



**FERRIS STATE
UNIVERSITY**
IMAGINE MORE

JOY PREPARATORY ACADEMY

MID-CONTRACT REVIEW

April 9-10, 2014

MISSION

The Ferris State University Charter Schools Office recommends authorization of Public School Academies and provides oversight focused on continuous quality improvement

VISION



CORE VALUES

We value a collaborative and supportive working environment, as demonstrated by our commitment to –

- A shared vision
- Cooperative spirit
- Teamwork
- Consensus building
- Mutual support for all

We value providing opportunities for those who don't have many, as reflected in our –

- Compassion
- Valuing of diversity
- Humaneness

We value continuous improvement, as reflected in our ongoing commitment to –

- High expectations and standards
- Strong oversight practices
- Opportunities for professional development
- Support of risk taking
- Accountability for actions
- Academic excellence
- Critical thinking

We value integrity and trust, demonstrated by our –

- Loyalty
- Freedom to act
- Encouragement of civil discourse
- Transparency of roles and responsibilities
- Commitment to effective communication

FERRIS STATE UNIVERSITY

Charter Schools Office (CSO)

Declaration of Intent and Purpose

Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office accomplishes this responsibility in two stages:

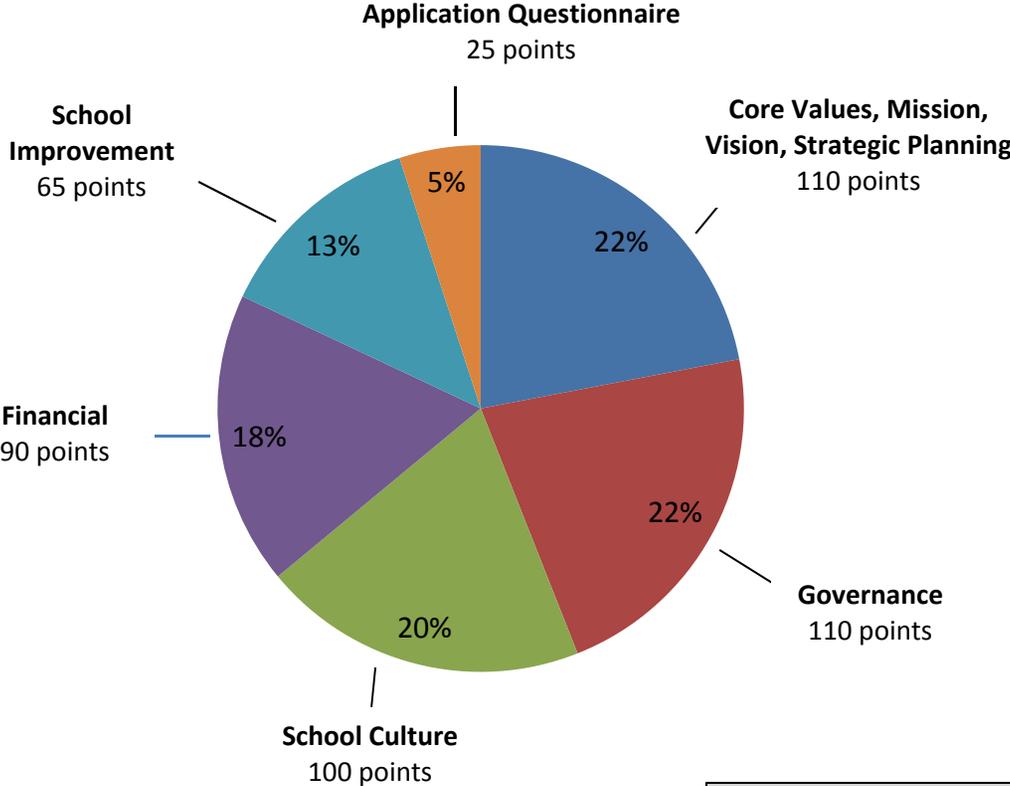
1. **Annual Academic Performance Report.** All FSU-authorized academies receive an *Annual Academic Performance Report* in August. This report is a comprehensive analysis of the academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter school contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, Financial Viability, and Strategic Planning.

While both stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress toward their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization.

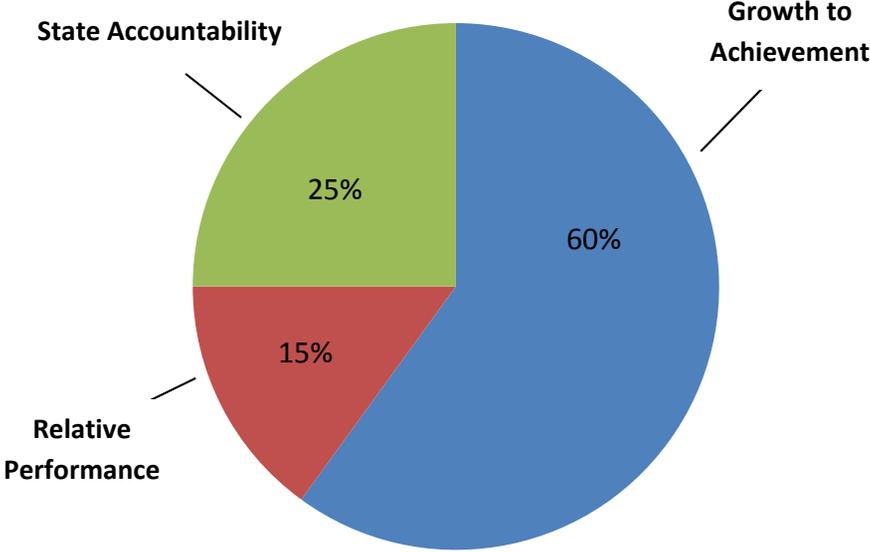
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website: www.ferris.edu/charterschools.*

Mid-Contract/Reauthorization Review: Formula 2013-14 *A Two-Step Process*

Visitation Rubric



Academic Performance Report



Total Score		
450 - 500	Exceeds Standards	90%+
375 - 449	Meets Standards	75% - 89%
300 - 374	Needs Improvement	60% - 74%
299 & Below	Deficient	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2013-14

Academy Name: **Joy Preparatory Academy**

Dates of Visit: **April 9-10, 2014**

Status: **Exceeds Standards**

Overall Percentage: **91%**

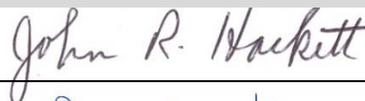
Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	110	103.5	94.09	Exceeds Standards
Governance	110	89.75	81.59	Meets Standards
Financial Viability	90*	90	100	Meets Standards
School Culture	100*	100	100	Meets Standards
School Improvement	65	49.25	75.76	Meets Standards
Application/Questionnaire	25	22.5	90	Exceeds Standards
Total Score:	500	455	91	Exceeds Standards

*It is not possible to *Exceed Standards* in the School Culture or Financial Viability Sections

Visiting Team Members

Name: John Hackett

Signature:



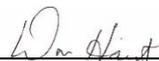
Name: Jim Scholten

Signature:



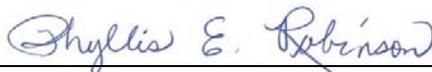
Name: Don Haist

Signature:



Name: Phyllis Robinson

Signature:



Team Chair: John Hackett

Total Score

maximum: 500 points

450-500	Exceeds Standards	90%+
375-449	Meets Standards	75% - 89%
300-374	Needs Improvement	60% - 74%
299 & Below	Deficient	Below 60%

Annual Academic Performance Audit Score: **167.25/250 = 66.9%**

Monitoring Status: **Needs Improvement – Phase 1**

JOY PREPARATORY ACADEMY MID-CONTRACT REVIEW

April 9-10, 2014

EXECUTIVE SUMMARY

Dear Board of Directors:

On behalf of the Ferris State University Charter School Office, I am pleased to forward this Executive Summary of our Mid-Contract Review Visit. The team and I would like to express our many thanks for the hospitality shown to us by the entire staff at both buildings. We held interviews with parents, students, instructional staff, support staff, school leaders, your board president, and enjoyed a delicious dinner with the school improvement team. Our team feels we received honest input and gathered much information from the different perspectives of these groups. The school administration did an excellent job of organizing and displaying the many documents needed for our visit and a thorough job completing the application.

The team is pleased to notify the Board of Directors and staff at Joy Preparatory Academy that you received a score of 455 out of 500 points, or 91%. This results in a rubric category of Exceeds Standards. This review included an analysis of the following areas: Core Values/Vision/Mission/Strategic Planning, Governance, School Improvement, Financial Viability, School Culture, and Application/Questionnaire. It did not include the score for the Annual Academic Review from August 2013. You had 167.25 points out of 250, or 66.9%, which puts you in the Needs Improvement rubric category.

These are positive highlights from our interviews:

1. The school culture is a bright spot for stakeholders. The word family was used by all groups interviewed. Parents and students care deeply for the staff and appreciate the many ways they communicate with them. Students feel fairness is the norm, hard work is expected, treat everyone with respect, and there is no bullying. The staff feels there is much collaboration and they communicate well with each other. The school leaders are approachable and performance expectations are clear. Everyone has worked hard to create an environment in which people feel safe.
2. Everyone agrees that academic growth is important. Children are showing gains and there is a rigorous curriculum in place. Changes have been implemented which should result in positive results: instructional coach, after school tutoring, preschool, longer math instruction blocks offered in the morning, math across the curriculum, math interventions, and a new math program. Students focus on attending college in the younger grades and many graduating eighth graders are accepted to the higher achieving high schools.
3. There are several support programs that have been added to increase student achievement: Positive Behavior Interventions and Support, RTI Interventionist, and many classroom supports. There appears to be an extensive PD Plan in place to assist staff with these initiatives.

While we heard many positives there are a few areas of concern and some suggestions:

1. The Annual Academic Review resulted in a Needs Improvement rating. There are many practices in place that should increase achievement. Our recommendation is you focus on two for the upcoming school year. The input we received related to data teams suggests they are not functioning in a way that will have measurable success in improving student scores. Consider sending the instructional coach to a Data Team Leader Institute. This will provide an onsite expert to monitor teams throughout the school year. All staff should receive in-service before school starts on data teams, establish those teams. Every staff member needs to be assigned to a team and they should meet weekly. Some academies have an early release one day a week to accomplish this. Second, focus on differentiated instruction. Provide ongoing PD that will assist staff in teaching identified skills resulting from data team meetings.
2. Parent involvement seems to be an issue. There are some activities in place, vary events, time of offering, provide child care. The mobility of students is a challenge. You might try exit surveys for students and staff but it is not always easy getting responses. Transportation, tardiness, absenteeism, baggage from home, and very needy students were topics discussed.
3. Teacher turnover was a concern of several. The staff continuity was disrupted and is just now returning to what it once was. The reduction of paraprofessional hours has resulted in less classroom support. Staff is being asked to wear more hats. Some feel there is a need for more staff appreciation and teacher compensation is low.
4. I believe all groups brought up facilities. Most expressed the desire for one building. Other topics included gym renovations, cafeteria, science lab, more space, more technology, more sports and extra -curricular activities. One student wanted ninth grade. There was mention of larger class sizes due to staff reductions. If the boarded homes in the neighborhood disappeared no one would be disappointed.

In closing, as chairperson of the Mid-Contract Review Visiting Team I want to thank your school leaders and staff for making our visit an enjoyable experience. We appreciate their effort in preparing for this event.

Sincerely,

John R. Hackett
Mid-Contract Review Team Chair

Criterion:

Core Values, Vision, Mission, and Strategic Planning

Points Possible 110	Points Achieved 103.5
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Core Values: Foundation	10/10		<ul style="list-style-type: none"> In collaboration with the Academy's stakeholders, the Board has developed Core Values The Core Values are the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders The Core Values do not serve as the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has no discernible Core Values identified 	
Point distribution		5 points	3.75 points	3 points	0 points	
Core Values: Communication	5/5	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	5/5	Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period		

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future The Vision Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future The Vision Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernible Vision Statement identified without links to the Core Values 	
Point distribution		5 points	3.75 points	3 points	0 points	
Vision Statement: Communication	5/5	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	6/10		<ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place The plan evaluates both long and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision 	<ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision 	<ul style="list-style-type: none"> The Board does not have a method in place for evaluating the Academy's Vision 	Not clear on the method of evaluation.

