overall rating on the Self Assessment of 2.6. This is due, in part, to a need for greater professional development in the area of data-driven decision making. While the instructional and support staff are proficient at the gathering data, improvement could be made on how that data is analyzed and used.

Perception data, as revealed by the stakeholders involved in the school, showed that all of the stakeholders (staff, students, and parents) felt that there are expectations that the students are held to academic and other. The students had the lowest overall satisfaction with the lack of respect that the students show the adults in the school building. The LEADs data supports this with the highest amount of referrals being written for defiance and disrespect. The staff survey showed the lowest overall satisfaction in the area resources and having sufficient materials to meet student needs. Finally, the lowest area of satisfaction from the parent survey is the shared responsibility for student

learning with its stakeholders.

The student enrollment for the current school year is 351 students. This represents an increase from the 2016-2017 student enrollment of 348. The school's enrollment was 280 students during the 2015-2016 school year. The student enrollment numbers determine how many teachers we have employed as well as the amount of resources the academy has available.

### **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.**

The school's goals are connected to the priority needs and the needs assessment by identifying which content areas are the greatest areas of concern. When looking at the state index score, Joy Preparatory Academy needs to improve in English Language Arts (ELA) and mathematics. 2017 M-STEP score in both social studies and science reveal a need for improvement as well. The school improvement plan contains goals for improving the proficiency in each of these subject areas.

According to the perception data, the issue of student disrespect continues to be a problem. LEADS data supports this with the highest amount of referrals being written for defiance/disrespect. Therefore, we have included PBIS, restorative practice, and culturally responsive professional development for our staff within our school improvement plan.

### **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?**

We have a goal to increase the proficiency of students in each subject area. These goals will be accomplished by utilizing the strategies outlined in our school improvement plan. Data driven decision making is a key strategy in this plan. Data forms the basis for instructional learning cycles (ILC). These ILC's are designed to use data to meet the needs of all students. During the ILC process, a key skill is identified by looking at benchmark data. The students are pre-tested on that skill and the data from the pre-test is analyzed. The instructional staff is then able to identify students who are already proficient in the skill and which students will need extra help. Using this information, teachers are able to differentiated instruction. The academy utilizes learning stations to meet the needs of all learners in the classroom. To further meet the needs of those students who have deficits due to being disadvantaged, we have made the response to intervention model an important strategy in our plan. Using response to intervention, the staff will apply appropriate interventions to increase deficit skills and make referrals to reading and math interventions for additional support for students who do not make their goals.

## **Component 2: Schoolwide Reform Strategies**

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

The strategies in the school-wide plan that focus on helping students reach the state's standards are: Multi-Tiered Systems of Support (Response to Intervention and Positive Behavior Intervention Support), differentiated instruction, and data-driven decision making. These strategies will be used across the curriculum.

### **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).**

The implementation of response to intervention, differentiated instruction, and data-driven decision making will increase both the quality and quantity of instruction. The academy has an instructional coach who monitors the instruction being delivered, ensuring that the necessary time is being spent on the core content areas.

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

The academy has a need to provide and coordinate learning support services to meet the unique learning needs of students. This is addressed in the plan as professional development in Response to Intervention (RtI) and differentiated instruction. The academy has one dedicated interventionist who acts as a coach to assist staff in these instructional strategies. An instructional coach monitors the staff to ensure the Response to Intervention model is occurring with fidelity. The achievement gaps, highlighted by the comprehensive needs assessment, show a greater need for staff training and coaching on data-driven decision making, RtI, and differentiated instruction. Professional development is planned and subsequent implementation will take place. In addition more resources need to be allocated to the area of ELA, mathematics, and social studies to increase the efficiency of intervention in that subject area. The low numbers of proficient students in science are the basis for the need for an effective Tier I science program.

### **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.**

Differentiated instruction and response to intervention will reach those students who require the most instructional support. In addition, the academy employs MobyMax as an aid to those students who need to work on individual skills. MobyMax can be used in all content areas. In reading, the academy uses interventionists to provide remediation to those students lacking key reading and math skills.

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

The academy utilizes instructional learning cycles as part of the data driven decision making process. A specific learning objective is chosen.  
SY 2017-2018

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one that is linked to the Common Core State Standards. A pretest is given, and the results are analyzed to determine students who are already proficient in that skill, those who are close to proficiency, and those who are not proficient. The instructional staff then develops a plan to differentiate instruction to target all three groups. At the end of the cycle, a post test is given in order to measure the attainment of the skill.

### 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?

The school's teacher turnover rate for the 2017-2018 school year is 15%.

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

Joy Preparatory Academy has an Instructional Coach who acts as a supervisor of teachers. The level of experience with a teaching staff of 20 is as follows:

20% 0-3 years of experience

60% 4-8 years of experience

20% 9-15 years of experience

0% > 16 years of experience

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

All teachers with less than 3 years experience are required to be mentored by an experienced teacher (more than 3 years). Professional development is ongoing throughout the school year to ensure continuous teacher development on the school campus and off site at various conferences. Yearly bonuses and salary increases are awarded to staff based on performance. Competitive insurance benefits are offered to teachers to ensure their health concerns are address and meet their individual or family needs.

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

All teachers with less than 3 years experience are required to be mentored by an experienced teacher (more than 3 years). Professional development is ongoing throughout the school year to ensure continuous teacher development on the school campus and off site at various conferences. Yearly bonuses and salary increases are awarded to staff based on performance. Competitive insurance benefits are offered to teachers to ensure their health concerns are address and meet their individual or family needs.

### 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 set high expectations for all staff. Everyone is accountable for continuous school improvement. The school has a shared leadership model, which allows for a lot of collaboration. Staff incentives, like staff of the month are in place to help build morale.

## 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.

The main focus of professional development that the staff received was based around formative assessment, student engagement, restorative practice, teaching the common core state standards, and tier 1 positive behavior strategies. Since we are in the learning phase of these topics in the professional learning piece, we will continue to work these topics so they are done with fidelity.

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

Our instructional coach visits classrooms regularly to observe the implementation of strategies learned from professional development. Professional development is planned on the school calendar and integrated throughout the school year. The academy uses professional learning community meetings where strategies learned in professional development are discussed and reviewed. Grade level teachers also have a common planning time and one day of the week is utilized for professional learning and data discussions

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		JPA Professional Development Calendar

## Component 6: Strategies to Increase Parental Involvement

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

Parents are able to provide input on school programs through the school improvement plan (SIP) team meetings, as well as monthly parent meetings. The academy is starting a Parent University, which will focus on topics important to parents. Parents that are not a part of either the SIP team or do not attend the parent meetings can still provide input and evaluation via the school's open door policy and school board meetings. Parent surveys are also used to gauge program effectiveness.

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

Parents are invited to be members of the school improvement team and are an integral part of any programs implemented at Joy Preparatory Academy. All programs are evaluated for desired student outcome and expected effectiveness by the SIP team prior to implementation.

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

Parents are able to provide input on school programs through the SIP team as well as the monthly parent meetings. Parents that are not a part of either the SIP team or do not attend the parent meetings can still provide input and evaluation via the school's open door policy and school board meetings. Parent surveys all also used to gauge program effectiveness.

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).**

1. Parents receive reports on assessment data, written in language that is easy for them to understand. Title I programming is explained at an orientation at the beginning of the school year. Content standards are outlined and explained to parents at an open house event, which occurs early in the school year. Progress reports go home quarterly. Parent-teacher conferences occur each quarter.

2. Informal training and materials are given to parents as dictated by the needs of the student.

3. The school leader emphasizes the importance of parent contact and the maintenance of a parent contact log at staff meetings.

4. Assessment reports, newsletters, the website, and the parent portal are written in a language parents can understand.

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

The parent involvement component will be evaluated by parent/teacher conference sign-in sheets, family events, parent meetings, parent surveys.

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

The school improvement team compiled the parent feedback to find the greatest areas of satisfaction and concern among parents. The team discussed the data and make the necessary adjustments to the program.

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

The school-parent compact is contained in the school handbook which is updated at the end of every school year, and approved by the school board. At the beginning of the next school year parents are issued the updated handbook and sign the responsibility and compact page, which is saved in the school office.

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

The parent compact is discussed at the annual Title 1 meeting, and periodically through the monthly parent meetings, monthly newsletters, and at parent-teacher conferences.

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

The parent compact is discussed at the annual Title 1 meeting, and periodically through the monthly parent meetings, monthly newsletters, and at parent-teacher conferences.

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

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

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results through the monthly school newsletter, at parent/teacher conferences, parent meetings and honors assemblies. Also the school website is a ready source for student testing results. Parent Portal is an online system, that is being setup, so parents can see their student's progress.

## **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 by attending data team meeting, department meetings, Rtl meetings, and school improvement team meetings. Teachers use the standards not met on standardized tests to develop assessments. These assessments drive the reteaching of the concepts that have not been mastered. The staff uses the AIMSweb assessment to determine which students need additional support. This assessment is administered three times a year. All assessment data is shared with parents in a timely manner.

### **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 AIMSWeb and Member Center data from the SFA program, 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 the Success For All program and MobyMax.

Students identified to attend summer school and after school tutoring are also based on scores portrayed in NWEA, AimsWeb and Member Center data. 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 AIMSWeb. 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 AIMSWeb 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 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 while 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 school-wide 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.

#### 1. Comprehensive Needs Assessment

- Title I Teacher/Interventionists
- Paraprofessionals
- AimsWeb Assessment
- NWEA Assessment
- NAIKU Assessment
- Supplies and Materials for Literacy Plan
- Parent Workshop/Parent University materials

#### 2. Data Team

(Analyze data and create common assessments) Title-I

- Interventionists

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- 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
  - Response to Intervention (RTI) Team (support for students not on target)
  - 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, MobyMax, 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 2017-2018 school year. The first is the Rtl program. This program is evaluated throughout the year through the review of NWEA benchmark data, SRA 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 walk-throughs, 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. The school is using pacing guides aligned to the CCSS. A common assessment using the Focal Point program will be given each quarter. These quarterly assessment will gauge the standards mastered by each student. 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, Focal Point, 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?**

## Single Building District Improvement Plan

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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.

# **2018-2019 School Improvement Plan**

## Overview

### Plan Name

2018-2019 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 will become proficient in math.	Objectives: 1 Strategies: 3 Activities: 18	Academic	\$249088
2	All students at Joy Preparatory Academy will become proficient in ELA.	Objectives: 1 Strategies: 3 Activities: 15	Academic	\$148492
3	All students at Joy Preparatory Academy will become proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$129268
4	All students at Joy Preparatory Academy will become proficient in science.	Objectives: 1 Strategies: 3 Activities: 15	Academic	\$112897

## Goal 1: All students at Joy Preparatory Academy will become proficient in math.

### Measurable Objective 1:

17% of All Students will demonstrate a proficiency on the M-STEP in Mathematics by 06/21/2019 as measured by the State Index Score.

### 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. This data collaboration focuses on developing a deep understanding of the current student achievement data, interpreting that data, identifying root causes of difficulty, and determining how to use the data to identify broad strategies and specific activities to foster our goal of increasing student 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 sources, 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 student achievement data to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of students and their performance.

Category: Learning Support Systems

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
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<p>Both consumable and manipulative materials will be needed for differentiated instruction. In order to present real world math activities during differentiated instruction, the instructional staff will use the "My Math" program. Use of this resource will be reflected in lesson plans. The instructional coach will conduct frequent observations to ensure its use. Common assessments through the use of FocalPoint, AIMSWEB, response to intervention assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.</p> <p>Differentiated instruction and cooperative learning will be reflected throughout 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 strategy. Teachers will need the necessary materials to implement station-based learning, including computers, laptops, or tablets for the classroom and computer lab, online subscriptions, manipulative materials, and games.</p>	Direct Instruction	Tier 1	Monitor	08/06/2018	06/21/2019	\$12700	General Fund	Classroom teachers, educational assistants, 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
<p>The staff will receive professional development on implementing the common core state standards through differentiated instruction. In addition, professional development for the school leader, math coach, and instructional coach is needed to improve the effectiveness of instruction within the building.</p>	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$3500	General Fund	Math interventionist, educational assistants, general education teachers, collaborative education teachers, math coach, instructional coach, administration

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The analysis of data through the instructional learning cycles is a function of the grade level teams and will assist the Joy Preparatory Academy instructional staff to have a more systematic approach to data driven decisions. This will be an 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 our proficiency goals. These data analysis discussions create the means for analyzing data from strategy and activity implementation, as well as the analysis of formative assessment data. Both can be used to evaluate success and adjustments can be made as needed. The data discussions will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation.</p> <p>During the instructional learning cycle, a teacher will use pre- and post-tests, and student data trackers (such as FocalPoint and AIMSWEB) to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments, both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	<p>Teacher Collaboration, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$1510</p>	<p>Section 31a, Title I Schoolwide</p>	<p>Teachers, instructional assistants, instructional coach, math coach, administration</p>
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Activity - Data Analysis Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The staff will receive training on creating common assessments, instructional learning cycles, formative assessment, and the effective analysis of data for school improvement.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$1000	General Fund	General education teachers, special education teachers, instructional assistants, math coach, instructional coach, school leader
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Activity - Monitor School Improvement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>An instructional coach will monitor the implementation of instructional strategies, as well as the analysis of the supporting data. This will be accomplished through lesson plan reviews, grade book audits, grade level meetings, walk-throughs, and staff conference sessions.</p> <p>In addition, a math coach will provide one-on-one, small group, and whole staff presentations. This job-embedded, professional development will cover best practice instruction for mathematics. The math coach will assist with the school-wide implementation of a STEAM (Science, technology, engineering, and math) curriculum. The math coach will meet with the instructional staff during staff and grade level meetings, and will discuss higher order thinking, common assessments, and highly effective teaching strategies. The coach will also observe instruction in the classroom and provide feedback to the instructional staff.</p>	Evaluation	Tier 1	Monitor	08/06/2018	06/21/2019	\$53847	General Fund, Title I Schoolwide	Math coach, instructional coach, school leader

Activity - Inter-school Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Joy Preparatory Academy staff will have the opportunity to receive professional development and to collaborate with the staff from other schools at the Teachers Institute. This off-site training will elaborate on the key practices of effective schools. Follow-up sessions will continue throughout the year.	Teacher Collaboration	Tier 1	Implement	08/27/2018	06/21/2019	\$957	Title I Schoolwide	Instructional staff, math coach, instructional coach

Activity - Student Engagement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The instructional staff will attend professional development that focuses on increasing student engagement and enhancing collaboration during whole and small-group instruction. This training will require a set of instructional materials for each teacher. Follow-up coaching will provided through grade level meetings and individual coaching sessions throughout the school year.	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/21/2019	\$2120	General Fund	Instructional staff, administration
<b>Activity - Data and School Improvement Coaching</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A data coach will provide professional learning opportunities in one-on-one, small group, and in whole staff presentations. This coaching will provide assistance with the analysis of data, and using the results to improve instruction. A school improvement coach will provide training to the school improvement team.	Professional Learning	Tier 1	Monitor	08/06/2018	06/21/2019	\$450	Section 31a	Data coach, instructional staff, administration
<b>Activity - Literacy Across the Curriculum</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A literacy coach will aid the instructional staff in implementing literacy across the curriculum. The coach will work with the staff to incorporate close and critical reading strategies, writing projects, and performance tasks. This will be accomplished through whole staff professional learning sessions and ongoing coaching. The literacy coach will also manage the Success for All program for literacy intervention.	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/21/2019	\$16841	Title I Schoolwide	Literacy coach, instructional coach, administration
<b>Activity - Integrating STEAM Across the Curriculum</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Instructional staff, the math coach, and the instructional coach will work together to integrate STEAM (Science, technology, engineering, art, and math) across the curriculum. Individuals from each content area will participate in a STEAM Team to investigate best practices and work together to develop a School-wide STEAM model. This team will then provide support for the remainder of the staff, acting as mentors for their colleagues. Integrating STEAM across the curriculum will require materials that support hands-on learning.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/06/2018	06/21/2019	\$6000	General Fund	Instructional staff, math coach, instructional coach
<b>Activity - Professional Development on STEAM</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The instructional staff will attend professional development that focuses on integrating STEAM (Science, technology, engineering, art, and math) across the curriculum.	Professional Learning	Tier 1		08/06/2018	06/21/2019	\$1200	General Fund	Instructional staff

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### Strategy 2:

Multi-Tiered Systems of Support - The staff will implement multi-tiered systems of support throughout the building. This approach will use data to target students who require additional support with academics and/or behavior. In order to identify and remediate student learning gaps, the staff will implement the components and strategies of the Response to Intervention model. Students in tier I will receive best practice instruction from the classroom teacher. Students in tiers II and III will receive additional assistance from intervention specialists. This will be accomplished through center-based intervention time. Educational assistants will push in to assist these Tier II students. Tier III students will receive additional instructional time during pull-out sessions.