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Vision: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period		The vision statement is reviewed, no evidence of updates or changes.
Point distribution		n/a	10 points	6 points	0 points	
Mission: Linked to Core Values	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role The Mission Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role The Mission Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernible Mission Statement identified without links to the Core Values 	
Point distribution		5 points	3.75 points	3 points	0 points	
Mission Statement: Communication	5/5	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Mission Statement: Board evaluation	10/10		<ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission The plan evaluates both long- and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Mission 	<ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission 	The Board does not have a method in place for evaluating the Academy's Mission	
Point distribution		5 points	3.75 points	3 points	n/a	
Mission: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period		The mission statement is reviewed, no evidence of updates or changes.
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Meets quality and SMART standards	10/10		The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	10/10		<ul style="list-style-type: none"> The Board has developed a written comprehensive Strategic Plan and actively pursues it Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan The Strategic Plan has been updated or reaffirmed on an annual basis at Board retreats and/or meetings 	<ul style="list-style-type: none"> The Board has developed a written Strategic Plan However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings 	<ul style="list-style-type: none"> The Board has no discernible Strategic Plan in place 	
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Communication	10/10		<ul style="list-style-type: none"> The Board's written Strategic Plan has been communicated to all stakeholders Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy 	<ul style="list-style-type: none"> The Board's written Strategic Plan has not been well communicated to most stakeholders There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy 	<ul style="list-style-type: none"> There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders 	

Core Values, Vision, Mission, and Strategic Planning:
Total score for all competencies

Total Points Achieved	Percentage Achieved	Category Achieved
103.5/110	94.1%	Exceeds Standards

Criterion:

Governance (as reflected in Board minutes and observations)

Points Possible 110	Points Achieved 89.75
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	5/5	The Board: <ul style="list-style-type: none"> • has all relevant policies/procedures in place in accordance with state and federal laws • references appropriate policies at Board meetings when making decisions 	The Board: <ul style="list-style-type: none"> • has all relevant policies/procedures in place in accordance with state and federal laws • demonstrates some familiarity with them 	The Board: <ul style="list-style-type: none"> • has all relevant policies/procedures in place in accordance with state and federal laws • does not demonstrate familiarity with the policies 	The Board: <ul style="list-style-type: none"> • has few policies/procedures in place that are required by state and federal laws • has not regularly updated its Policy Manual 	
Leadership: Meeting schedule	3/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	April 11, 2013 November 21, 2013
Leadership: Monthly quorums	3/5	The Board has not cancelled a meeting during this review period due to lack of a quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of a quorum	The Board has cancelled more than 3 meetings during this review period due to lack of a quorum	June 19, 2012 September 17, 2013
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	15/15		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> • receives detailed monthly reports on student achievement/progress toward contractual goals • regularly engages in discussion about these reports 	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> • periodically receives detailed monthly reports on student achievement/progress towards contractual goals • occasionally engages in discussion about these reports 	As evidenced by Board minutes the Board: <ul style="list-style-type: none"> • does not receive detailed monthly reports on student achievement/progress towards contractual goals • rarely discusses student academic achievement 	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Management Company Evaluation OR Key School Leader (KSL)	0/5		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that accurately reflects the academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation(s) of the Management Company/KSL and the academy's academic achievement status and progress along with the provided business services	
Administrator Continuing Education Unit (CEU) credits	5/5		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		20 points	15 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	15/20	During this review period 90% or above have all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials	During this review period 75-89% have all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		Below 75% there is a Significant non-compliance with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	Did not have all Unprofessional Conduct Reports on file or recorded at time of audits. Fell in Level 3 five times, Level 2 three times, and Level 1 three times. Levels 3 and 4 are considered unacceptable at any time.
Point distribution		n/a	5 points	3.75 points	0 points	
Professional participation	5/5		The Board has a consistent representation at a majority of CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has less than a majority of representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Professional development	5/5	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages & supports professional development activities: • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement		
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting Epicenter: On Time and Accurate	3.75/5	All documents submitted to EPICENTER are marked "on time and accurate" (a blemish-free record)	95-99% of all documents submitted to EPICENTER are marked "on time and accurate"	90-94% of all documents submitted to EPICENTER are marked "on time and accurate"	89% or fewer of all documents submitted to EPICENTER are marked "on time and accurate"	99% overall 2011-2012=98% 2012-2013=100% 2013-2014=100%
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	0/5		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	99% overall
Compliance: Transparency Reporting	5/5		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Compliance: AYP Accreditation Reporting	5/5		The Academy website meets requirements for AYP and Accreditation reporting		The Academy website does not meet requirements for AYP and Accreditation reporting	
Enrollment process	5/5		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Notices of annual meetings	5/5		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	
Point distribution		n/a	5 points	3 points	0 points	
Physical facilities	5/5		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
89.75/110		81.59%	Meets Standards	

Note: June 2012 letter of reprimand regarding the Open Meetings Act

Criterion:
Financial Viability

Points Possible 90	Points Achieved 90
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	15/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Point distribution		n/a	10 points	6 points	0 points	
Opportunity for input	10/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		<ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan 	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: <ul style="list-style-type: none"> the Academy's audit was completed in a timely manner submitted to the State by or before October 31 results were shared with the Board of Directors in advance of the public presentation 	During this review period: <ul style="list-style-type: none"> the Academy's audit was performed within the specified timeframe the Board of Directors did not receive it in advance of meeting for review 	During this review period: <ul style="list-style-type: none"> the Academy's audit was not performed within the specified timeframe 	
Point distribution		n/a	10 points	n/a	0 points	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	10/10		The Board maintains a fund balance: <ul style="list-style-type: none"> between 10%-15% of annual revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> below 10% 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 5% of general revenue 	

Financial Viability:						
Total score for all competencies						
Total Points Achieved	Score	Percentage Achieved	Category Achieved			
	90/90	100%	Meets Standards			

Criterion:
School Culture

Points Possible 100	Points Achieved 100
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> • create a safe and orderly academic environment • are conducive to learning 	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> • they are not consistently enforced • the academic environment is not always conducive to learning 	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning 	
Point distribution		n/a	15 points	9 points	0 points	
Safe & orderly environment: Safety plan	15/15		The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations 	The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations 	The Academy: <ul style="list-style-type: none"> • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations 	
Point distribution		n/a	15 points	n/a	0 points	
Staff stability: Administration	15/15		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	
Staff stability: Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	16% turnover rate

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Emergency Plan	5/5		There is a comprehensive emergency plan prepared for the academy		There is no discernible emergency plan prepared for the academy	
Emergency Drill Logs (EMD)	5/5		The EMD shows the academy is making good progress towards the requirements of law		The EMD shows the academy is not making good progress towards the requirements of law	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	The Academy has no wheelchair access, but has "grandfathered" under the ADA requirements.
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	HAWM uses interpreters to facilitate communication with parents, and translations of printed materials into Spanish. Suggest offering ESL classes for parents so that they'll be in better positions to assist their children with schoolwork.
Community involvement	5/5		The Academy has established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families		The Academy has not established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families	HAWM seems to err on the side of being too "general" and non-specific when describing its initiatives and student achievement. Various partnerships were listed in the Self Study, with NO details about what they are and how they function.

School Culture: Total score for all competencies				
Total Points Achieved	100/100	Percentage Achieved	Category Achieved	
		100%	Meets Standards	

Criterion:
School Improvement – NCA VERSION

Points Possible 65	Points Achieved 49.25
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Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<p>Standard I: Vision and Purpose</p>	3.75/5	The Academy has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is fully supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.	The Academy has committed to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.	The Academy has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The Academy is developing expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and Academy effectiveness but the process is not fully in place. The Academy's vision has some influence on allocations of time and human, material, and fiscal resources.	The Academy has not committed to a shared purpose and direction. The Academy has little or no evidence that expectations for student learning are aligned with the Academy's vision with little support by Academy personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision has little influence on allocations of time and human, material, and fiscal resources.	
Point distribution		4 points	3 points	2.4 points	0 points	
<p>Standard II: Governance and Leadership</p>	3/4	The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for Academy improvement among each stakeholder group. The leaders provide stakeholders meaningful roles in the decision –making processes that promote a culture of participation, responsibility, and ownership. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the Academy functions.	The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage shared collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these conditions are being implemented, the implementation is not systemic across the Academy, and the results are varied.	The Academy has leaders who have established processes to develop the Academy's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and conditions is sporadic, and results are varied.	The Academy has leaders who have not established or are currently establishing processes to develop the Academy's vision and improvement efforts. The leader's process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.	Truly colleague

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard III:</u> Teaching and Learning	3/4	<p>The Academy implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy has a formalized process to align instructional practices with the curriculum, and demonstrates results through systematic and sustainable implementation across the Academy. Teachers use proven, instructional-based practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers use proven instructional practices that actively engage students in the learning process. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.</p>	<p>The Academy implements a curriculum based on expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates evidence of alignment between the curriculum and instructional practices, with systematic implementation across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.</p>	<p>The Academy implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.</p>	<p>The Academy implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The Academy demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.</p>	
Point distribution		5 points	3.75 points	3 points	0 points	
<u>Standard IV:</u> Documenting and Using Results	3.75/5	<p>The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts for individual students and groups of students.</p>	<p>The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p>	<p>The Academy is currently using assessments that have limited alignments with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p>	<p>The Academy is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p>	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<p><u>Standard V:</u></p> <p>Resource and Support Systems</p>	3/4	<p>The Academy effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy systematically employs and allocates staff members who are well-qualified for their assignments in all content areas. The Academy provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p>	<p>The Academy has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are well-qualified for their assignments. The Academy provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p>	<p>The Academy has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are generally qualified for their assignments. The Academy provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p>	<p>The Academy has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy does not systematically employ and allocate staff members who are qualified for their assignments. The Academy provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p>	
<p><u>Standard VI:</u></p> <p>Stakeholder Communications and Relationships</p>	4/4	<p>The Academy has the understanding, commitment, and support of all stakeholders. Academy personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by some participation by most stakeholder groups.</p>	<p>The Academy has the understanding, commitment, and support of stakeholders. Academy personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.</p>	<p>The Academy has begun the process to gain understanding, commitment, and support of stakeholders. Academy personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.</p>	<p>The Academy has little understanding, commitment, and support of stakeholders. Academy personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.</p>	
<p><u>Standard VII:</u></p> <p>Commitment to Continuous Improvement</p>	4/4	<p>The Academy fully implements a collaborative and ongoing process for improvement that aligns all functions of the Academy with the expectations for student learning. Improvement efforts are systematic, sustained, and fully embedded, and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are clearly informed by results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.</p>	<p>The Academy implements a collaborative and ongoing process for improvement that aligns most functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are sustained and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are informed by results of earlier efforts through reflection and assessment of the improvement process.</p>	<p>The Academy is developing a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the Academy cannot yet demonstrate progress in improving student performance and Academy effectiveness. New improvement efforts are not informed by results of earlier efforts through reflection and assessment of the improvement process.</p>	<p>The Academy has not developed a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning. The Academy cannot demonstrate progress in improving student performance and Academy effectiveness.</p>	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		10	7.5	6	0	
School Improvement Plan	7.5/10		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Data Teams Process	7.5/10	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	6/10	The Academy has been identified as a Reward School and is in the top 75 th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 5 th to 49 th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority School	
Point distribution		5 points	3.75 points	3 points	0 points	
School Improvement Goals and Educational Goals	3.75/5	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement:
Total score for all competencies

Total Points Achieved	49.25/65	Percentage Achieved	75.76%	Category Achieved	Meets Standards
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BOARD INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **April 9-10, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- We are making gains
- Some upward trends, but don't know if it's sustainable
- We hope to
- No, not achieving contractual goals
- Wondering about trends if they are sustainable
- Technically no, as far as meeting contractual goals

2. Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?

- Don't know if there is follow-up
- I don't know if our students have been successful in high school
- The eighth graders feel confident that they are doing well

3. Tell us about your knowledge of the charter school contract with FSU. What do you believe to be the most important information Board members should know?

- Board discusses the goals that we must meet, and why they are not being achieved
- We talk about it a lot - we know where Ferris State University stands with priorities
- We know we are not meeting and want to know why
- Need to learn how to deal with the urban students – need training
- Does not feel that Joy is doing the best it can to address the contractual goals and targets

- Things are being left at the “now what” stage
- For the management company and FSU - need more child development training - ideology

4. What are you most proud of at this academy?

- Proud of positive spirit
- School Culture and students
- The leadership
- I like the school culture
- Positive – people believe we will get there
- Spirit of the staff remaining positive
- They’ve kept a good culture for the kids and parents

What could be improved?

- To see improvement inside
- Concern about our kids having a playground surrounded by abandoned homes
- Parents are doubtful, “prickly”, but the spirit remains high
- Leadership and staff want to learn

5. Does your Board have a strategic plan for the next 3-5 years? If yes, what is the main focus of that plan? If no, do you see value in developing such a plan?

- Academic program
- Facilities
- School leaders – what do you need?
- Main focus is academic success/finances/building/needs/governance
- At board meetings we review and we talk about the needs
- Academic program to be addressed – every board meeting it gets referenced
- The board asked to look at the now needs
- Finance – budget reports presented monthly, receipts, etc.
- Lease arrangement with archdiocese is \$200,000 for both building – need for facility enhancements
- Wish list
- Parental involvement
- Governance

6. Why do you think parents choose to send their children to this academy?

- Convenience
- Marketing
- We've looked at other sites – some need extensive repairs and renovations – Long-range

7. According to the ESP evaluation there is a good working relationship (Exceeds Standard). Are there any supports or resources they could be providing to improve student achievement?

- They have always provided what we've asked for
- I ask staff if they have what they need - I pass the information on to the ESP
- Strong, high regard for Barbara Barrett and The Leona Group
- The school staff should feel very open to come to the board for needed resources
- Some staff want one building rather than two

8. If money was not an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)

- New or remodeled gym

9. Anything for our attention?

- Very pleased with management company

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **April 9-10, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- I do – mission attends to many aspects
- Focusing on college readiness at both buildings
- Making curriculum more rigorous
- Kids are being engaged to be ready for college
- Yes, more than achievement – safety
- Modified curriculum to “learning focused”
- Yes – safety
- New common core

2. What are you most proud of at this academy?

- Student – kids always behave when go on field trips
- How everyone takes care of the building
- Proud of students – good stamina and determination
- Take pride by influencing new comers
- Staff collaborative
- Student set goals
- Facility is cared for

What could be improved?

- Parental involvement could be improved
- Teacher training on how to be effective with urban students families
- Always make sure that everyone is improving, all the time

- George Waters suggested doing training
- Consistency improving in instruction

3. Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?

- Large number of students who are accepted to Cass Tech and Renaissance – last year 75%
- 4 former student this year graduating - 7 graduating from Cass Tech this year

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- 10 – because there is total respect – they know how I feel about respect, sets example to students
- 10 – parents know our culture as well
- If someone has an issue they know how to discuss differences
- School cheer motto song – parents also know
- 10 – skits are done as new concepts are introduced
- 10 – “Respect” is a focus
- Parents know the culture

5. What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?

- Absenteeism and tardiness – many times beyond students control
- Struggles with absenteeism and tardiness – some parents pull kids out early – signs posted that there is no early dismissal between 3:00 p.m. and 3:30 p.m.