Category: Learning Support Systems

Research Cited: Research Cited: The National Center on Response to Intervention website: [www.rti4success.org](http://www.rti4success.org)

Tier: Tier 2

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from Moby Max and the AIMSWEB assessments will be analyzed to determine student growth. Classroom teachers will monitor the student progress through common assessments, progress reports, NWEA data, and report cards to determine the necessity of intervention. 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	08/06/2018	06/21/2019	\$325	Title I Schoolwide	Classroom teachers, school leader, instructional coach, educational assistants, and assessment team members

Activity - Math Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The instructional coach, math coach, and math interventionist will assist staff in the development of targeted learning groups to address learning gaps. The instructional staff will implement a math intervention program. The staff will require resource books, manipulative materials, white boards, dry erase markers, paper to implement the intervention program.</p> <p>Data teams 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 reading interventionist by assessment data and classroom performance. The grade-level teams will collaborate with aides on the student academic status and provide quarterly progress reports. The classroom teachers and educational assistants will monitor student progress by using Moby Max, AIMSWEB, common assessments in FocalPoint, and the NWEA assessment data.</p>	Academic Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$3500	General Fund	All instructional staff, instructional support staff, administration, and instructional coach.
<p>Activity - RTI Interventionist</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The interventionist will use the material and data gathered by the RTI team to target and assist with individual student needs. The educational assistants and the interventionist will assist students with additional material needed to address learning gaps and report back to the classroom teacher and RTI teams.</p>	Academic Support Program	Tier 2	Implement	08/06/2018	06/21/2019	\$64896	Title I Schoolwide	RTI Interventionist, Math Coach, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.
<p>Activity - Positive Behavior Interventions and Support (PBIS)</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PBIS, including Restorative Practices, 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 and Restorative Practice. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. The PBIS team will implement a system of behavior incentives to support Tier I behavior. The behavior interventionist and social worker will serve on the PBIS team and will track data using the LEADS program. The PBIS team will analyze data, and give monthly reports to the school improvement team (SIT).	Behavioral Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$17419	Section 31a	All staff
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An after-school tutoring and an enrichment program will take place throughout the school year. Enrichment program will include music, dance, and art. A summer program will provide additional support and enrichment for students. The summer program will meet 20 hours per week, and will require six teachers and six educational assistants.  The after school programs will require supper snack for students. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	09/17/2018	07/19/2019	\$12968	Title I Schoolwide, Title IV Part A	Teachers, educational assistants, instructional coach, administration

Activity - Small Group Instruction/Educational Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use appropriate data from NWEA to target instruction for students. The groups will be monitored and assisted by the instructional assistants in the classrooms. The instructional assistants will use Moby Max to progress monitor their students as well as help to guide their interventions. The instructional coach will monitor the effectiveness of the small groups with the instructional assistants and the data coaches.	Academic Support Program	Tier 2	Monitor	08/06/2018	06/21/2019	\$48655	Section 31a	Instructional staff, instructional support staff, interventionist, math coach, instructional coach, and school leader

### Strategy 3:

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

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Category: School Culture

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
The school will 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 meeting refreshments.	Parent Involvement	Tier 1	Implement	08/06/2018	06/21/2019	\$1200	General Fund, Title I Schoolwide	School leader, lead teachers, data, instructional coach

## Goal 2: All students at Joy Preparatory Academy will become proficient in ELA.

### Measurable Objective 1:

16% of All Students will demonstrate a proficiency on the M-STEP in English Language Arts by 06/21/2019 as measured by the State Index Score.

### Strategy 1:

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

Category: Learning Support Systems

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
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 meeting refreshments.	Parent Involvement	Tier 1	Implement	08/06/2018	06/21/2019	\$1200	Title I Schoolwide, General Fund	School leader, classroom teachers, instructional coach

### Strategy 2:

Multi-Tiered Systems of Support - The staff will implement multi-tiered systems of support throughout the building. This approach will use data to target students who require additional support with academics and/or behavior. In order to identify and remediate student learning gaps, the staff will implement the components and strategies of the Response to Intervention model. Students in tier I will receive best practice instruction from the classroom teacher. Students in tiers II and III will

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receive additional assistance from intervention specialists. This will be accomplished through center-based intervention time. Educational assistants will push in to assist these Tier II students. Tier III students will receive additional instructional time during pull-out sessions.

Category: Learning Support Systems

Research Cited: The National Center on Response to Intervention website, [www.rti4success.org](http://www.rti4success.org).

Tier: Tier 1

Activity - Reading Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The instructional coach, literacy coach, and reading interventionist will assist staff in the development of targeted learning groups to address learning gaps. The instructional staff will implement a reading intervention program. The staff will require resource books, manipulative materials, white boards, dry erase markers, paper to implement the intervention program.</p> <p>Data teams 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 reading interventionist by assessment data and classroom performance. The grade-level teams will collaborate with aides on the student academic status and provide quarterly progress reports. The classroom teachers and educational assistants will monitor student progress by using Moby Max, AIMSWEB, common assessments in FocalPoint, and the NWEA assessment data.</p>	Academic Support Program	Tier 2	Implement	08/06/2018	06/21/2019	\$1000	Title I Schoolwide	Instructional coach, data coaches, educational assistants, school leader, classroom teachers.

Activity - Rtl Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The interventionist will provide intervention to increase literacy skills for students who are below reading level. In addition, the interventionist will meet the student's needs in writing. Students are referred through the use of assessment data. The interventionist will inform the classroom teachers of the student's academic status through the use of progress monitoring data. The interventionist will be available during quarterly, student-led conferences to discuss the student's progress with the parent. The interventionist will monitor the progress using the MobyMax and AIMSWEB assessment. The student will meet with the interventionist until he/she is proficient in all areas of ELA according to multiple data sources.</p>	Academic Support Program	Tier 2	Implement	08/06/2018	06/21/2019	\$21597	Title I Schoolwide	Interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration

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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from Moby Max and the AIMSWEB assessments will be analyzed to determine student growth. Classroom teachers will monitor the student progress through common assessments, progress reports, NWEA data, and report cards to determine the necessity of intervention. 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	08/06/2018	06/21/2019	\$325	Title I Schoolwide	School leader, instructional coach, data coaches, classroom teachers, educational assistants.
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An after-school tutoring and an enrichment program will take place throughout the school year. Enrichment program will include music, dance, and art. A summer program will provide additional support and enrichment for students. The summer program will meet 20 hours per week, and will require six teachers and six educational assistants. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.  The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students.	Academic Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$12968	Title IV Part A, Title I Schoolwide	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, including Restorative Practices, 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 and Restorative Practice. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. The PBIS team will implement a system of behavior incentives to support Tier I behavior. The behavior interventionist and social worker will serve on the PBIS team and will track data using the LEADS program. The PBIS team will analyze data, and give monthly reports to the school improvement team (SIT).	Behavioral Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$17419	Section 31a	Teachers, instructional professionals, social worker, office personnel, instructional coach, school leader

### Strategy 3:

Data Driven Decision Making - Joy Preparatory Academy is committed to the ongoing process of continuous improvement, focusing on increasing student achievement through data conversations. This data collaboration focuses on developing a deep understanding of the current student achievement data, interpreting that data,

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identifying root causes of difficulty, and determining how to use the data to identify broad strategies and specific activities to foster our goal of increasing student 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 sources, 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 student achievement data to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of students and their performance.

Category: Learning Support Systems

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
Differentiated instruction and cooperative learning will be reflected throughout 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 strategy. Teachers will need the necessary materials to implement station-based learning, including computers, laptops, or tablets for the classroom and computer lab, online subscriptions, manipulative materials, and games.	Direct Instruction	Tier 1	Implement	08/06/2018	06/21/2019	\$23550	Title I Schoolwide	Classroom teachers, educational assistants, 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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The staff will receive professional development on implementing the common core state standards through differentiated instruction. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instruction within the building.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$605	Title II Part A	Reading interventionists, educational assistants, general education teachers, collaborative education teachers, literacy coach, instructional coach, administration
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Activity - Small Group Instruction/Educational Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use appropriate data from NWEA to target instruction for students. The groups will be monitored and assisted by the educational assistants in the classrooms. The assistants will use Moby Max to progress monitor their students as well as help to guide their interventions. The instructional coach will monitor the effectiveness of the small groups with the educational assistants and the data coaches.	Academic Support Program	Tier 2	Implement	08/14/2017	06/22/2018	\$21138	Section 31a	All instructional staff, instructional support staff, administration, and instructional coach.

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

Joy Preparatory Academy

<p>The analysis of data through the instructional learning cycles is a function of the grade level teams and assists the Joy Preparatory Academy instructional staff in having a more systematic approach to data driven decisions. This will be an 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 our proficiency goals. These data analysis discussions create the means for analyzing data from strategy and activity implementation, as well as the analysis of formative assessment data. Both can be used to evaluate success and adjustments can be made as needed. The data discussions will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation.</p> <p>During the instructional learning cycle, a teacher will use pre- and post-tests, and student data trackers (such as FocalPoint and AIMSWEB) to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments, both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	Teacher Collaboration	Tier 1	Monitor	08/06/2018	06/21/2019	\$2343	Section 31a	Teachers, educational assistants, literacy coach, instructional coach, school leader
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Activity - Monitor School Improvement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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An instructional coach will monitor the implementation of instructional strategies, as well as the analysis of the supporting data. This will be accomplished through lesson plan reviews, grade book audits, grade level meetings, walkthroughs, and staff conference sessions. In addition, a literacy coach will provide one-on-one, small group, and whole staff presentations. This job-embedded, professional development will cover best practice instruction for mathematics. The literacy coach will assist with the school-wide implementation of the ELA curriculum, and literacy across the curriculum. The literacy coach will meet with the instructional staff during staff and grade level meetings, and will discuss higher order thinking, common assessments, and highly effective teaching strategies. The coach will also observe instruction in the classroom and provide feedback to the instructional staff.	Evaluation	Tier 1	Monitor	08/06/2018	06/21/2019	\$24397	Title I Schoolwide	Literacy coach, instructional coach, school leader
<b>Activity - Inter-school Collaboration</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Joy Preparatory Academy staff will have the opportunity to receive professional development and to collaborate with the staff from other schools at the Teachers Institute event. This off-site training will elaborate on the key practices of effective schools. Follow-up sessions will continue throughout the year.	Teacher Collaboration	Tier 1		08/06/2018	06/21/2019	\$957	Title I Schoolwide	Instructional staff
<b>Activity - Student Engagement Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The instructional staff will attend professional development that focuses on increasing student engagement and enhancing collaboration during whole and small-group instruction. This training will require a set of instructional materials for each teacher.	Professional Learning	Tier 1		08/06/2018	06/21/2019	\$2220	Section 31a	Instructional staff, administration
<b>Activity - Data and School Improvement Coaching</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A data coach will provide professional learning opportunities in one-on-one, small group, and in whole staff presentations. This coaching will provide assistance with the analysis of data, and using the results to improve instruction. A school improvement coach will provide training to the school improvement team.	Professional Learning	Tier 1	Monitor	08/06/2018	06/21/2019	\$450	Section 31a	Instructional staff, school improvement team, administration
<b>Activity - Literacy Across the Curriculum</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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A literacy coach will aid the instructional staff in implementing literacy across the curriculum. The coach will work with the staff to incorporate close and critical reading strategies, writing projects, and performance tasks. This will be accomplished through whole staff professional learning sessions and ongoing coaching. The literacy coach will also manage the Success for All program for literacy intervention.	Implementa tion	Tier 1		08/06/2018	06/21/2019	\$18323	Title I Schoolwide	Literacy coach, instructional coach, administrati on
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### Goal 3: All students at Joy Preparatory Academy will become proficient in social studies.