6. What are the top TWO things this academy needs to do for its long-term health and longevity?

- We need to address transportation to retain students
- Accountability – rigorous teaching
- We get a lot of support from ESP
- All Leona schools have autonomy
- Leona helps with specializing
- Accountability – test taking strategies
- Transportation issue to sustain enrollment
- Accountability for student achievement

7. Why do you think parents choose to send their children to this academy?

- Safety – number one reason
- Pre-K – 2
- Communication – text messaging good
- “Caring Teachers”
- Lots of communication
- Some parents don’t want the big kids and little kids together
- Small environment

8. If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)

- Transportation
- For Dexter – refurbish the gym and make it a cafeteria also
- Have students eat lunch over in the gymnasium to free up classroom space
- Maybe move 2nd grade up to Dexter
- Technology
- Buses

9. Are you getting the support and resources you need from your ESP?

- Yes

10. Are you doing anything differently now than you were in the fall to improve student tests scores?

- Math in morning rather than in the afternoon
- Increase Math instruction time
- Math across the curriculum
- Math Tier 2 and Tier 3 help
- Increased instructional times
- Instructional Coach

11. Anything for our attention?

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **April 9-10, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- We are the only positive in many students lives
- Small school, but powerful school
- We provide hope and encouragement
- Striving for excellence
- Kids are receiving what they need
- We provide hope and encouragement
- People who work here are positive
- Kids may have negative things happening in their lives, but here they are cared for and helped
- There are negative things in the community – this is a jewel in the community
- Students are special – they get things they need
- Preschool is growing from 14 to 28 students
- Provide new point of access
- High dropout rate – hope, purpose, direction
- Staff is positive
- We all provide a positive environment
- Welcome new students into class
- Positive feedback from parents

2. What are you most proud of at this academy?

- Everyone is positive and welcoming
- Collaboration
- Working with people who care about the development of children

- Cooperation between grade levels
- Working with people who genuinely care about children
- After school programs
- Native arts
- Family environment

What could be improved?

- Improve the transition to Dexter
- More resources
- Reduce teacher turnover – money seems to be part of it – incentives would help
- Staff leaving, more to do
- Drama/Dance facilities
- Teachers could go to a different perspective – teacher exchange with upper grade teachers with lower grade classes
- Need more resources
- Some type of “appreciation” for teachers is needed to stop exodus
- More drama
- Foreign language
- Gym
- After school programs
- Native Arts
- Technology class sizes

3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:

a. *Materials and Supplies*

- 8, 7 6 – All the tools

b. *Professional Training*

- 9, 8, 9 – Good

c. *Clear Description and Understanding of The Expectations For Your Work*

- 10, 9 or 10, 9 or 10
- Yes
- It would be helpful to receive clear direction when we try to learn how to improvements in student achievement

d. *Other Comments*

- Dream job – some disconnect in Math direction made
- Leaders very supportive
- Everyone is supportive
- Data team 101 – by FSU

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- 9 or 10, positive environment
- 8
- 8 or 9, big on communication with parents – should be more parent participation
- Very positive environment
- Teachers don't come for one year and go – stay for years and go
- Staff is bright spot – work together
- Students – class size is too much to meet all needs

5. Do you feel the academic expectations here are appropriate for the students who attend this academy?

- Good question – need to look at every single child
- We need to push our kids to keep striving to make improvements to do their best – competing against others
- Everyone can stretch and push kids harder
- The academic expectations are high, but class size is a concern

6. Would you enroll your child at this academy?

- I would recommend – definitely little Joy
- I would – I believe in the teachers
- I would if proximity was right
- Would highly recommend the school, but certain teachers
- Yes, I would enroll children
- I do not have children

7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)

- Better buildings
- Gym at Dexter – modify
- Bus service
- A real science room and labs
- iPads for kids
- Listening station
- Library
- More space

- Have building with elevators
- Modify lunchroom with gymnasium
- Signage and advertisement

8. How often do you discuss the School Improvement Plan? Is it focused enough?

- Talk about it a lot in teams to direct the plan and implement
- We have been in PLC's for several years
- We talk about it at morning meetings
- It has been talked about a lot lately, especially with external scrutiny from the NCA, FSU, etc.
- Talk about it monthly

9. What Data Team Training have you had? Has it been helpful?

- We are doing something with data teams all the time
- We have to do assessments and give results
- Ms. McAfee has given help to improve instruction
- The curriculum coach has been very helpful
- This year, continuity was a problem – late hire of curriculum coach – teacher turnover – data team leader had to learn – things are better now
- One team – volunteers from grade levels

10. Anything for our attention?

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **April 9-10, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- Team effort – teachers/T.A./parents
- Common Core/standards
- Location/economic area a big challenge
- Staff is doing their part
- Yes, teachers are practicing the mission and vision
- Yes, all teachers are practicing – incorporate
- Educating students Common Core

2. What are you most proud of at this academy

- Safe Haven – support to families
- Seven years here and enjoy teaching here
- Proving our selves
- 10 years
- Graduates
- Kids are very respectful
- Love the teamwork of staff
- Children are respectful, polite, communication, teamwork is good, people

What could be improved?

- Teaching life skills
- Drama/Dance

- Transportation
- Add some diversity
- Programs for life skills
- Technology
- One building
- See more parent involvement
- Would like parents to get kids here on time
- Make parents more aware of what Joy has to offer
- Support – want more parent involvement
- Efficient use of resources with limited Saturday classes
- After school program

3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:

a. Materials and Supplies

- 8, 8

b. Professional Training

- 10, 12, 10
- Professional development is excellent

c. Clear Description and Understanding of The Expectations For Your Work

- 10
- Curriculum coach reviews weekly, monthly, bi-weekly

d. Other Comments

- Read 15-20 minutes per night
- Pay attention to homework
- Power School
- Home – schools folders daily
- Better marketing/advertisement and public acknowledgement of what you do

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- 7, 7, 8
- More variety
- Cut hours/eliminate staff
- Consistent – uniforms

- Lots of hats – exhausting
- 10, 10, 10
- 10, very accommodating

5. Do you feel the academic expectations here are appropriate for the students who attend this academy?

- Need to be individual
- Large differences
- They are appropriate – students are trying very hard – kids come in at all levels – staff working very hard to accommodate
- Staff notices that many parents are illiterate and this impedes student learning and help
- Yes, appropriate
- Trying to meet expectations
- Students learn at such different levels and at different rates
- Trying to meet different entry levels for students
- High rate of illiteracy

6. Would you enroll your child at this academy?

- Two of my children have graduated from Joy
- A lot of hesitancy “family issues”
- Mixed bag
- If I lived closer
- I would
- There are several employees who have kids here
- Yes, we would enroll our child

7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)

- Cultural club – diversity
- Teaching students life skills
- Combine the schools to one site
- Music instruments
- Larger building with more rooms
- Items we could offer parents in poverty

- A bus system
- One building
- More room – expand the building to accommodate Tier I, special sessions
- Extra “goodies”
- Incentives for family support at home
- Transportation needed
- One campus – especially with parents shuttling between the two campuses

8. *How does your position impact learning?*

- Social Worker – students need to feel they are cared for and safe
- Tier 2 Interventionist – there are students who need extra help – more time – more care than classroom teachers can supply
- Having the child in a safe environment
- Definitely need services, as a Tier 2 interventionist
- Extra support needed – smaller group basis
- 50-50 high needs versus long-term clients

9. *Is this a safe place for students and staff?*

- Yes, very much
- All drills are well done and helpful
- Drills are very effective and efficient – lock-down, fire, etc.

10. *Anything for our attention?*

PARENT INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **April 9-10, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?

- Become successful
- Family!
- Close proximity
- Two teachers in a classroom
- Office staff is friendly
- Children enjoy school
- Latchkey – reasonable drive
- Small Classes
- One-on-one help
- Family base atmosphere
- Somebody cares
- Liked Pre-K to 2 grade building
- Office staff was friendly – my questions were all answered
- Close proximity
- I had a great report with the principal – teachers receptive and my daughter enjoys school
- Detroit Public Schools had so many failures assigned to her child – failed to diagnose learning disability

2. How responsive is the school administration, board, or teachers to concerns or complaints?

- Talk to teachers
- Principal gets right to the problem
- Principals door is always open

- Informed – they call promptly, text, e-mail, contact, child brings notes, and newsletters
- Very, very responsive – if have a problems you can go to the principal and the principal will bet to the bottom of it
- Weekly newsletters
- Parent twisted ankle and the principal follow-ups right away
- Parents welcome!

3. On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.

- 10 – All
- Oriented toward family
- Keep watch for each other
- In school suspension think sheet
- Word of the month
- Red, green, yellow color system
- Discipline – good detention – think sheet
- “Culture”, word on the month discussed by all

4. Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.

- Parents feel like students are improving – children are achieving their goals
- Starting point is important for measuring growth
- Kids are put in levels – don’t hold students back
- Tutoring sign-up
- I am sending my son here because of the help they give
- Interventionist – like having this
- Tutoring at Oakman is on Saturday’s – at Dexter it is two days per week
- School instills that students grades are important
- Satisfied that students are doing better
- Smaller class size
- Look at where we started

5. What is the number one complaint your child has about attending school here?

- Food
- Class size (effects score)

- Bullying is handled immediately
- Some sports
- 3rd and 7th grade were merged together because of lack of enrollment (3rd grade 34 or 35 – 7th grade 30 or 35 students)
- Bullying is totally unacceptable so it is not a problem
- Want music, instrumental music, and sports – at both campuses
- Boys, especially, have had a significant “No Bullying!”

6. *What is the number one thing your child really seems to enjoy?*

- Computer class
- Music
- Love music class
- Don't hold children back – they cluster kids by ability level

7. *Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?*

- Different form to communicate – Power School
- Weekly newsletter, e-mails, Power School, text message, Clan DoJo
- Immediate notification (24-48 hour window)

8. *Do you feel the school provides a safe/secure environment?*

- Reasonably safe
- Doorbell – Don't let just anyone in the building
- Buddy system, three or more
- Doorbell and cameras at both campuses

9. *Does the school provide any parenting workshops for helping your child learn? What would you like to see offered?*

- We have parent group in each school
- We had a six week nutrition class last year
- Goal night
- Parents organization meets regularly
- Math and curriculum nights are offered to share materials and content objectives

10. Are there any changes you would like to see? (If money was not an object.)

- Get rid of abandoned houses
- One building with a gym
- Extracurricular – sports, dance, art
- Lunch room
- Auditorium
- Science lab
- Laptops/iPads – for everyone
- More technology
- Smaller class size
- More specialized teachers

11. Anything for our attention?

- My daughter has a goal to be a veterinarian and the school is supportive. If you start in Joy and go to Consortium High School 95% of students are in college. Teachers have student's research colleges. It is instilled that higher education is the goal. At Joy Oakman kids give high fives and say I will go to college.

STUDENT INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **April 9-10, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?

- Teachers
- Activities
- All the people
- No
- Gym
- Newspaper Club
- Cheer Leading
- Basketball
- Understand us
- Nice
- Helpful
- Teachers – they understand us and they help you

2. Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?

- Just right
- We have homework three times a week
- Plenty to do
- Most challenging is social studies
- Kids do good in high school
- Yes, just right

3. Do you feel that overall, the adults here at this school are fair to students?

- Rules are fair
- Always fair
- No bullying
- Most of the time
- Sometimes inconsistent
- Bullying – No Never!
- There is no bullying

4. What is your favorite part of the school day? Why?

- Specials – music and art
- Lunch and recess – pizza
- After school activities
- The Newspaper Club
- Lunch – socializing
- Gym
- Math
- Art
- Computer

5. Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?

- Chess Club
- 9th grade
- Volley Ball
- Spanish
- Better Gym
- Dance
- Student Council
- “The advisor left so activities were cut!”

6. Do you feel safe at this school?

- Security cameras are everywhere
- Someone always watching

- Can't let people in
- Outside supervisor
- Doors are locked
- Gate won't lock!
- Doors have to be buzzed

7. *Would you recommend this school to other friends or family?*

- Yes, all the time
- Always walk in pairs while outside
- Yes, all would
- Yes, gift card

8. *Anything for our attention?*

SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **April 9-10, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. *The School Improvement Plan has five goals, fifteen strategies, and numerous interventions for teacher to implement. Is it too over whelming?*

- No
- I don't think so, because it is broken up into teams – RTI, Data Teams, etc.
- PBIS – staff goes through training each year – behavior matrix
- Have monthly behavior expectations with rewards system – there are improvements – less fights and less classroom interruptions
- This is working SWIS – data give results

2. *The plan calls for Professional Development (PD) in key areas. What PD has staff completed in these areas: data teams, differentiated instruction, formative/summative assessments, positive behavior interventions, and RTI's.*

- PBIS – all staff start year training each month with coordinator
- DI – status, it is based on data
- Differentiated instruction – use through stations which are set-up to accommodate math and ELA (3-years ago initiated)
- Wayne RESSA representative came in to do formative assessment training.
- The Data Team in the beginning of the year analyzes SCANTRON comes up with power standards
- Software in classrooms – Study Island

3. *What is the role of the RTI Interventionist compared to the instructional coach?*

- RTI – students identified and works directly with the students
- Instructional Coach – makes sure teachers are teaching the curriculum (common core, lesson plan work, classroom objectives).

4. What afterschool and summer programs do you offer?

- Math instruction time has been increased
- Data Team comes up with five school wide data organizers – exit slips – checklists
- Pods meet once a month (like PLC)
- Data Teams meet every other week

5. What assistance or programs are available to parents?

- Already answered

6. Your MEAP scores and winter SCANTRON scores were low. How is this being addressed?

- Math in the morning
- Increased math time
- Study Island – using more rigorously – more test like questions – students shooting for goals to move ahead

7. Describe what happens at a Data Team meeting.

- Data Team Leaders – exit slips
- Identified five classroom strategies
- Prioritize standards
- One rep from each grade level
- Team meets two times per month
- Review data so back to grade level
- Teachers are given opportunity to give input
- All classrooms use graphic organizers, exit slips, implementation of clickers for math with five questions, and curriculum coach observes to make sure it is being carried out

8. The Intensified Monitoring Plan talk about the creation of formative assessments. Is this being done and how is the data being used?

- From Study Island
- Education software

9. What are the major barriers preventing students from performing at their maximum potential?

- Poor attendance
- Parent involvement – trying to get them involved – three parent families – tried many activities monthly, even parent workshops

10. Is this a safe place for students/staff?

- A lot of security cameras
- Buzzer system for door
- Adults need to be role models
- PBIS has rules that keep students words to live by – virtues of Joy behavioral expectations – “Bully Fee School!”

11. What are you proudest of at Joy Preparatory Academy?

- Staff and students
- One focus in mind – achievement
- Teachers who become leaders
- Cohesive staff, work together towards student achievement
- Parents/students/staff – family
- Students – what they have to survive
- How quickly our RTI process has been implemented
- A seamless transition – I was able to smoothly

12. Other Comments:

- QSI team from management company who review what the academy is doing and determines what may be necessary to make improvement. Last fall they provided training of using GlobalScholar program. They help with the School Improvement Plan. They have a monthly instructional coach meeting.
- George Waters – we want help in implementing “best practices”.
- Want more specificity in what goals are being met and not met.
- Office to be established with U.S. government to address exemplary practices targeting minorities and will be disseminated.

MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

<p>1. Is the academy making academic progress relative to its contractual goals?</p> <p>Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.</p> <p>Discuss Cohort versus Non-Cohort student achievement as it relates to GlobalScholar Performance Series and provide rationale for any notable trends.</p> <p style="color: red; margin-top: 20px;">Total Possible Pts=5</p>	<p>Did Not Answer</p> <p>0 Pts.</p>	<p>Somewhat Answered</p> <p>2.5 Pts.</p>	<p>Answered</p> <p>4 Pts.</p>	<p>Outstandingly Answered</p> <p>5 Pts.</p>	<p>A C A D E M I C P R O G R A M</p>
				<p>4.25/5</p>	
<p><i>What reviewers will look for:</i></p> <p>In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the Academy for three or more years) have made over time. Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"> Answers not specific enough – scores too low Presented and analyzed MEAP/SCANTRON data – clearly articulated how they are implementing a plan to increase student achievement Thorough answer – one would expect higher scores They seem to have realistically assessed the areas of academic weakness – they provided good evidence of assessment measures via MEAP, Smarter Balance, and SCANTRON data 					

2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	S T R A T E G I C P L A N N I N G	
				4.75/5		
Total Possible Pts=5	<p>What reviewers will look for:</p> <p>The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy’s Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • Outline how board is involved – data, staff meetings, SIP • A strategic plan is in place and used, reviewed, revised in order to make improvements at the academy • A good job of reviewing and sharing – stakeholders have several opportunities for input • The plan reflected multiple points of input by students, staff, parents and boards via surveys and discussions – targeted time frames were designated for reviewing and updating the strategic plan – the SMART format was used for the plan 					

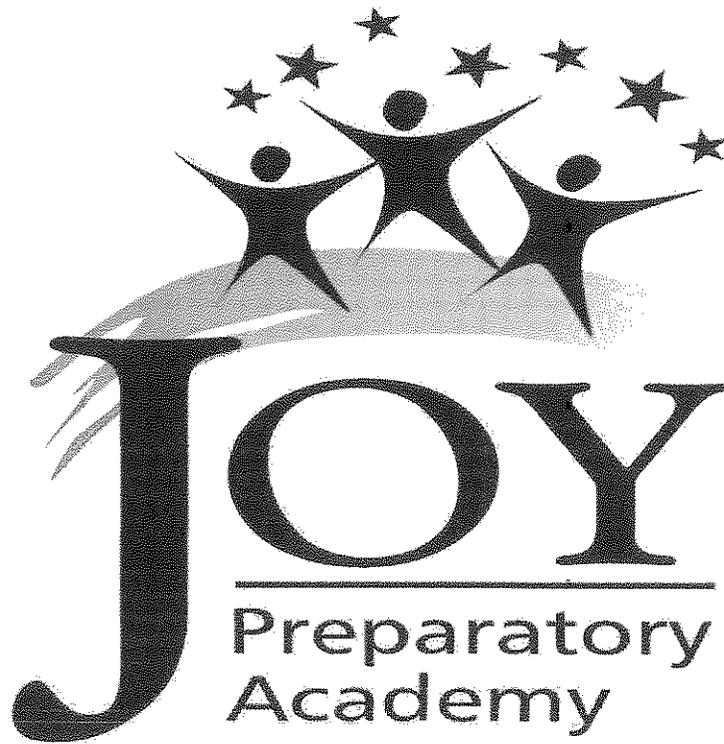
3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	P R O F E S S I O N A L D E V E L O P M E N T	
<p>Total Possible Pts=5</p>				4.5/5		
	<p>What reviewers will look for:</p> <p>How is professional development determined? How is classroom application monitored? Are topics revisited for reinforcement? Is it adequately funded? During the review period, how many new initiatives have been instituted and monitored? Professional development calendars, presenters, and staff check-in/check-out sheets may also be used as evidence of quality professional development practices.</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • The schedule attached looks strong – they say they evaluate each session • The academy appears to have a comprehensive professional development plan in place • I want to hear more about the data team trainings and what happens at the meetings • Professional development targets were identified through classroom teacher observations, formal surveys and feedback and open suggestions – biweekly professional data team meetings of common grade level teachers provided data for PD content – implementation of special grant requirements for PD drove some of the training content 					

<p>4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.</p>	<p>Did Not Answer</p> <p>0 Pts.</p>	<p>Somewhat Answered</p> <p>2.5 Pts.</p>	<p>Answered</p> <p>4 Pts.</p>	<p>Outstandingly Answered</p> <p>5 Pts.</p>	<p>S C H O O L C U L T U R E</p>
				<p>4.75/5</p>	
	<p><i>What reviewers will look for:</i></p> <p>Evidence that all staff members share the responsibility in caring for student discipline on a daily basis. Do adults model the behavior they insist upon from the students? How does the Academy share its behavior expectations with staff, students, and parents? What behavioral programs have been implemented at the Academy (Character Education, Love and Logic, RTC, etc.)?</p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"> • They outline the plan expectations and consequences • It appears they have a comprehensive behavior program including clear expectations and a recognition program in place • Several behavior strategies have been implemented – awards available for positive behavior • Joy Prep’s motto is, “Building Diversified Learning in a Respectful Environment” – seems to be a driving force throughout the academy’s safety and security policies – signed commitment forms by staff and students engage them in actively assisting with safety measures – a color code chart is used in the lower grades-PBIS, Think Sheets”, etc. – DOJO electronic system is used with grades 3-8 – in school suspensions have been implemented to maintain connection with errant students – excellent incentive measures and inspirational promotional materials reward and encourage “buy-in” by students 				

Total Possible Pts=5

**Mid-Contract Self-Performance
Tally Sheet**

Question	Points Possible	Points Awarded
1	5	5
	5	5
3	5	4
4	5	5
5	5	5
Total Points		22.5/25



**Mid Contract Self
Performance Report**

March 2014

1. Is the academy making progress relative to its contractual goals.

The Academy is very aware of making academic progress to meet contractual educational goals set forth by the Charter School Office. We did not make academic progress in 2011 and 2012 and we are currently in the Needs Improvement Category.

Our MEAP data results for all students across the grade levels indicate the following:

MEAP- Students Proficient – READING – ALL STUDENTS GRADES 3-8						
	3rd	4th	5th	6th	7th	8th
2010	43%	28%	30%	35%	23%	30%
2011	48%	38%	49%	43%	45%	38%
2012	30%	36%	40%	54%	26%	36%
2013	26%	31%	35%	43%	27%	57%

MEAP Students Proficient – MATHEMATICS – ALL STUDENTS GRADES 3-8						
	3rd	4th	5th	6th	7th	8th
2010	5%	4%	4%	8%	6%	0%
2011	18%	0%	2%	6%	8%	0%
2012	6%	16%	0%	17%	3%	11%
2013	6%	10%	0%	8%	11%	0%

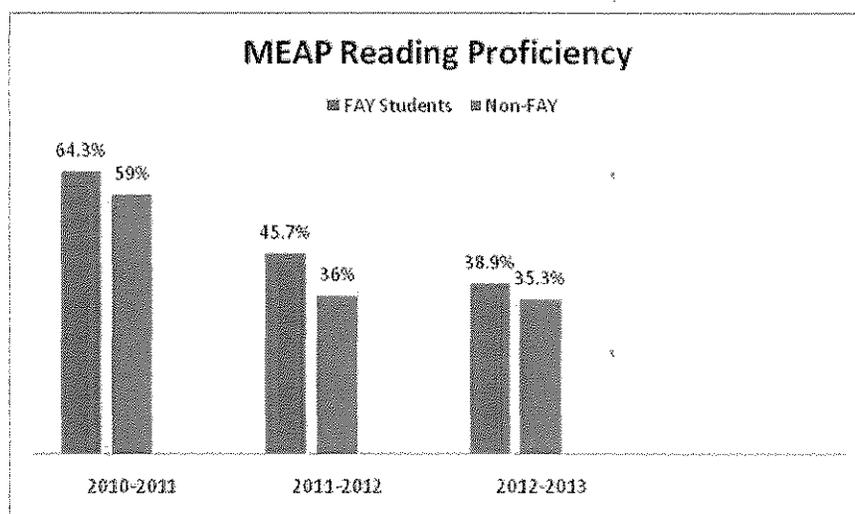
MEAP Students Proficient – WRITING – ALL STUDENTS GRADES 4 and 7						
	3rd	4th	5th	6th	7th	8th
2010		28%			14%	
2011		18%			23%	
2012		26%			19%	
2013		29%			35%	

In 2011, with the cut scores, our proficiency base targets were established. Reading increased in every grade in 2011 giving the Academy a base target of 43.89% and an annual increment of 4.11%. In 2011, math increased in 3rd and 7th grades, declining in grades 4, 5, 6 and 8, giving the Academy a base target of 6.36% and an annual increment of 7.86%. In 2011, writing decreased in 4th grade and increased in 7th grade, giving the Academy a base target of 22.06% and an

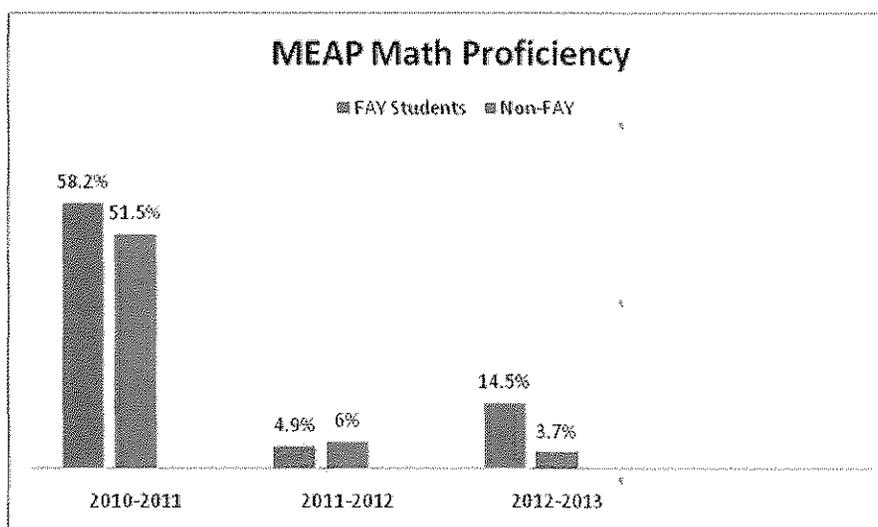
annual increment of 6.29%. In 2012, the Academy is pleased that the student performance exceeded the 11.5% base target by 7%.

We analyze our data looking at the comparison of the Full Academic Year (FAY) students to the non-Full Academic Year students.

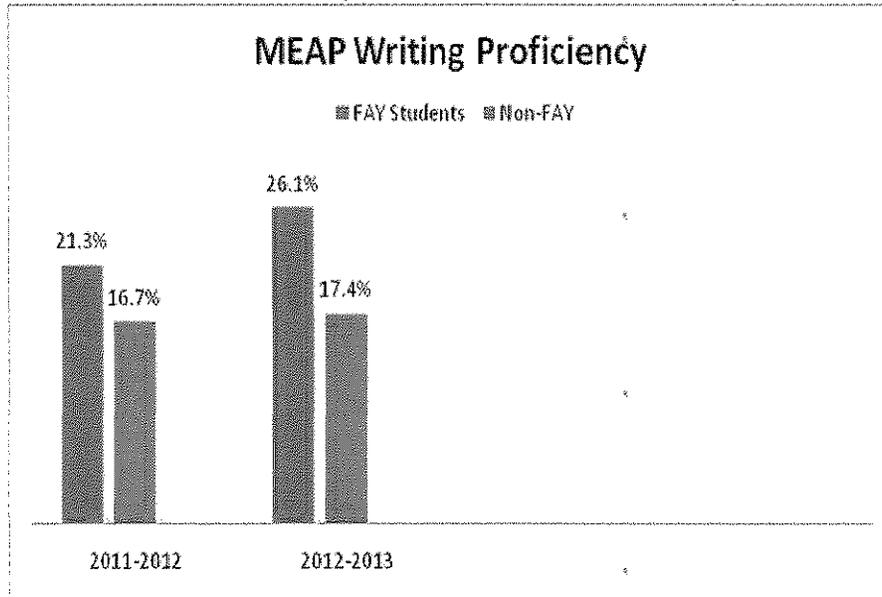
MEAP reading data indicate that the Academy's FAY students out-performed the non-FAY students in 2010-2011 by 5.3%; in 2011-2012 by 9.7% and in 2012-2013 by 3.6%.



MEAP math data indicate that the Academy's FAY students out-performed the non-FAY students in 2010-2011 by 6.7% and in 2012-2013 by 10.8%. In 2011-2012 the FAY students declined slightly by 1.1% lower than the non-FAY students.



MEAP writing data indicate that the Academy's FAY students out-performed the non-FAY students in 2011-2012 by 4.6% and in 2012-2013 by 8.7%.