#### Measurable Objective 1:

10% of All Students will demonstrate a proficiency on the M-STEP assessment in Social Studies by 06/21/2019 as measured by the State Index Score.

#### 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. This data collaboration focuses on developing a deep understanding of the current student achievement data, interpreting that data, identifying root causes of difficulty, and determining how to use the data to identify broad strategies and specific activities to foster our goal of increasing student 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 sources, 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 student achievement data to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of students and their performance.

Category: Social Studies

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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Differentiated instruction and cooperative learning will be reflected throughout 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 strategy. Teachers will need the necessary materials to implement station-based learning, including computers, laptops, or tablets for the classroom and computer	Direct Instruction	Tier 1	Implement	08/06/2018	06/21/2019	\$23550	Title I Schoolwide	Classroom teachers, educational assistants, 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 implementing social studies standards through differentiated instruction. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instruction within the building.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$2001	Title I Part A, Title II Part A	Interventionists, instructional assistants, general education teachers, collaborative education teachers, instructional coach, administration

Activity - Small Group Instruction/Educational Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data from benchmark assessments to target instruction for students. The groups will be monitored and assisted by the educational assistants in the classrooms. The educational assistants will use Moby Max to progress monitor their students as well as help to guide their interventions. The instructional coach will monitor the effectiveness of the small groups with the educational assistants and the data coaches.	Academic Support Program	Tier 2	Implement	08/06/2018	06/21/2019	\$21238	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
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<p>The staff will receive training on creating common assessments, instructional learning cycles, formative assessment, and the effective analysis of data for school improvement.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$982</p>	<p>Title I Schoolwide</p>	<p>General education teachers, special education teachers, educational assistants, instructional coach, school leader</p>
<p>Activity - Data Analysis</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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<p>The analysis of data through the instructional learning cycles will become a function of the grade level teams and will assist the Joy Preparatory Academy instructional staff to have a more systematic approach to data driven decisions. This will be an 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 our proficiency goals. These data analysis discussions create the means for analyzing data from strategy and activity implementation, as well as the analysis of formative assessment data. Both can be used to evaluate success and adjustments can be made as needed. The data discussions will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. During the instructional learning cycle, a teacher will use pre- and post- tests, and student data trackers (such as FocalPoint and AIMSWEB) to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments, both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	Evaluation	Tier 1	Implement	08/06/2018	06/21/2019	\$982	Title I Schoolwide	General education teachers, special education teachers, educational assistants, instructional coach and school leader
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Activity - Monitor School Improvement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>An instructional coach will monitor the implementation of instructional strategies, as well as the analysis of the supporting data. This will be accomplished through lesson plan reviews, grade book audits, grade level meetings, walk-throughs, and staff conference sessions.</p>	Evaluation	Tier 1	Implement	08/06/2018	06/21/2019	\$24397	Title I Schoolwide	Instructional coach, school leader

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Activity - Inter-School Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Joy Preparatory Academy staff will have the opportunity to receive professional development and to collaborate with the staff from other schools at the Teachers Institute event. This off-site training will elaborate on the key practices of effective schools. Follow-up sessions will continue throughout the year.	Teacher Collaboration	Tier 1	Getting Ready	08/06/2018	06/21/2019	\$957	Title I Schoolwide	All instructional staff
Activity - Student Engagement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will attend professional development that focuses on increasing student engagement and enhancing collaboration during whole and small-group instruction. This training will require a set of instructional materials for each teacher.	Professional Learning	Tier 1		08/06/2018	08/23/2019	\$2220	Section 31a	Instructional staff, administration
Activity - Data and School Improvement Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A data will provide professional learning opportunities in one-on-one, small group, and in whole staff presentations. This coaching will provide assistance with the analysis of data, and using the results to improve instruction. A school improvement coach will provide training to the school improvement team.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$450	Section 31a	Instructional staff, school improvement team, administration
Activity - Literacy Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A literacy coach will aid the instructional staff in implementing literacy across the curriculum. The coach will work with the staff to incorporate close and critical reading strategies, writing projects, and performance tasks. This will be accomplished through whole staff professional learning sessions and ongoing coaching.	Implementation	Tier 1	Implement	08/06/2018	06/21/2019	\$18323	Title I Schoolwide	Literacy coach, instructional coach, administration

### Strategy 2:

Multi-Tiered Systems of Support - The staff will implement multi-tiered systems of support throughout the building. This approach will use data to target students who require additional support with academics and/or behavior. In order to identify and remediate student learning gaps, the staff will implement the components and strategies of the Response to Intervention model. Students in tier I will receive best practice instruction from the classroom teacher. Students in tiers II and III will receive additional assistance from intervention specialists. This will be accomplished through center-based intervention time. Educational assistants will push in to assist these Tier II students. Tier III students will receive additional instructional time during pull-out sessions.

Category: Social Studies

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Research Cited: The National Center on Response to Intervention website, [www.rti4success.org](http://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
<p>An after-school tutoring and an enrichment program will take place throughout the school year. Enrichment program will include music, dance, and art. A summer program will provide additional support and enrichment for students. The summer program will meet 20 hours per week, and will require six teachers and six educational assistants.</p> <p>The after school programs will require supper snack for students. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.</p>	Direct Instruction	Tier 1	Implement	08/06/2018	06/21/2019	\$15149	Section 31a, Title IV Part A	Teachers, educational assistants, instructional coach, administration

Activity - Social Studies Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. Educational assistants will assist with groups in the classroom to direct and monitor group activities.</p>	Academic Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$1000	Title I Schoolwide	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
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PBIS, including Restorative Practices, 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 and Restorative Practice. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. The PBIS team will implement a system of behavior incentives to support Tier I behavior. The behavior interventionist and social worker will serve on the PBIS team and will track data using the LEADS program. The PBIS team will analyze data, and give monthly reports to the school improvement team (SIT).	Behavioral Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$17419	Section 31a	Teachers, educational assistants, social worker, office personnel, instructional coach, school leader, behavior interventionist
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### Strategy 3:

Parent Involvement in the Curriculum - The school will create a series of parent nights such as capsule night, curriculum night, and a social studies fair that will teach parents methods used in assisting students to engage in the curriculum.

Category: Social Studies

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
During parent meetings such as the social studies fair, parents will be given tips on how to help students excel in school. This will require books for parent-child book studies, educational incentives and supplies for the meetings, and parent meeting refreshments.	Parent Involvement	Tier 1	Implement	08/06/2018	06/21/2019	\$600	Title I Schoolwide	School leader, classroom teachers, instructional coach

## Goal 4: All students at Joy Preparatory Academy will become proficient in science.

### Measurable Objective 1:

10% of All Students will demonstrate a proficiency on the M-STEP assessment in Science by 06/21/2019 as measured by the State Index Score.

### 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. This data collaboration focuses on developing a deep understanding of the current student achievement data, interpreting that data, identifying root causes of difficulty, and determining how to use the data to identify broad strategies and specific activities to foster our goal of increasing student proficiency. These data teams are also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to

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Joy Preparatory Academy

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evaluate their success and make adjustments as needed. Data teams will use a variety of data sources, 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 student achievement data to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of students and their performance.