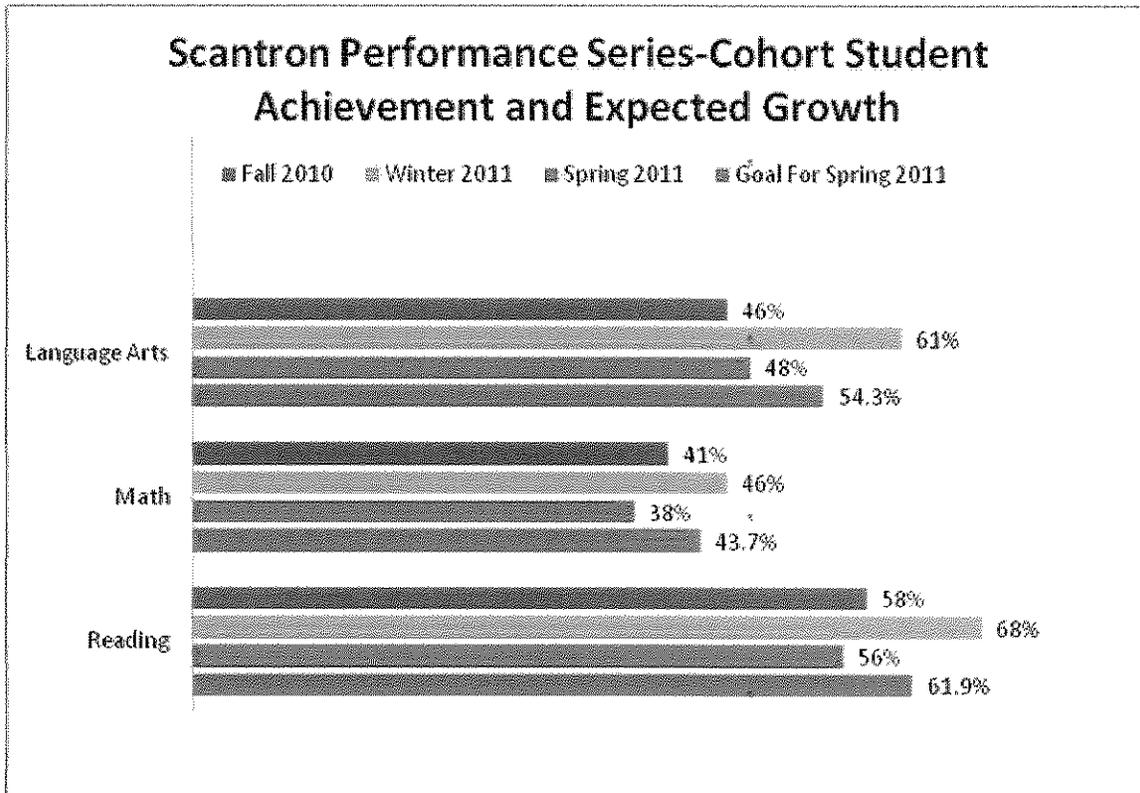
The Academy awaits the FAY results from the Bureau of Assessment and Accountability (BAA) for the October 2013 assessment.

MEAP data is analyzed and discussed by the instructional staff in staff, grade level, pod, data team, RtI and school improvement team meetings. Individual data is reviewed with the student and parents receive a copy of their scores. Strengths and deficiencies are identified by the staff, and instructional strategies are initiated from this item analysis. School-wide specific item instruction is also implemented in the summer school program and in September when the students return. Our Response to Intervention (RtI) plan focuses on all students. The interventionists work with students in small groups, implementing specific instruction on identified items of deficiency. Instructional strategies have been implemented to increase MEAP performance levels of our students in all subject areas. The Academy realizes that this past October was the last year for the MEAP assessment, so these instructional strategies are focused on the upcoming Smarter Balanced assessment. Instructional strategies include higher-order thinking skills, project-based learning, which make real-life connections and expressing answers in writing to prove, disprove, estimate and evaluate.

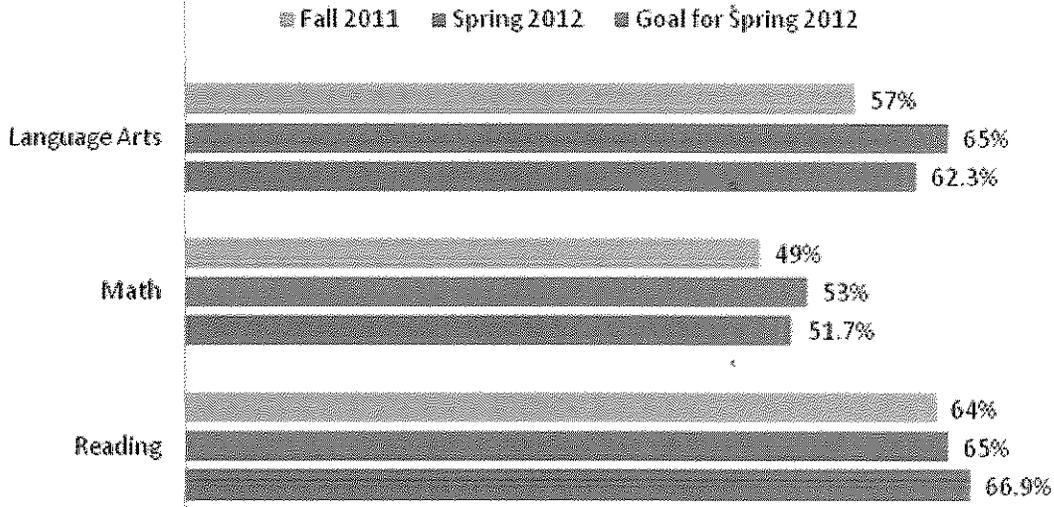
Improvements must be made in every subject area. As indicated above, math trends indicate that our students struggle in the area of math in comparison to reading and writing. The achievement gap for both FAY and non-FAY students between math and reading is as high as 57% and between math and writing it is as high as 35%. We have now implemented that direct math instruction occurs only

in the mornings since we recognize our students are more alert in the morning. During this morning instruction, rigorous stations and strategies using writing to prove and disprove math concepts occur. Student Response Systems or clickers are an addition to our math assessments. If math is taught in the afternoon, it is a follow up to the direct instruction that occurs in the morning. Also, looking at the Common Core State Standards, the Academy has implemented teaching math cross-curricular. Math is taught now in science and music. Although reading trends indicate a higher percentage than math for achievement, increases are not consistent. We focus on literacy circles and reading passages in chunks to enhance fluency and comprehension skills. Technology, such as the Promethean boards, computers, iPads and Kindles are used for group and individual reading. Writing trends indicate an increase since 2011 in 4th grade. They indicated a one-year decline from 2011, then an increase this past fall. Writing occurs daily, school-wide in grades 3-8. The Write-Steps program is implemented in 1st through 5th grades and the Six Traits of Writing program is implemented in grades 6 through 8.

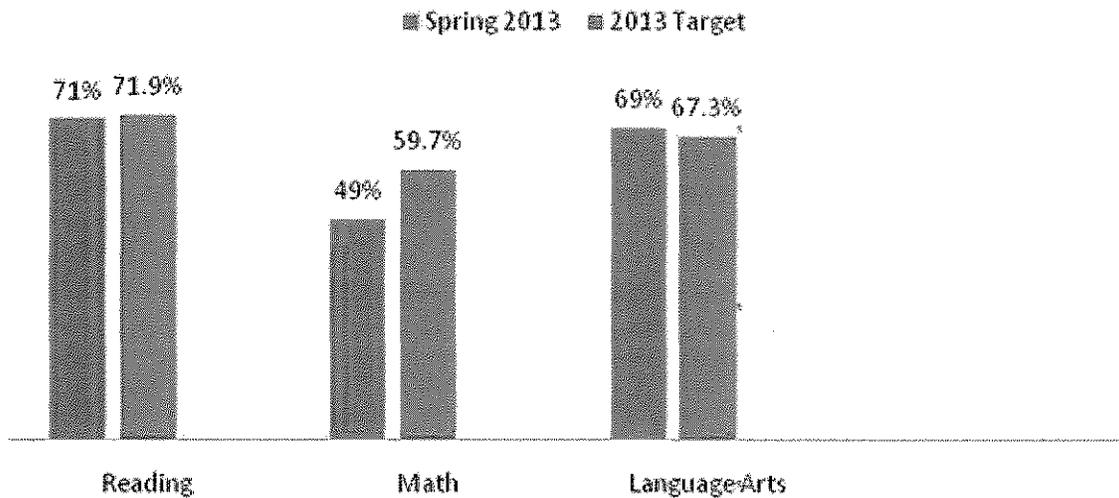
The following three graphs indicate our Scantron data for the contractual years 2011, 2012 and 2013, goal #2.



Scantron Performance Series-Cohort Student Achievement and Expected Growth

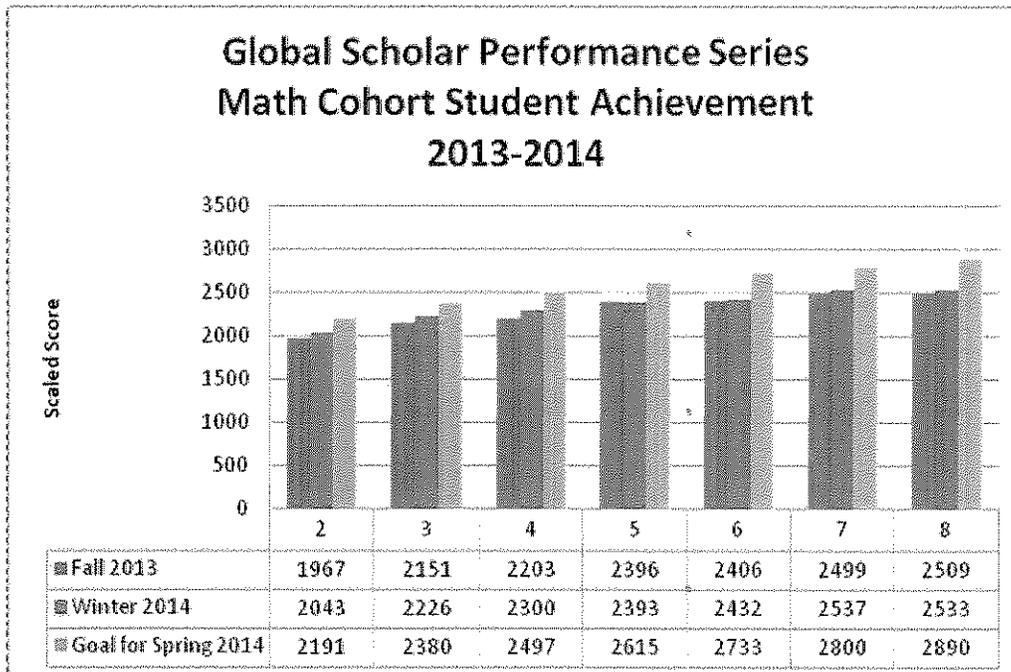
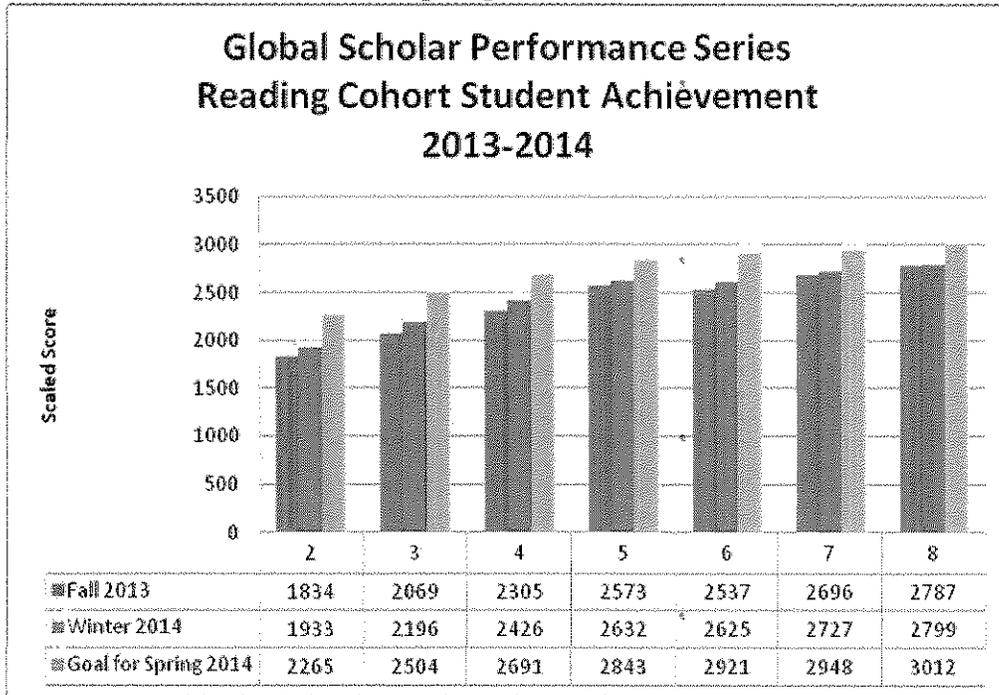


Global Scholar Performance Series Cohort Students

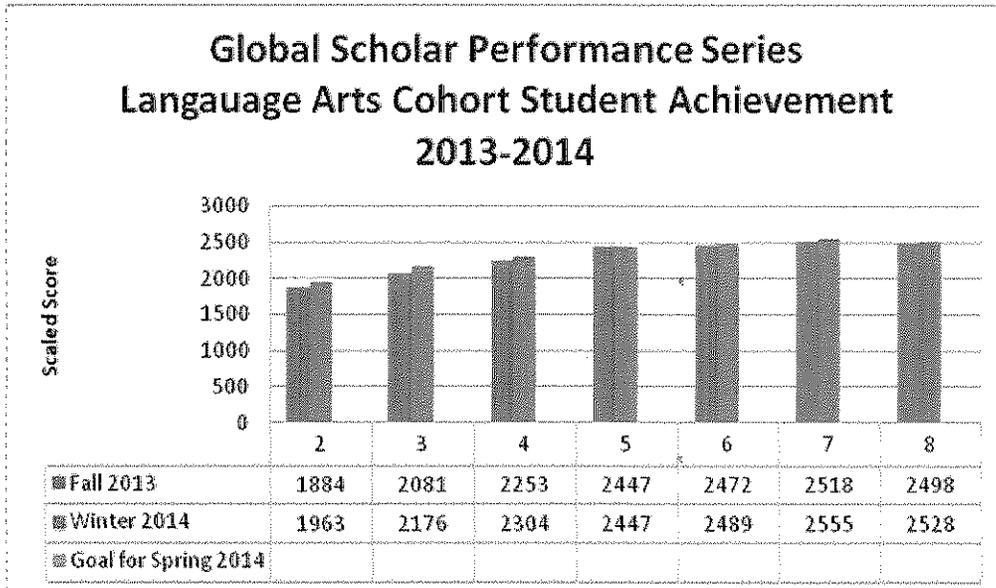


As indicated above, in Spring 2011 and 2012 the Academy did not meet the targets and did not meet the contractual goals for Scantron. In Spring 2013 the Academy met contractual goals for Global Scholar (previously Scantron).