Category: Science

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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<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 stations throughout the classroom (\$180).</p> <p>Professional development 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 manipulative materials.</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>	Academic Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$4400	Title I Schoolwide	Classroom teachers, educational assistants, 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
<p>The staff will receive professional development on implementing Next Generation Science Standards through differentiated instruction. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instruction within the building.</p>	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$1280	Title II Part A	Interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration

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Activity - Small Group Instruction/Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use appropriate data from benchmark assessments to target instruction for students. The groups will be monitored and assisted by the educational assistants in the classrooms. The educational assistants will use Moby Max to progress monitor their students as well as help to guide their interventions. The instructional coach will monitor the effectiveness of the small groups with the educational assistants and the data coaches.	Academic Support Program	Tier 2	Getting Ready	08/06/2018	06/21/2019	\$21238	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
The staff will receive training on creating common assessments, instructional learning cycles, formative assessment, and the effective analysis of data for school improvement.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$982	Title I Schoolwide	General education teachers, special education teachers, educational assistants, instructional coach, school leader
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The analysis of data through the instructional learning cycles will become a function of the grade level teams and will assist the Joy Preparatory Academy instructional staff to have a more systematic approach to data driven decisions. This will be an 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 our proficiency goals. These data analysis discussions create the means for analyzing data from strategy and activity implementation, as well as the analysis of formative assessment data. Both can be used to evaluate success and adjustments can be made as needed. The data discussions will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. During the instructional learning cycle, a teacher will use pre- and post- tests, and student data trackers (such as Naiku) to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments, both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	Evaluation	Tier 1	Implement	08/06/2018	06/21/2019	\$982	Title I Schoolwide	General education teachers, special education teachers, educational assistants, instructional coach, school leader
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Activity - Monitor School Improvement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>An instructional coach will monitor the implementation of instructional strategies, as well as the analysis of the supporting data. This will be accomplished through lesson plan reviews, grade book audits, grade level meetings, walk-throughs, and staff conference sessions.</p>	Evaluation	Tier 1	Implement	08/06/2018	06/21/2019	\$24397	Title I Schoolwide	Instructional coach, school leader

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Activity - Inter-school Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Joy Preparatory Academy staff will have the opportunity to receive professional development and to collaborate with the staff from other schools at the Teachers Institute. This off-site training will elaborate on the key practices of effective schools. Follow-up sessions will continue throughout the year.	Teacher Collaboration	Tier 1		08/06/2018	06/21/2019	\$957	Title I Schoolwide	All staff
Activity - Student Engagement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will attend professional development that focuses on increasing student engagement and enhancing collaboration during whole and small-group instruction. This training will require a set of instructional materials for each teacher.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$2220	Section 31a	Instructional staff, administration
Activity - Data and School Improvement Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A data will provide professional learning opportunities in one-on-one, small group, and in whole staff presentations. This coaching will provide assistance with the analysis of data, and using the results to improve instruction. A school improvement coach will provide training to the school improvement team.	Professional Learning	Tier 1	Monitor	08/06/2018	06/21/2019	\$450	Section 31a	Instructional coach, school improvement team, administration
Activity - Literacy Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A literacy coach will aid the instructional staff in implementing literacy across the curriculum. The coach will work with the staff to incorporate close and critical reading strategies, writing projects, and performance tasks. This will be accomplished through whole staff professional learning sessions and ongoing coaching. The literacy coach will also manage the Success for All program for literacy intervention.	Implementation	Tier 1	Implement	08/06/2018	06/21/2019	\$18323	Title I Schoolwide	Literacy coach, instructional coach, administration
Activity - Integrating STEAM Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional staff, the math coach, and the instructional coach will work together to integrate STEAM (Science, technology, engineering, art, and math) across the curriculum. Individuals from each content area will participate in a STEAM Team to investigate best practices and work together to develop a School-wide STEAM model. This team will then provide support for the remainder of the staff, acting as mentors for their colleagues. Integrating STEAM across the curriculum will require materials that support hands-on learning.	Direct Instruction	Tier 1		08/06/2018	06/21/2019	\$3500	General Fund	Math Coach, Instructional Coach, Instructional Staff, STEAM teacher
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### Strategy 2:

Multi-Tiered Systems of Support - The staff will implement multi-tiered systems of support throughout the building. This approach will use data to target students who require additional support with academics and/or behavior. In order to identify and remediate student learning gaps, the staff will implement the components and strategies of the Response to Intervention model. Students in tier I will receive best practice instruction from the classroom teacher. Students in tiers II and III will receive additional assistance from intervention specialists. This will be accomplished through center-based intervention time. Educational assistants will push in to assist these Tier II students. Tier III students will receive additional instructional time during pull-out sessions.

Category: Science

Research Cited: The National Center on Response to Intervention website, [www.rti4success.org](http://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
An after-school tutoring and an enrichment program will take place throughout the school year and summer. The after-school enrichment program will include music, dance, and art. The summer enrichment program will be held five weeks in the summer, at 20 hours per week with 3 teachers and 3 educational assistants.  The after school programs will require supper snack for students. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	08/06/2018	07/19/2019	\$15149	Section 31a, Title IV Part A	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
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The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. Educational assistants will assist with groups in the classroom to direct and monitor group activities.	Academic Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$1000	Title I Schoolwide	All instructional staff, instructional support staff, administration, and instructional coach.
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Activity - Positive Behavior Interventions and Support (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS, including Restorative Practices, 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 and Restorative Practice. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. The PBIS team will implement a system of behavior incentives to support Tier I behavior. The behavior interventionist and social worker will serve on the PBIS team and will track data using the LEADS program. The PBIS team analyze data, and give monthly reports to the school improvement team (SIT).	Behavioral Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$17419	Section 31a	Teachers, educational assistants, social worker, office personnel, instructional coach, school leader, behavior interventionist

### Strategy 3:

Parent Involvement in the Curriculum - The school will create a series of parent nights such as capsule night, curriculum night, and a science fair that will teach parents methods used in assisting students to engage in the curriculum.

Category: Science

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
During parent meetings such as the science fair, parents will be given tips on how to help students excel in school. This will require books for parent-child book studies, educational incentives and supplies for the meetings, and parent meeting refreshments.	Parent Involvement	Tier 1		08/06/2018	06/21/2019	\$600	Title I Schoolwide	School leader, instructional staff, instructional coach

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning Opportunities	<p>An after-school tutoring and an enrichment program will take place throughout the school year and summer. The after-school enrichment program will include music, dance, and art. The summer enrichment program will be held five weeks in the summer, at 20 hours per week with 3 teachers and 3 educational assistants.</p> <p>The after school programs will require supper snack for students. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.</p>	Direct Instruction	Tier 1	Implement	08/06/2018	07/19/2019	\$2451	Teachers, educational assistants, instructional coach, administration
Extended Learning Opportunities	<p>An after-school tutoring and an enrichment program will take place throughout the school year. Enrichment program will include music, dance, and art. A summer program will provide additional support and enrichment for students. The summer program will meet 20 hours per week, and will require six teachers and six educational assistants. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.</p> <p>The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students.</p>	Academic Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$2451	Summer school staff, after-school tutors

## Single Building District Improvement Plan

Joy Preparatory Academy

Extended Learning Opportunities	<p>An after-school tutoring and an enrichment program will take place throughout the school year. Enrichment program will include music, dance, and art. A summer program will provide additional support and enrichment for students. The summer program will meet 20 hours per week, and will require six teachers and six educational assistants.</p> <p>The after school programs will require supper snack for students. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.</p>	Direct Instruction	Tier 1	Implement	08/06/2018	06/21/2019	\$2451	Teachers, educational assistants, instructional coach, administration
Extended Learning Opportunities	<p>An after-school tutoring and an enrichment program will take place throughout the school year. Enrichment program will include music, dance, and art. A summer program will provide additional support and enrichment for students. The summer program will meet 20 hours per week, and will require six teachers and six educational assistants.</p> <p>The after school programs will require supper snack for students. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.</p>	Direct Instruction	Tier 1	Implement	09/17/2018	07/19/2019	\$2451	Teachers, educational assistants, instructional coach, administration

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Engagement Professional Development	The instructional staff will attend professional development that focuses on increasing student engagement and enhancing collaboration during whole and small-group instruction. This training will require a set of instructional materials for each teacher.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$2220	Instructional staff, administration

## Single Building District Improvement Plan

Joy Preparatory Academy

Data and School Improvement Coaching	A data coach will provide professional learning opportunities in one-on-one, small group, and in whole staff presentations. This coaching will provide assistance with the analysis of data, and using the results to improve instruction. A school improvement coach will provide training to the school improvement team.	Professional Learning	Tier 1	Monitor	08/06/2018	06/21/2019	\$450	Instructional staff, school improvement team, administration
Student Engagement Professional Development	The instructional staff will attend professional development that focuses on increasing student engagement and enhancing collaboration during whole and small-group instruction. This training will require a set of instructional materials for each teacher.	Professional Learning	Tier 1		08/06/2018	08/23/2019	\$2220	Instructional staff, administration
Small Group Instruction/Instructional Aides	Staff will use appropriate data from benchmark assessments to target instruction for students. The groups will be monitored and assisted by the educational assistants in the classrooms. The educational assistants will use Moby Max to progress monitor their students as well as help to guide their interventions. The instructional coach will monitor the effectiveness of the small groups with the educational assistants and the data coaches.	Academic Support Program	Tier 2	Getting Ready	08/06/2018	06/21/2019	\$21238	All instructional staff, instructional support staff, administration, and instructional coach.
Data and School Improvement Coaching	A data will provide professional learning opportunities in one-on-one, small group, and in whole staff presentations. This coaching will provide assistance with the analysis of data, and using the results to improve instruction. A school improvement coach will provide training to the school improvement team.	Professional Learning	Tier 1	Monitor	08/06/2018	06/21/2019	\$450	Instructional coach, school improvement team, administration
Student Engagement Professional Development	The instructional staff will attend professional development that focuses on increasing student engagement and enhancing collaboration during whole and small-group instruction. This training will require a set of instructional materials for each teacher.	Professional Learning	Tier 1		08/06/2018	06/21/2019	\$2220	Instructional staff, administration