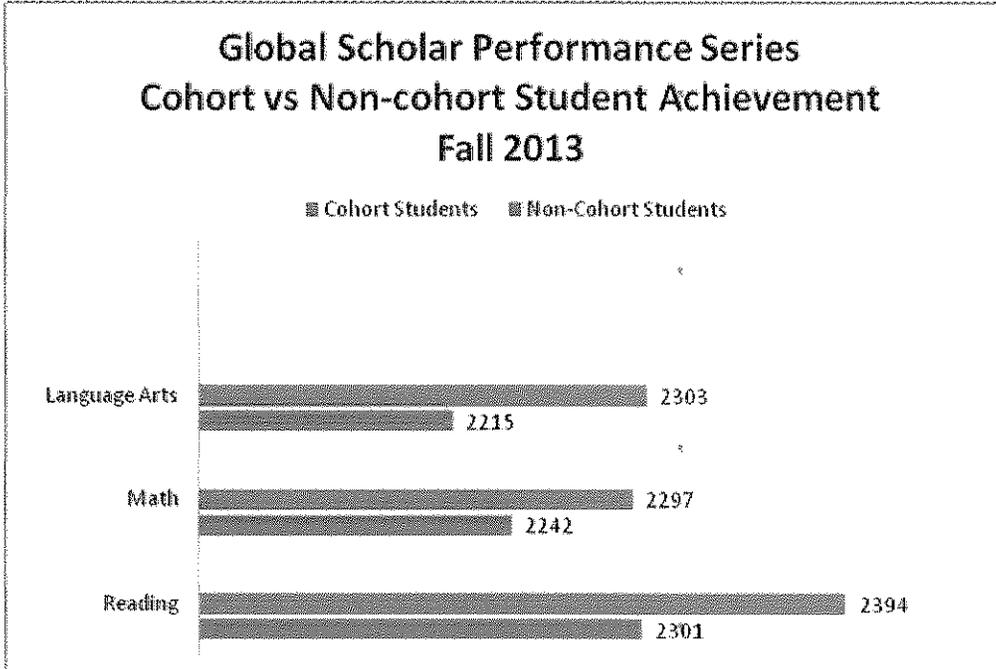
With the adoption of the new contractual goals in fall 2013, the Academy must show growth from fall-to-spring in reading and math as measured by scaled scores on the Performance Series by Global Scholar, for cohort and all students. Our scores indicate increases from fall 2013 to winter 2014 for cohort students and we anticipate increases as well for the spring 2014 assessment.



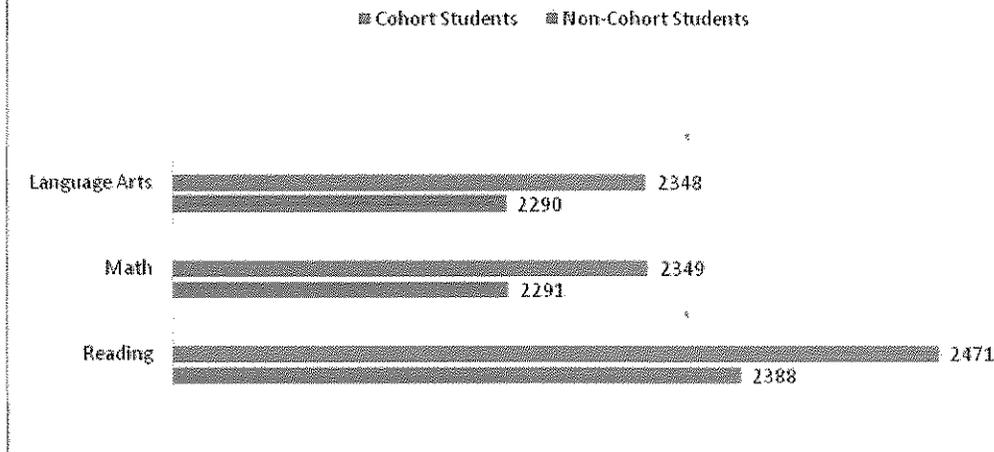
As indicated in our contractual goals, the Academy must show growth in reading and math. We extract and analyze all performance series data to implement actions.



Data from fall 2013 to winter 2014 indicate that the cohort students are outperforming the non-cohort students.



Global Scholar Performance Series Cohort vs Non-Cohort Student Achievement Winter 2014



While we are pleased with all increases in the data, we continue to focus and implement instructional strategies and activities looking at the areas of non-proficiency. The data team continues to meet bi-weekly, reviewing fall and winter Global Scholar data, extracting common core standards for the areas that students demonstrated performance that was non-proficient (below average). These standards have become our priority standards. Analyzing our data, the team has recognized that our students struggle in reading with analyzing characters, predicting outcomes, identifying cause and effect and drawing conclusions in fictional passages. In math, the team has recognized that our students struggle in math computation, reading and interpreting bar graphs and story problems. The data team has implemented a common schedule for implementation of rigorous instruction, re-teaching and assessing the specific priority standards targeted.

The Data Team has determined the following standards as our school priority standards (Power Standards) this school year:

For Reading:

- I. The learner will *identify* cause and effect in a fictional passage.
 - a. Identify and imply cause and effect
 - b. Relationships in long passages
- II. The learner will be able to *identify* the point of view from passages.
- III. The learner will *interpret* information from a graphic organizer.

For Mathematics:

- I. The learner will *interpret* a bar graph.
- II. The learner will be able to *solve* story problems.
- III. The learner will be able to *perform* single and double digit multiplication problems.

Timeline:

Priority standard I: Instruction began November 4, 2013 and students assessed November 22, 2013.

Priority standard II: Instruction began December 10, 2013 and students assessed January 27, 2014.

Priority Standard III: Instruction began February 3, 2014 and students assessed February 26, 2014.

Writing Winter Assessment Thursday, February 13, 2014-Students wrote a narrative piece that contains all writing components taught. Tuesday, April 29, 2014-all students will complete the spring writing assessment.

Upon completion of the timeline, the data team will:
➤ Review all assessments
➤ Identify strengths, weaknesses, student proficiency levels
➤ Target standards to re-teach to specific students
➤ Create a schedule of re-teaching for specific students
➤ Determine schedule of assessments for specific students

The data team will communicate results to appropriate stakeholders for discussion and determining action plan for reaching proficiency. Additionally, all students know their Global Scholar scores and are able to articulate their data as it relates to their personal goals as well as the Academy's contractual goals. All students and families receive hard copies of their Global Scholar data to share at student led conferences, as well as a copy to take home. Data walls are posted in the entryway, halls, both inside and outside of classrooms. Everyone at Joy is focused on improvement of our individual and overall scores for the upcoming Global Scholar spring assessment cycle.

2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.

As evidenced by board minutes, there is continuous review of strategic planning and brainstorming to determine how needs of the academy are being met and areas to be addressed relative to future direction. The school leaders and regional vice president provide monthly updates regarding academy status, trends and trajectories. The academy provides many opportunities for all stakeholders to have input into the strategic planning process. All stakeholders' input is compiled from surveys, school events (student-led conferences, academic and social events/programs), parent organization meetings, staff meetings, grade level meetings, pod meetings, school improvement team meetings, data team meetings, Response to Intervention (RtI) meetings, and board meetings. Parent/family perception and demographic surveys are distributed at student-led conferences. Data from these surveys is used to determine if our school goals and strategies are being achieved and appropriate strategies utilized and to identify changes that need to be implemented. Teacher and student surveys initiate discussions as well about strategic processes. Title I-mandated meetings for the academy are held at the beginning of the year at Parent Orientation in August and at Capsule (curriculum) Night in September. These meetings communicate information to parents and families about the Title I process and how it relates to their child's learning.

The School Improvement Plan (SIP) is formally reviewed and updated in late winter by the School Improvement Team (SIT) for the upcoming school year and serve as a guide in the school improvement process throughout the year. This plan, which is submitted to the Michigan Department of Education in September, is driven by data, programs, processes and budget. The school improvement team reviews the data, the effectiveness of the instructional program, and student achievement as well as processes and budget to determine if the strategies continue to meet the goals of the academy's mission, vision and core values. Continual review and updating are the norm--the SIT meets bi-weekly to review and discuss the SIP goals for Joy. Instructional programs, processes, strategies, data, materials, supplies, texts, technology, fieldtrips and activities are evaluated to determine continuation, augmentation and/or implementation of change.

Formal examination and updating of the strategic plan document (Attachment A) by the board takes place annually during the summer. The plan is reviewed monthly at the board meetings. The Academy budget is reviewed and discussed at the monthly board meetings to ensure that all staff, students and programs are provided for and all revenues and expenditures are linked to the academic program and support student achievement endeavors. Copies of the strategic plan are kept in the main offices and copies/components of the plan are shared at community

gatherings, conferences and through ongoing communication with individual partners. Copies are also maintained with the Charter School Office (CSO) at Ferris State, The Leona Group management company, individual board members and school leaders.

The board continuously maintains an effort to enhance collaboration of all stakeholders through the following actions:

- Increased board member participation at school activities, school improvement team meetings, staff and parent organization meetings.
- Periodic correspondence from the board in the weekly family school newsletter.
- Increased accessibility of board members to speak or assist at school/community functions where appropriate.
- Provision of additional sources of information and resources to staff and parents.
- Encouragement of increased parent representation at board meetings and various workshops and events.

3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.

Professional development at the academy is determined by the following factors:

- Specific staff needs, strengths and weaknesses--the school leaders and the instructional coach observe teachers, formally and informally, monitoring instructional delivery and fidelity. The Walk-through (Attachment B) and Essential Elements Profile (Attachment C) observation tools are used and reviewed, giving feedback to the teacher. Individual and whole staff trainings are determined from these observations, in classrooms, hallways, and at school activities regarding behavior management and delivery strategies.
- Recommendations are discussed in weekly grade-level and bi-weekly pod meetings--teachers and the instructional coach discuss specific training topics that will enhance instructional strategies, activities and applications including Common Core State Standards for reading, writing and math, Response to Intervention (RtI), and integrating technology with instruction.
- Data-results are reviewed to determine topics that will enhance continuation of applications for student achievement such as data team training and progress monitoring.

- Outside grants-trainings are determined by the specific grant and are ongoing.

The first three above factors are brought forth to the SIT for discussion and review to determine the specific professional development that will be provided. The academy maintains a school-year professional development calendar (Attachment D) that is updated as needed. After professional developments occur, evaluations from the staff are reviewed to determine the effectiveness of the training. The Essential Element Profile (EEP) is utilized to provide feedback to the teacher in the classroom, and professional development and effective training are analyzed in relation to these observations as well. Post-training monitoring by the school leader and instructional coach also occurs. Follow-up, individual conferences and classroom assistance after the trainings may occur from various trainers/presenters. Professional development trainings are funded through the academy's general budget and Title I, Title IIA, Positive Behavior Intervention Support and FOCUS: Hope Neighborhood Network grants.

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.

Our motto at the academy is 'Building Diversified Learning in a Respectful Environment'. The Academy has established and sustains an environment that ensures teaching, learning, positive behavior, respect and safety. At the beginning of the school year, teachers, students and parents all sign a commitment form (Attachment E-1 and E-2) that states our belief that high student expectations for behavior and improved achievement is a shared responsibility of all faculty, staff, parents, guardians and students. Positive Behavior Intervention Support (PBIS) was implemented at the academy in 2010. All teachers are expected to effectively manage behaviors in their classroom continuously. Pre-kindergarten, first and second grade teachers use the behavior chart color code system to re-direct behaviors. "Think" sheets can be used as well. Third-through eighth-grade teachers use the 'above and below' behavior chart and the Dojo electronic behavior system to re-direct behaviors. With Dojo, both students and parents are able to log in and review their individual electronic behavior charts. In-school suspension was implemented at Joy Dexter in September 2012 to decrease out-of-school suspensions and increase learning opportunities. The following are student consequences for inappropriate behaviors for third through eighth grades:

1. The student is given a verbal warning.
2. Classroom intervention(s) occur.
3. A phone call is made to the parent.
4. If the behavior persists, the student receives a referral and the parent is notified that he student will serve in-school suspension the next day.
5. "Reflection" sheets are used for the students if the consequence does not warrant an in-school suspension time.

Our rewards and recognitions include: PBIS Joy bucks, which are given to students for good behaviors; the Joy Store where the students purchase items with their Joy bucks; and incentives for students who have achieved the designated goal of the specific month. For example, in the months of January and February the goal was for students to have no absences and not be tardy. 37 students in 3rd through 8th grade were recognized at the 2nd quarter award's ceremony on Tuesday, March 4th and also rewarded with a nacho party on Tuesday, March 11th. To enhance this month's goal participation, incentives such as Wendy's certificates of achievement, raffle drawings for a Joy shirt and free dress-down passes were given at random by the school leader when students arrived at school on time.

Recognitions include:

- Pre-kindergarten through second grades recognition of students of the week at Monday morning assemblies.
- Third through eighth grades Student of the Month recognition at quarterly awards assemblies.
- Student of the Month pictures displayed in the hall outside of the classroom.

A reward system is also implemented by the school leaders for the staff for such things as the first person to hand in a requested item.