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Joy Preparatory Academy

<p>Positive Behavior Interventions and Support (PBIS)</p>	<p>PBIS, including Restorative Practices, 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 and Restorative Practice. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. The PBIS team will implement a system of behavior incentives to support Tier I behavior. The behavior interventionist and social worker will serve on the PBIS team and will track data using the LEADS program. The PBIS team will analyze data, and give monthly reports to the school improvement team (SIT).</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$17419</p>	<p>Teachers, educational assistants, social worker, office personnel, instructional coach, school leader, behavior interventionist</p>
<p>Small Group Instruction/Educational Assistants</p>	<p>Staff will use appropriate data from NWEA to target instruction for students. The groups will be monitored and assisted by the instructional assistants in the classrooms. The instructional assistants will use Moby Max to progress monitor their students as well as help to guide their interventions. The instructional coach will monitor the effectiveness of the small groups with the instructional assistants and the data coaches.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$48655</p>	<p>Instructional staff, instructional support staff, interventionist, math coach, instructional coach, and school leader</p>

**Single Building District Improvement Plan**

Joy Preparatory Academy

<p>Data Analysis</p>	<p>The analysis of data through the instructional learning cycles is a function of the grade level teams and assists the Joy Preparatory Academy instructional staff in having a more systematic approach to data driven decisions. This will be an 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 our proficiency goals. These data analysis discussions create the means for analyzing data from strategy and activity implementation, as well as the analysis of formative assessment data. Both can be used to evaluate success and adjustments can be made as needed. The data discussions will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation.</p> <p>During the instructional learning cycle, a teacher will use pre- and post-tests, and student data trackers (such as FocalPoint and AIMSWEB) to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments, both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$2343</p>	<p>Teachers, educational assistants, literacy coach, instructional coach, school leader</p>
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## Single Building District Improvement Plan

Joy Preparatory Academy

<p>Extended Learning Opportunities</p>	<p>An after-school tutoring and an enrichment program will take place throughout the school year. Enrichment program will include music, dance, and art. A summer program will provide additional support and enrichment for students. The summer program will meet 20 hours per week, and will require six teachers and six educational assistants.</p> <p>The after school programs will require supper snack for students. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$12698</p>	<p>Teachers, educational assistants, instructional coach, administration</p>
<p>Small Group Instruction/Educational Assistants</p>	<p>Staff will use data from benchmark assessments to target instruction for students. The groups will be monitored and assisted by the educational assistants in the classrooms. The educational assistants will use Moby Max to progress monitor their students as well as help to guide their interventions. The instructional coach will monitor the effectiveness of the small groups with the educational assistants and the data coaches.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$21238</p>	<p>All instructional staff, instructional support staff, administration, and instructional coach.</p>
<p>Small Group Instruction/Educational Assistants</p>	<p>Staff will use appropriate data from NWEA to target instruction for students. The groups will be monitored and assisted by the educational assistants in the classrooms. The assistants will use Moby Max to progress monitor their students as well as help to guide their interventions. The instructional coach will monitor the effectiveness of the small groups with the educational assistants and the data coaches.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/14/2017</p>	<p>06/22/2018</p>	<p>\$21138</p>	<p>All instructional staff, instructional support staff, administration, and instructional coach.</p>

## Single Building District Improvement Plan

Joy Preparatory Academy

Positive Behavior Interventions and Support (PBIS)	PBIS, including Restorative Practices, 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 and Restorative Practice. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. The PBIS team will implement a system of behavior incentives to support Tier I behavior. The behavior interventionist and social worker will serve on the PBIS team and will track data using the LEADS program. The PBIS team analyze data, and give monthly reports to the school improvement team (SIT).	Behavioral Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$17419	Teachers, educational assistants, social worker, office personnel, instructional coach, school leader, behavior interventionist
Data and School Improvement Coaching	A data will provide professional learning opportunities in one-on-one, small group, and in whole staff presentations. This coaching will provide assistance with the analysis of data, and using the results to improve instruction. A school improvement coach will provide training to the school improvement team.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$450	Instructional staff, school improvement team, administration
Extended Learning Opportunities	An after-school tutoring and an enrichment program will take place throughout the school year and summer. The after-school enrichment program will include music, dance, and art. The summer enrichment program will be held five weeks in the summer, at 20 hours per week with 3 teachers and 3 educational assistants.  The after school programs will require supper snack for students. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.	Direct Instruction	Tier 1	Implement	08/06/2018	07/19/2019	\$12698	Teachers, educational assistants, instructional coach, administration

**Single Building District Improvement Plan**

Joy Preparatory Academy

<p>Data Analysis</p>	<p>The analysis of data through the instructional learning cycles is a function of the grade level teams and will assist the Joy Preparatory Academy instructional staff to have a more systematic approach to data driven decisions. This will be an 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 our proficiency goals. These data analysis discussions create the means for analyzing data from strategy and activity implementation, as well as the analysis of formative assessment data. Both can be used to evaluate success and adjustments can be made as needed. The data discussions will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation.</p> <p>During the instructional learning cycle, a teacher will use pre- and post-tests, and student data trackers (such as FocalPoint and AIMSWEB) to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments, both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	<p>Teacher Collaboration, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$700</p>	<p>Teachers, instructional assistants, instructional coach, math coach, administration</p>
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## Single Building District Improvement Plan

Joy Preparatory Academy

Positive Behavior Interventions and Support (PBIS)	PBIS, including Restorative Practices, 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 and Restorative Practice. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. The PBIS team will implement a system of behavior incentives to support Tier I behavior. The behavior interventionist and social worker will serve on the PBIS team and will track data using the LEADS program. The PBIS team will analyze data, and give monthly reports to the school improvement team (SIT).	Behavioral Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$17419	All staff
Data and School Improvement Coaching	A data coach will provide professional learning opportunities in one-on-one, small group, and in whole staff presentations. This coaching will provide assistance with the analysis of data, and using the results to improve instruction. A school improvement coach will provide training to the school improvement team.	Professional Learning	Tier 1	Monitor	08/06/2018	06/21/2019	\$450	Data coach, instructional staff, administration
Positive Behavior Interventions and Support (PBIS)	PBIS, including Restorative Practices, 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 and Restorative Practice. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. The PBIS team will implement a system of behavior incentives to support Tier I behavior. The behavior interventionist and social worker will serve on the PBIS team and will track data using the LEADS program. The PBIS team will analyze data, and give monthly reports to the school improvement team (SIT).	Behavioral Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$17419	Teachers, instructional paraprofessionals, social worker, office personnel, instructional coach, school leader

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Single Building District Improvement Plan

Joy Preparatory Academy

Professional Development on Differentiated Instruction	The staff will receive professional development on implementing social studies standards through differentiated instruction. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instruction within the building.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$1395	Interventionists, instructional assistants, general education teachers, collaborative education teachers, instructional coach, administration
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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	The staff will receive professional development on implementing social studies standards through differentiated instruction. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instruction within the building.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$606	Interventionists, instructional assistants, general education teachers, collaborative education teachers, instructional coach, administration
Professional Development on Differentiated Instruction	The staff will receive professional development on implementing Next Generation Science Standards through differentiated instruction. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instruction within the building.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$1280	Interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration

## Single Building District Improvement Plan

Joy Preparatory Academy

Professional Development on Differentiated Instruction	The staff will receive professional development on implementing the common core state standards through differentiated instruction. In addition, professional development for the school leader and instructional coach is needed to improve the effectiveness of instruction within the building.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$605	Reading interventionists, educational assistants, general education teachers, collaborative education teachers, literacy coach, instructional coach, administration
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrating STEAM Across the Curriculum	Instructional staff, the math coach, and the instructional coach will work together to integrate STEAM (Science, technology, engineering, art, and math) across the curriculum. Individuals from each content area will participate in a STEAM Team to investigate best practices and work together to develop a School-wide STEAM model. This team will then provide support for the remainder of the staff, acting as mentors for their colleagues. Integrating STEAM across the curriculum will require materials that support hands-on learning.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/06/2018	06/21/2019	\$6000	Instructional staff, math coach, instructional coach
Data Analysis Professional Development	The staff will receive training on creating common assessments, instructional learning cycles, formative assessment, and the effective analysis of data for school improvement.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$1000	General education teachers, special education teachers, instructional assistants, math coach, instructional coach, school leader

## Single Building District Improvement Plan

Joy Preparatory Academy

Parent Meetings	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 meeting refreshments.	Parent Involvement	Tier 1	Implement	08/06/2018	06/21/2019	\$600	School leader, classroom teachers, instructional coach
Professional Development on STEAM	The instructional staff will attend professional development that focuses on integrating STEAM (Science, technology, engineering, art, and math) across the curriculum.	Professional Learning	Tier 1		08/06/2018	06/21/2019	\$1200	Instructional staff
Monitor School Improvement Strategies	<p>An instructional coach will monitor the implementation of instructional strategies, as well as the analysis of the supporting data. This will be accomplished through lesson plan reviews, grade book audits, grade level meetings, walk-throughs, and staff conference sessions.</p> <p>In addition, a math coach will provide one-on-one, small group, and whole staff presentations. This job-embedded, professional development will cover best practice instruction for mathematics. The math coach will assist with the school-wide implementation of a STEAM (Science, technology, engineering, and math) curriculum. The math coach will meet with the instructional staff during staff and grade level meetings, and will discuss higher order thinking, common assessments, and highly effective teaching strategies. The coach will also observe instruction in the classroom and provide feedback to the instructional staff.</p>	Evaluation	Tier 1	Monitor	08/06/2018	06/21/2019	\$33681	Math coach, instructional coach, school leader

# Single Building District Improvement Plan

Joy Preparatory Academy

Differentiated Instruction Materials	<p>Both consumable and manipulative materials will be needed for differentiated instruction. In order to present real world math activities during differentiated instruction, the instructional staff will use the "My Math" program. Use of this resource will be reflected in lesson plans. The instructional coach will conduct frequent observations to ensure its use. Common assessments through the use of FocalPoint, AIMSWEB, response to intervention assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.</p> <p>Differentiated instruction and cooperative learning will be reflected throughout 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 strategy. Teachers will need the necessary materials to implement station-based learning, including computers, laptops, or tablets for the classroom and computer lab, online subscriptions, manipulative materials, and games.</p>	Direct Instruction	Tier 1	Monitor	08/06/2018	06/21/2019	\$12700	Classroom teachers, educational assistants, collaborative education teachers, instructional coach, administration.
Parent Meetings	The school will 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 meeting refreshments.	Parent Involvement	Tier 1	Implement	08/06/2018	06/21/2019	\$600	School leader, lead teachers, data, instructional coach
Professional Development on Differentiated Instruction	The staff will receive professional development on implementing the common core state standards through differentiated instruction. In addition, professional development for the school leader, math coach, and instructional coach is needed to improve the effectiveness of instruction within the building.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$3500	Math interventionist, educational assistants, general education teachers, collaborative education teachers, math coach, instructional coach, administration

## Single Building District Improvement Plan

Joy Preparatory Academy

Student Engagement Professional Development	The instructional staff will attend professional development that focuses on increasing student engagement and enhancing collaboration during whole and small-group instruction. This training will require a set of instructional materials for each teacher. Follow-up coaching will provided through grade level meetings and individual coaching sessions throughout the school year.	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/21/2019	\$2120	Instructional staff, administration
Integrating STEAM Across the Curriculum	Instructional staff, the math coach, and the instructional coach will work together to integrate STEAM (Science, technology, engineering, art, and math) across the curriculum. Individuals from each content area will participate in a STEAM Team to investigate best practices and work together to develop a School-wide STEAM model. This team will then provide support for the remainder of the staff, acting as mentors for their colleagues. Integrating STEAM across the curriculum will require materials that support hands-on learning.	Direct Instruction	Tier 1		08/06/2018	06/21/2019	\$3500	Math Coach, Instructional Coach, Instructional Staff, STEAM teacher
Math Intervention Materials	<p>The instructional coach, math coach, and math interventionist will assist staff in the development of targeted learning groups to address learning gaps. The instructional staff will implement a math intervention program. The staff will require resource books, manipulative materials, white boards, dry erase markers, paper to implement the intervention program.</p> <p>Data teams 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 reading interventionist by assessment data and classroom performance. The grade-level teams will collaborate with aides on the student academic status and provide quarterly progress reports. The classroom teachers and educational assistants will monitor student progress by using Moby Max, AIMSWEB, common assessments in FocalPoint, and the NWEA assessment data.</p>	Academic Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$3500	All instructional staff, instructional support staff, administration, and instructional coach.

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Single Building District Improvement Plan

Joy Preparatory Academy

Inter-school Collaboration	Joy Preparatory Academy staff will have the opportunity to receive professional development and to collaborate with the staff from other schools at the Teachers Institute. This off-site training will elaborate on the key practices of effective schools. Follow-up sessions will continue throughout the year.	Teacher Collaboration	Tier 1	Implement	08/27/2018	06/21/2019	\$957	Instructional staff, math coach, instructional coach
Social Studies Intervention Materials	The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. Educational assistants will assist with groups in the classroom to direct and monitor group activities.	Academic Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$1000	All instructional staff, instructional paraprofessionals, administration, and instructional coach.
Monitor School Improvement Strategies	An instructional coach will monitor the implementation of instructional strategies, as well as the analysis of the supporting data. This will be accomplished through lesson plan reviews, grade book audits, grade level meetings, walk-throughs, and staff conference sessions.	Evaluation	Tier 1	Implement	08/06/2018	06/21/2019	\$24397	Instructional coach, school leader
Literacy Across the Curriculum	A literacy coach will aid the instructional staff in implementing literacy across the curriculum. The coach will work with the staff to incorporate close and critical reading strategies, writing projects, and performance tasks. This will be accomplished through whole staff professional learning sessions and ongoing coaching.	Implementation	Tier 1	Implement	08/06/2018	06/21/2019	\$18323	Literacy coach, instructional coach, administration
Inter-school Collaboration	Joy Preparatory Academy staff will have the opportunity to receive professional development and to collaborate with the staff from other schools at the Teachers Institute. This off-site training will elaborate on the key practices of effective schools. Follow-up sessions will continue throughout the year.	Teacher Collaboration	Tier 1		08/06/2018	06/21/2019	\$957	All staff

**Single Building District Improvement Plan**

Joy Preparatory Academy

Data Analysis	<p>The analysis of data through the instructional learning cycles will become a function of the grade level teams and will assist the Joy Preparatory Academy instructional staff to have a more systematic approach to data driven decisions. This will be an 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 our proficiency goals. These data analysis discussions create the means for analyzing data from strategy and activity implementation, as well as the analysis of formative assessment data. Both can be used to evaluate success and adjustments can be made as needed. The data discussions will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. During the instructional learning cycle, a teacher will use pre- and post- tests, and student data trackers (such as Naiku) to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments, both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	Evaluation	Tier 1	Implement	08/06/2018	06/21/2019	\$982	General education teachers, special education teachers, educational assistants, instructional coach, school leader
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# Single Building District Improvement Plan

Joy Preparatory Academy

Data Team Professional Development	The staff will receive training on creating common assessments, instructional learning cycles, formative assessment, and the effective analysis of data for school improvement.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$982	General education teachers, special education teachers, educational assistants, instructional coach, school leader
Extended Learning Opportunities	An after-school tutoring and an enrichment program will take place throughout the school year. Enrichment program will include music, dance, and art. A summer program will provide additional support and enrichment for students. The summer program will meet 20 hours per week, and will require six teachers and six educational assistants. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.  The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students.	Academic Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$10517	Summer school staff, after-school tutors
Data Team Professional Development	The staff will receive training on creating common assessments, instructional learning cycles, formative assessment, and the effective analysis of data for school improvement.	Professional Learning	Tier 1	Implement	08/06/2018	06/21/2019	\$982	General education teachers, special education teachers, educational assistants, instructional coach, school leader

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Differentiated Instruction and Materials	Differentiated instruction and cooperative learning will be reflected throughout 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 strategy. Teachers will need the necessary materials to implement station-based learning, including computers, laptops, or tablets for the classroom and computer lab, online subscriptions, manipulative materials, and games.	Direct Instruction	Tier 1	Implement	08/06/2018	06/21/2019	\$23550	Classroom teachers, educational assistants, collaborative education teachers, instructional coach, administration
Literacy Across the Curriculum	A literacy coach will aid the instructional staff in implementing literacy across the curriculum. The coach will work with the staff to incorporate close and critical reading strategies, writing projects, and performance tasks. This will be accomplished through whole staff professional learning sessions and ongoing coaching. The literacy coach will also manage the Success for All program for literacy intervention.	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/21/2019	\$16841	Literacy coach, instructional coach, administration