The teachers implement lessons and activities for our monthly words-Virtues of Joy (Attachment F). The middle school students have monthly character development assemblies, built around these Virtues of Joy. PBIS matrixes are in every classroom. Respectful-Independent-Safe-Excellent (RISE) posters are in the classrooms, halls, entryways, gymnasium, bathrooms and lunchrooms. The Academy mission statement is in every classroom and in the halls. Our School-Wide Information System (SWIS) keeps track of all behaviors and the data is reviewed at the monthly PBIS meetings. (Attachment G-1, G-2, G-3)

In addition to the above strategies, the Joy Dexter campus has partnered with the YMCA of Detroit. In November 2012 and 2013, we were fortunate to have the YMCA present a 9-week Sexual Wellness Information for Teens (SWIFT) which is a grant-funded program for our middle school students. In this program the presenters discussed and targeted appropriate behaviors, well-being and sexual awareness to males and females separately. Each student who attended the

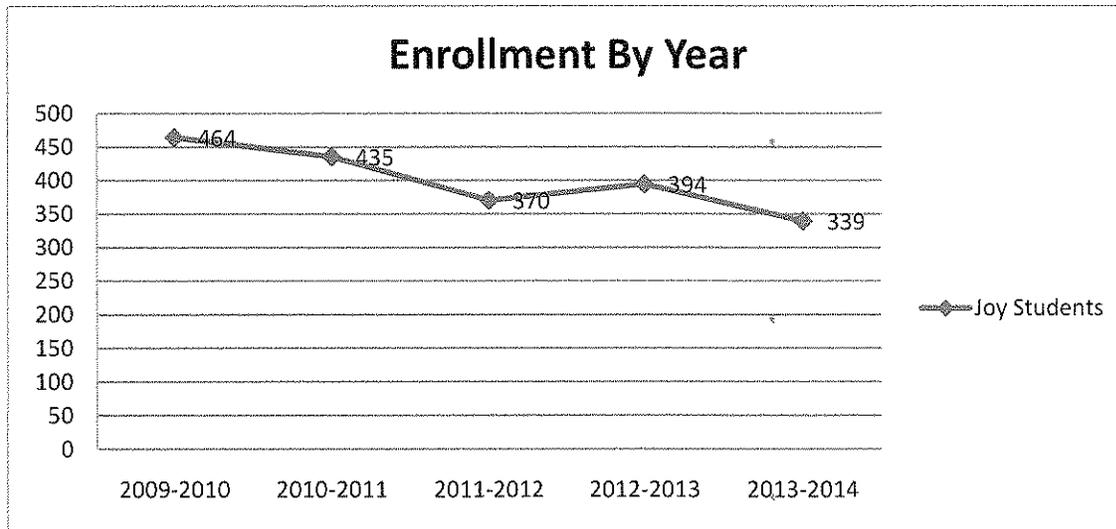
program had parental consent with a signed permission form. As long as the grant continues, Joy is slated to receive this beneficial program.

All staff is expected to continuously model respect, appropriate behaviors, appropriate speech, and proper dress with fidelity. With our behavior system, PBIS, rewards and consequences are shared with parents and students at the August parent orientation, Capsule Night, via classroom newsletters, via school leader weekly family newsletters, student-led conferences, teacher syllabi, assemblies, middle school student meetings, and student handbooks. Student handbooks are distributed at the beginning of the school year and to new students when they enroll.

5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?

Our biggest challenge as the Academy approaches reauthorization is increasing and sustaining academic achievement. Our staff is dedicated, motivated and in total alignment with the mission, vision and goals of the Academy, focusing on the contractual educational goals. The Academy is recognized by Michigan Department of Education as having a yellow scorecard status and having top-to-bottom rankings of 24% and 17% respectively at Joy Dexter and Joy Oakman. As our scores indicate, we continue to work and address the challenge of meeting our contractual educational goals and address fluctuations in our standardized assessment scores with a transient student body. We are addressing this challenge by consistently analyzing our data, implementing strategies focusing on targeting and altering instruction to increase student learning in all content areas. The data team meets bi-weekly, reviewing Global Scholar data, extracting Common Core standards for the areas which students demonstrated performance was non-proficient (below average). We continue to implement rigorous instruction, re-teaching and assessments for targeted and specific priority standards. Math score trends at the Academy show below-average performances. We have implemented direct math instruction delivery that occurs only in the mornings since we recognize our students are more alert in the morning. During this morning instruction, rigorous stations will continue and strategies for proving and disproving math concepts will occur. Student Response Systems or clickers are an addition to our math assessments. When math is taught in the afternoon, it is a follow-up to the direct instruction occurring in the morning. Our Tiers 2 and 3 interventionists continue to implement specific math strategies where Global Scholar shows deficiency.

Enrollment is a periodic challenge. The Academy has a historically strong enrollment, with a 14% decline this year.



There has been significant mobility of families due to economic hardship and blight. The families that have stayed within the community rely on Joy Prep as their neighborhood school and safe haven for their children’s education.

We address enrollment continuously throughout the year with marketing and promotional strategies. We are very fortunate to have a close, collaborative relationship with the corporate marketing team, who work with us initiating various strategies promoting the Academy to the community. Along with billboards, fliers, banners, mailers and radio ads, we give incentives to the families who enroll at the Academy. Joy polo-style uniform shirts and sweatshirts are given to newly enrolled students. Families of newly enrolled students are also entered into a drawing to receive an iPad Mini, which is given at the Harvest Festival in October. Payless Shoes gift cards are given to all enrolled students. Also, \$50 gift cards are given to families who refer students to enroll at the Academy. These gift cards are given at the Harvest Festival and throughout the year. Four gift cards were given to families this past October and one in December.

Another challenge at the Academy is that of students being absent and/or tardy. The Prosecutors Abolishing Chronic Truancy (PACT) program partnered with the Academy from 2010-2013 until the program was eliminated. This program engaged the family with the social worker and school leader attending court sessions and working directly with the prosecutor, judge and family to instill and emphasize the critical importance of school attendance. Numerous families were served during the 3-year period. We are very fortunate to maintain contact with the

prosecutor who directed this program and she continues to be a valuable resource. The social worker continues to initiate processes with the prosecutor regarding families who have truancy issues. At the Academy, we initiate incentives for students who come to school on time. Wendy's certificates of achievement, raffle drawings for a Joy shirt and free dress-down passes are given at random by the school leader, when students arrive at school on time. Students with perfect attendance are acknowledged with a certificate at quarterly awards ceremonies. Our School Reach automated telephone system is used to communicate all Academy information to parents and families. This system has been effective with parent responses and communications regarding the specific topics that have been sent out to them.

Attachments

Attachment A – Joy Preparatory Academy Updated Strategic Plan-2011-2016

Attachment B-1 and B-2 – Walk-through Observation Tool (Oakman and Dexter)

Attachment C – Essential Elements Profile (EEP) Observation Tool

Attachment D – Professional Development Calendar 2013-2014

Attachment E-1 and E-2 – Faculty & Staff/Parents & Guardians/Students Commitment Form

Attachment F – Virtues of Joy

Attachments G-1, G-2, G-3 – School-Wide Information System (SWIS) Data 2010-2012; 2011-2013; 2012-2014

Attachment A
Joy Preparatory Academy Updated
Strategic Plan

Joy Preparatory Academy Updated Strategic Plan 2011-2016

Goal	Student Achievement and Academic Growth	Value-Added Achievement	Financial Health	Operational Efficiency and Development	Governance and Leadership	Parental Involvement
<p>S Specific</p>	<p>Goal #1 Reading - The stakeholders of Joy Preparatory Academy will work in collaboration to increase MEAP scores in reading for all students in grades 3-8 achieving 52.11% proficiency in accordance with the state of Michigan and the contractual goal of Ferris State University Charter School Office (CSO) for 2013-2014.</p> <p>Goal #2 Math - The stakeholders of Joy Preparatory Academy will work in collaboration to increase MEAP scores in math for all students in grades 3-8 achieving 22.09% proficiency in accordance with the state of Michigan and the contractual goal of Ferris State University (CSO) for 2013-2014.</p> <ul style="list-style-type: none"> *Identifies specific content area *Identifies percentage ranges for increase *Identifies specific targeted grade levels 	<p>Goal #1 - The stakeholders of Joy Preparatory Academy will work in collaboration to ensure that all students will demonstrate, on average, quantifiable academic progress towards the grade level reading and math college readiness achievement targets in Global Scholar series.</p> <p>Goal #2 - The stakeholders of Joy Preparatory Academy will work in collaboration to ensure that all students enrolled for three or more years will on average, achieve scaled scores equal or greater than the grade-level reading and math college readiness achievement targets in Global Scholar series.</p> <ul style="list-style-type: none"> *Identifies specific content areas *Identifies % of cohort students meeting college readiness targets. *Identifies % of all students meeting college readiness targets 	<p>Goal #1 - Assure adequate financial resources to meet the needs of the school</p> <p>Goal #2 - Explore additional funding to meet instructional/physical plant need</p>	<p>Goal #1 The board will ensure that there are appropriate financials allotments for each strategy in the SIP.</p>	<p>Goal #1 - To continue to improve the commitment and competence of the governing board</p>	<p>Goal #1 - The staff of Joy Preparatory Academy will increase parental involvement.</p> <p>Goal #2 - The staff will continue to make an effort to know student's families enrolled at Joy Preparatory Academy.</p>
<p>M Measurable</p>	<ul style="list-style-type: none"> *Measured by achievement percentages *Measured by achievement of contractual goals 	<p>#1 Provide input for budget development 2 or more times for budget adoptions.</p> <p>#2 Sustain and seek increased levels of grants funding. Must be able to recruit and retain highly qualified instructional staff and provide an environment conducive to learning</p>	<p>#1 Quarterly reports will inform the board</p>	<p>#1 Board attendance (quorum at all meetings and board will maintain a pool of 2-3 candidates for future appointment</p>	<p>#1 Parents will attend student-led conferences and participate in academic and special events</p> <p>#2 The classroom teachers will conduct social conferences with the students to gain insight on the needs of the families, and will make referrals to the appropriate staff members for additional support.</p> <p>#3 The staff will distribute surveys to the parents and will provide the families with necessary assistance based on the results (Focus Hope Neighborhood grant)</p>	<p>#1 Implementation of a minimum of 5 parental involvement activities during the 2013-2014 academic year.</p> <p>#2 The conferences and surveys will take place three times during the school year.</p>
<p>A Ambitious</p>	<ul style="list-style-type: none"> *Provides a range for increase *Aggressively seeks 100% proficiency 	<p>#1 Maintain a fund balance of 10% or more</p> <p>#2 Measured by portion of budget beyond state per-pupil funding</p>	<p>#1 Budget-to-actual amounts are present in monthly financial reports</p>	<p>#1 Professional development credits on schedule as required by FSU</p>	<p>#1 Generate involvement up to 20% of the parent population.</p> <p>#2 100% of the students will participate in the social conferences conducted by the classroom teachers</p> <p>#3 The staff of JPA will strive to receive 50% of the surveys distributed.</p>	<p>#1 Parental involvement currently averages approximately 15%</p> <p>#2 The academy has received approximately 8% of the surveys issued in the previous school year.</p>
<p>R Realistic</p>	<ul style="list-style-type: none"> *Provides a range for increase *Identifies the responsibility of all stakeholders 	<p>#1 Sustain healthy fund balance despite decreased per-pupil revenue</p> <p>#2 Will require additional grant-seeking</p>	<p>#1 The board will be regularly informed about SIP strategies and will be able to make budget adjustments as needed.</p>	<p>#1 The board holds itself accountable for the entire governance section in the FSU rubric.</p>	<p>#1 The board has demonstrated collective and individual commitment.</p>	<p>#1 Identifies timelines in accordance with the JPA calendar of events</p>
<p>T Timely</p>	<ul style="list-style-type: none"> *Identifies timeline according to state testing 	<p>#1 Possible continued decreased revenue from the state</p> <p>#2 Planning critical to future program and technology updates</p> <p>#1 Uncertain per-pupil funding environment</p> <p>#2 Continue active board involvement in budget monitoring and development</p>	<p>#1 High-stakes test score environment defines academy success</p>	<p>#1 The board is beginning the fourth year of a 5-year reauthorization period.</p>		

A

Attachment B
Walk-through Observation Tool

Attachment C
Essential Elements Profile (EEP)
Observation Tool

The Leona Group
Essential Elements Profile

School Name:		
Date and Time:	Subject/Grade:	
Teacher Name:	Observer:	
Signature:	Signature:	
RATINGS	(+) Strongly Evident	(v) Evident
	5 - Outstanding	4 - Very Good
	3 - Satisfactory	2 - Improvement Needed
		(0) Not Evident
	1 - Not Satisfactory	
<input type="checkbox"/> (Overall)	FOCUS ON THE CURRICULUM	
<input type="checkbox"/>	Lesson essential question - aligned & posted	
<input type="checkbox"/>	Student learning maps - posted & current	
<input type="checkbox"/>	Lesson plans - reflect co-planning	
<input type="checkbox"/>	Interventions & progress monitoring- clearly documented	
<input type="checkbox"/>	Lesson plans/reports/logs - submitted on time	
<input type="checkbox"/>	Lesson plans implement best practices	
<input type="checkbox"/>	Variety of instructional materials - evident	
<input type="checkbox"/>	Content adapted to various levels of student proficiency	
<input type="checkbox"/> (Overall)	FOCUS ON THE INSTRUCTION	
<input type="checkbox"/>	Variety of instructional practices & strategies used - concepts clear	
<input type="checkbox"/>	Students on task & appropriate strategies implemented	
<input type="checkbox"/>	Instructional time used efficiently & effectively	
<input type="checkbox"/>	Speech appropriate for student proficiency level	
<input type="checkbox"/>	Connects concepts to student background/experiences - links lesson obj.	
<input type="checkbox"/>	Meaningful activities that reflect diff. instr. & integrate lesson obj.	
<input type="checkbox"/>	Appropriately use variety of assessment models & uses results	
<input type="checkbox"/>	Key vocab. & lesson concepts introduced, reviewed & supported	
<input type="checkbox"/>	Technology is used in classroom	
<input type="checkbox"/>	Frequent checking for understanding during lesson	
<input type="checkbox"/> (Overall)	FOCUS ON THE LEARNER	
<input type="checkbox"/>	All students actively participate & are engaged in learning	
<input type="checkbox"/>	Instructional accom. are implemented based on needs/assessments	
<input type="checkbox"/>	Students are supported as they explore ideas & thoughts	
<input type="checkbox"/>	Frequent opp. for interactions/discussion between teacher & student	
<input type="checkbox"/>	Students understand assignments & directions	
<input type="checkbox"/>	Variety of questions/tasks that promote higher order thinking	
<input type="checkbox"/>	Students are on task & appropriate strategies implemented	
<input type="checkbox"/> (Overall)	FOCUS ON THE ENVIRONMENT	
<input type="checkbox"/>	Classroom arranged to accommodate whole/small group instruction	
<input type="checkbox"/>	Print rich environment for student work/current concepts	
<input type="checkbox"/>	Clean, orderly & inviting classroom	
<input type="checkbox"/>	Seating appropriate for student instructional/behavioral needs	
<input type="checkbox"/>	Teacher movement patterns support student engagement	
<input type="checkbox"/>	Consistently support schools discipline program	
<input type="checkbox"/>	Models/facilitates an environment of respect & cooperation	
<input type="checkbox"/>	Maintains smooth transitions	
<input type="checkbox"/>	Develops an environment of high expectations for all students	
<input type="checkbox"/> (Overall)	COLLABORATION: Teachers/specialists (SPED, ELL, coaches, interventionists, social worker, PT, OT, speech & psychologists)	
<input type="checkbox"/>	Modifications & accom. reviewed & agreed on by stakeholders	
<input type="checkbox"/>	Supports school-wide initiatives/programs related to student progress	
<input type="checkbox"/>	Collaborates, communicates & works well with other staff	
<input type="checkbox"/>	Effectively uses co-teaching strategies	
<input type="checkbox"/>	Specialists/GE teachers work together for student intervention needs	