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<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 stations throughout the classroom (\$180).</p> <p>Professional development 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 manipulative materials.</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>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$4400</p>	<p>Classroom teachers, educational assistants, collaborative education teachers, instructional coach, administration</p>
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Differentiated Instruction and Materials	Differentiated instruction and cooperative learning will be reflected throughout 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 strategy. Teachers will need the necessary materials to implement station-based learning, including computers, laptops, or tablets for the classroom and computer	Direct Instruction	Tier 1	Implement	08/06/2018	06/21/2019	\$23550	Classroom teachers, educational assistants, collaborative education teachers, instructional coach, administration
Science Intervention Materials	The coach will assist staff in the development of targeted learning groups within the classroom to address learning needs. Educational assistants will assist with groups in the classroom to direct and monitor group activities.	Academic Support Program	Tier 1	Implement	08/06/2018	06/21/2019	\$1000	All instructional staff, instructional support staff, administration, and instructional coach.
Monitor School Improvement Strategies	An instructional coach will monitor the implementation of instructional strategies, as well as the analysis of the supporting data. This will be accomplished through lesson plan reviews, grade book audits, grade level meetings, walk-throughs, and staff conference sessions.  In addition, a math coach will provide one-on-one, small group, and whole staff presentations. This job-embedded, professional development will cover best practice instruction for mathematics. The math coach will assist with the school-wide implementation of a STEAM (Science, technology, engineering, and math) curriculum. The math coach will meet with the instructional staff during staff and grade level meetings, and will discuss higher order thinking, common assessments, and highly effective teaching strategies. The coach will also observe instruction in the classroom and provide feedback to the instructional staff.	Evaluation	Tier 1	Monitor	08/06/2018	06/21/2019	\$20166	Math coach, instructional coach, school leader
Parent Meetings	The school will 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 meeting refreshments.	Parent Involvement	Tier 1	Implement	08/06/2018	06/21/2019	\$600	School leader, lead teachers, data, instructional coach

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Inter-school Collaboration	Joy Preparatory Academy staff will have the opportunity to receive professional development and to collaborate with the staff from other schools at the Teachers Institute event. This off-site training will elaborate on the key practices of effective schools. Follow-up sessions will continue throughout the year.	Teacher Collaboration	Tier 1		08/06/2018	06/21/2019	\$957	Instructional staff
Progress Monitoring	Data from Moby Max and the AIMSWEB assessments will be analyzed to determine student growth. Classroom teachers will monitor the student progress through common assessments, progress reports, NWEA data, and report cards to determine the necessity of intervention. 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	08/06/2018	06/21/2019	\$325	Classroom teachers, school leader, instructional coach, educational assistants, and assessment team members
Literacy Across the Curriculum	A literacy coach will aid the instructional staff in implementing literacy across the curriculum. The coach will work with the staff to incorporate close and critical reading strategies, writing projects, and performance tasks. This will be accomplished through whole staff professional learning sessions and ongoing coaching. The literacy coach will also manage the Success for All program for literacy intervention.	Implementation	Tier 1		08/06/2018	06/21/2019	\$18323	Literacy coach, instructional coach, administration
Literacy Across the Curriculum	A literacy coach will aid the instructional staff in implementing literacy across the curriculum. The coach will work with the staff to incorporate close and critical reading strategies, writing projects, and performance tasks. This will be accomplished through whole staff professional learning sessions and ongoing coaching. The literacy coach will also manage the Success for All program for literacy intervention.	Implementation	Tier 1	Implement	08/06/2018	06/21/2019	\$18323	Literacy coach, instructional coach, administration
Parent Meetings	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 meeting refreshments.	Parent Involvement	Tier 1	Implement	08/06/2018	06/21/2019	\$600	School leader, classroom teachers, instructional coach
Inter-School Collaboration	Joy Preparatory Academy staff will have the opportunity to receive professional development and to collaborate with the staff from other schools at the Teachers Institute event. This off-site training will elaborate on the key practices of effective schools. Follow-up sessions will continue throughout the year.	Teacher Collaboration	Tier 1	Getting Ready	08/06/2018	06/21/2019	\$957	All instructional staff

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<p>Data Analysis</p>	<p>The analysis of data through the instructional learning cycles is a function of the grade level teams and will assist the Joy Preparatory Academy instructional staff to have a more systematic approach to data driven decisions. This will be an 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 our proficiency goals. These data analysis discussions create the means for analyzing data from strategy and activity implementation, as well as the analysis of formative assessment data. Both can be used to evaluate success and adjustments can be made as needed. The data discussions will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation.</p> <p>During the instructional learning cycle, a teacher will use pre- and post-tests, and student data trackers (such as FocalPoint and AIMSWEB) to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments, both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	<p>Teacher Collaboration, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$810</p>	<p>Teachers, instructional assistants, instructional coach, math coach, administration</p>
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Monitor School Improvement Strategies	An instructional coach will monitor the implementation of instructional strategies, as well as the analysis of the supporting data. This will be accomplished through lesson plan reviews, grade book audits, grade level meetings, walkthroughs, and staff conference sessions. In addition, a literacy coach will provide one-on-one, small group, and whole staff presentations. This job-embedded, professional development will cover best practice instruction for mathematics. The literacy coach will assist with the school-wide implementation of the ELA curriculum, and literacy across the curriculum. The literacy coach will meet with the instructional staff during staff and grade level meetings, and will discuss higher order thinking, common assessments, and highly effective teaching strategies. The coach will also observe instruction in the classroom and provide feedback to the instructional staff.	Evaluation	Tier 1	Monitor	08/06/2018	06/21/2019	\$24397	Literacy coach, instructional coach, school leader
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<p>Data Analysis</p>	<p>The analysis of data through the instructional learning cycles will become a function of the grade level teams and will assist the Joy Preparatory Academy instructional staff to have a more systematic approach to data driven decisions. This will be an 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 our proficiency goals. These data analysis discussions create the means for analyzing data from strategy and activity implementation, as well as the analysis of formative assessment data. Both can be used to evaluate success and adjustments can be made as needed. The data discussions will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. During the instructional learning cycle, a teacher will use pre- and post- tests, and student data trackers (such as FocalPoint and AIMSWEB) to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments, both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$982</p>	<p>General education teachers, special education teachers, educational assistants, instructional coach and school leader</p>
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RTI Interventionist	The interventionist will use the material and data gathered by the RTI team to target and assist with individual student needs. The educational assistants and the interventionist will assist students with additional material needed to address learning gaps and report back to the classroom teacher and RTI teams.	Academic Support Program	Tier 2	Implement	08/06/2018	06/21/2019	\$64896	RTI Interventionist, Math Coach, Instructional Staff and RTI Teams, along with Instructional Coach and Administration.
Parent Meetings	During parent meetings such as the social studies fair, parents will be given tips on how to help students excel in school. This will require books for parent-child book studies, educational incentives and supplies for the meetings, and parent meeting refreshments.	Parent Involvement	Tier 1	Implement	08/06/2018	06/21/2019	\$600	School leader, classroom teachers, instructional coach
Progress Monitoring	Data from Moby Max and the AIMSWEB assessments will be analyzed to determine student growth. Classroom teachers will monitor the student progress through common assessments, progress reports, NWEA data, and report cards to determine the necessity of intervention. 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	08/06/2018	06/21/2019	\$325	School leader, instructional coach, data coaches, classroom teachers, educational assistants.

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<p>Reading Intervention Materials</p>	<p>The instructional coach, literacy coach, and reading interventionist will assist staff in the development of targeted learning groups to address learning gaps. The instructional staff will implement a reading intervention program. The staff will require resource books, manipulative materials, white boards, dry erase markers, paper to implement the intervention program.</p> <p>Data teams 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 reading interventionist by assessment data and classroom performance. The grade-level teams will collaborate with aides on the student academic status and provide quarterly progress reports. The classroom teachers and educational assistants will monitor student progress by using Moby Max, AIMSWEB, common assessments in FocalPoint, and the NWEA assessment data.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$1000</p>	<p>Instructional coach, data coaches, educational assistants, school leader, classroom teachers.</p>
<p>Rtl Interventionist</p>	<p>The interventionist will provide intervention to increase literacy skills for students who are below reading level. In addition, the interventionist will meet the student's needs in writing. Students are referred through the use of assessment data. The interventionist will inform the classroom teachers of the student's academic status through the use of progress monitoring data. The interventionist will be available during quarterly, student-led conferences to discuss the student's progress with the parent. The interventionist will monitor the progress using the MobyMax and AIMSWEB assessment. The student will meet with the interventionist until he/she is proficient in all areas of ELA according to multiple data sources.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$21597</p>	<p>Interventionists, educational assistants, general education teachers, collaborative education teachers, instructional coach, administration</p>
<p>Parent Meetings</p>	<p>During parent meetings such as the science fair, parents will be given tips on how to help students excel in school. This will require books for parent-child book studies, educational incentives and supplies for the meetings, and parent meeting refreshments.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>		<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$600</p>	<p>School leader, instructional staff, instructional coach</p>

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<p>Extended Learning Opportunities</p>	<p>An after-school tutoring and an enrichment program will take place throughout the school year. Enrichment program will include music, dance, and art. A summer program will provide additional support and enrichment for students. The summer program will meet 20 hours per week, and will require six teachers and six educational assistants.</p> <p>The after school programs will require supper snack for students. The after-school and summer enrichment programs will need teacher resources, student workbooks, technology, and manipulative materials for working with the students. The summer enrichment program will implement field trips (\$700) to make connections to the real world experiences for the students.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/17/2018</p>	<p>07/19/2019</p>	<p>\$10517</p>	<p>Teachers, educational assistants, instructional coach, administration</p>
<p>Monitor School Improvement Strategies</p>	<p>An instructional coach will monitor the implementation of instructional strategies, as well as the analysis of the supporting data. This will be accomplished through lesson plan reviews, grade book audits, grade level meetings, walk-throughs, and staff conference sessions.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/21/2019</p>	<p>\$24397</p>	<p>Instructional coach, school leader</p>