Attachment D
Professional Development Calendar
2013-2014



**Professional Development Schedule
2013-2014**

Date	Activity	Hours
August 12, 2013	Orientation on Common Core State Standards in Math and Reading	4
August 13, 2013	Training on Curriculum Crafter	4
August 15, 2013	Training on using Everyday Math/Phonics First	6
October 18, 2013	Aligning Core Subject Standards to Teaching	6
November 1, 2013	Data Team Training	4
December 20, 2013	Webinar on Utilizing Study Island Resources	3
January 17, 2014	The 8 practices in math common core standards	4
March 14, 2014	Math Stations in the Classroom	4
June 17, 2014	Rtl/Data Team Training	6
June 18, 2014	Training on the use of Math Connects	5

D

Attachments E-1 and E-2
Faculty and Staff/Parents and
Guardians/Students Commitment Form

Joy Preparatory Academy



Faculty & Staff/Parents & Guardians/Students Commitment Form

To demonstrate our belief that high students performance and improved achievement is a shared responsibility of faculty, staff, parents, guardians and students we agree to the following:

Faculty and Staff Commitment

1. Arrive at the academy by 7:30 a.m. and remain until 3:45 p.m.
2. Plan and revise our lesson to best meet of all interest of all students and provide high quality curriculum and instruction reflecting state standards.
3. Be supportive of all students and provide opportunities for everyone to succeed.
4. Provide ongoing communications to parents through weekly newsletters informing them of academy and classroom updates and events, contact parents regarding students' behavior and academic progress, and initiate opportunities for parents to be involved in academy program and activities.
5. Adhere to the School Improvement Plan.
6. Hold informational meetings and conference for parents regarding expectations, procedures, and changes and their child's progress.
7. Strive to protect the safety, interests and rights of all individuals.
8. Be supportive of parents' interests and concerns.

Print Name

Signature

Date

Parents and Guardians Commitment

1. Make certain our child arrive on time everyday – Joy Dexter at 7:55 a.m. and Joy Oakman at 8:15 a.m...
2. Make arrangements for our child to remain at the academy through the school day and be picked up promptly at dismissal time Joy Dexter at 3:15 p.m. and Joy Oakman at 3:30 p.m.
3. Ensure that our child attends the Joy Preparatory Orientation.
4. Help our child by reviewing homework; check homework, reading with them, limiting television and video games as best as possible every night.
5. Make certain our child follows Joy Preparatory Academy's dress code daily.
6. Be supportive of administration, teachers, staff, and communication with my child's teachers respectfully and in appropriate time and place.
7. Ensure that our family eats healthy, develops good exercise habits and gets the proper amount of sleep.
8. Understand that our child must follow Joy Preparatory Academy's rules to honor the rights and interests of all individuals at all times. We, not the academy are responsible for the behavior and actions of our child.

Print Name

Signature

Date

Students' Commitment

1. I will arrive to school everyday on time by 7:55 for Joy Dexter and by 8:15 for Joy Oakman.
2. I will remain at school until dismissal time 3:15 at Joy Dexter and 3:30 at Joy Oakman.
3. I will attend Joy Preparatory Academy Orientation.
4. I require myself to give my best effort at all times including being attentive in class, raising my hand appropriately to ask a question and completing all work including that of assignments at home.
5. I will work cooperatively with my teachers, fellow students and my parents.
6. I will follow Joy Preparatory dress code.
7. I am responsible for my own behavior. I will respect all individuals in my words and actions.

Failure to adhere to these commitments can cause me to lose various privileges.

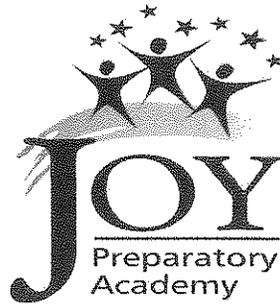
Print Name

Signature

Date

E-2

Attachment F
Virtues of Joy



Virtues of Joy

September - Excellence

October - Respect

November - Gratitude

December - Generosity

January - Goals

February-Responsibility/Choices

March - Teamwork

April - Trustworthy

May - Effort

June - Fairness

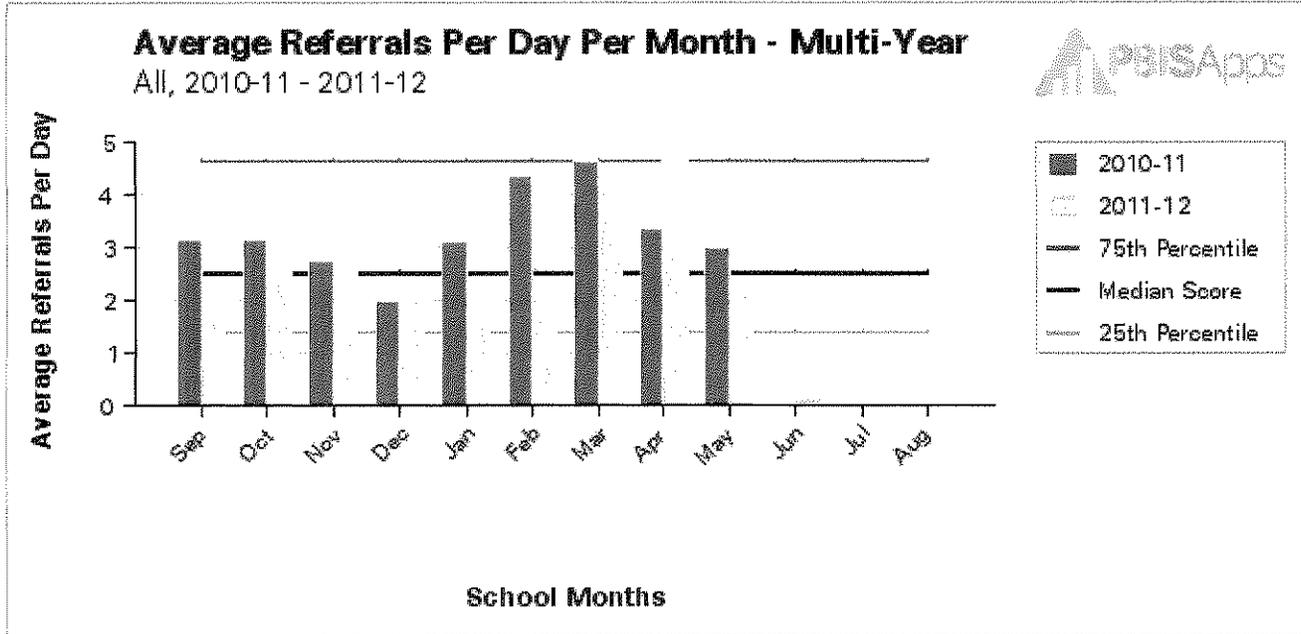
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Attachments G-1, G-2, G-3
School-Wide Information System (SWIS)
Average Referrals Data for 2010-2012,
2011-2013 and 2012-2014



Average Referrals Per Day Per Month - Multi-Year
2010-11 - 2011-12

- Referral Type: All Referrals & Minors
- Show National Data on Graph: Yes



Data Table		
Month	2010-11	2011-12
January	59	28
February	74	32
March	102	81
April	47	68
May	63	52
June	0	3
July	0	0
August	0	0
September	54	40
October	63	72
November	50	50
December	24	38
Totals:	536	464

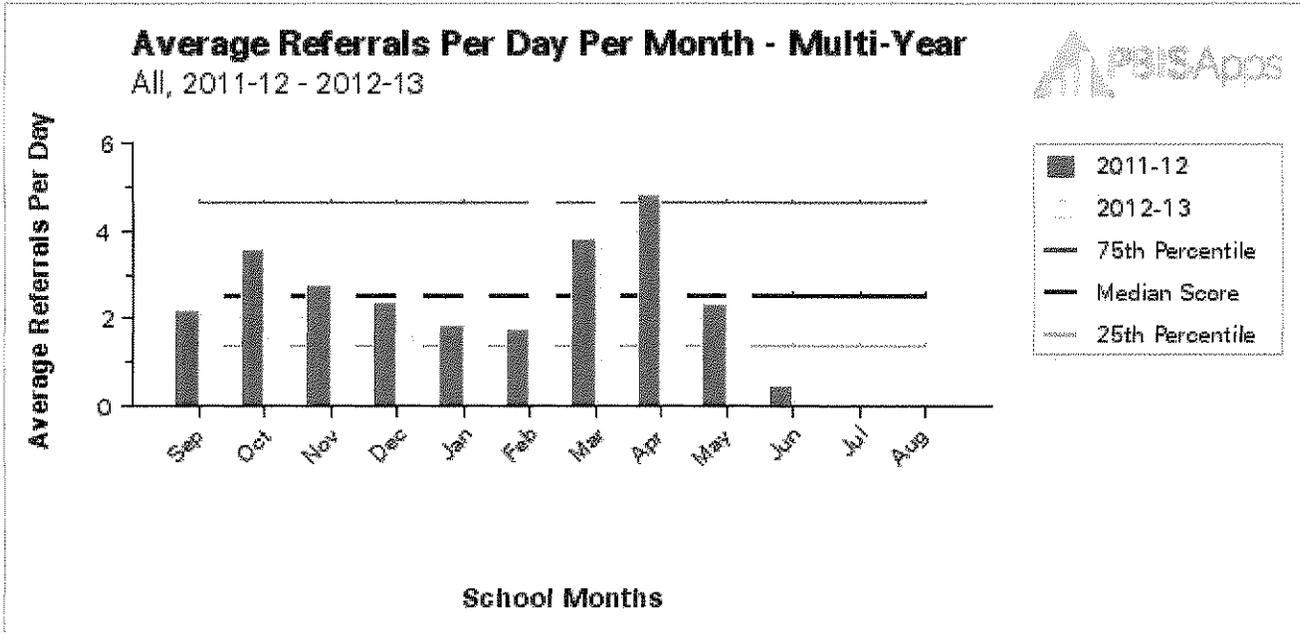
National Trend Data - 2012-13		
	ODRs Per 100 Students Per Day	Adjusted: ODRs Per 379 Students Per Day
Number of Schools	298	298
25th Percentile	0.37	1.42
Median (50th Percentile)	0.67	2.55
75th Percentile	1.23	4.66

G-1



Average Referrals Per Day Per Month - Multi-Year
2011-12 - 2012-13

- Referral Type: All Referrals & Minors
- Show National Data on Graph: Yes



Data Table		
Month	2011-12	2012-13
January	28	57
February	32	81
March	81	97
April	68	65
May	52	73
June	3	7
July	0	0
August	0	0
September	40	48
October	72	58
November	50	64
December	38	52
Totals:	464	602

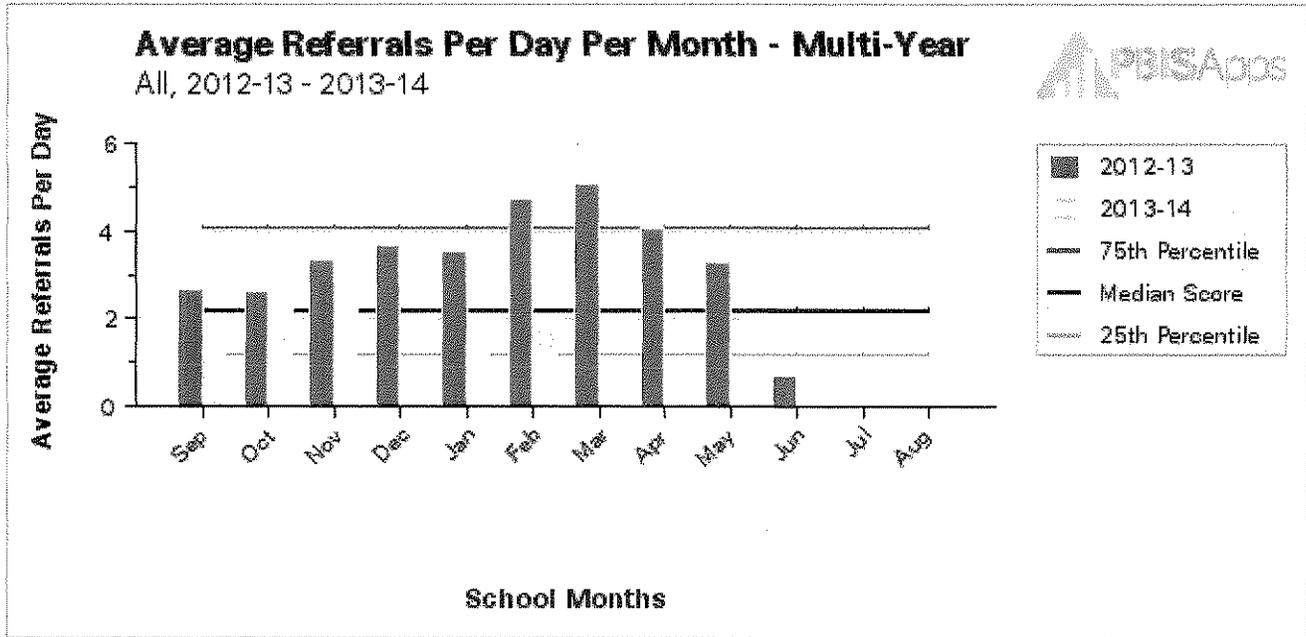
National Trend Data - 2012-13		
	ODRs Per 100 Students Per Day	Adjusted: ODRs Per 379 Students Per Day
Number of Schools	298	298
25th Percentile	0.37	1.42
Median (50th Percentile)	0.67	2.55
75th Percentile	1.23	4.66

G-2



Average Referrals Per Day Per Month - Multi-Year
2012-13 - 2013-14

- Referral Type: All Referrals & Minors
- Show National Data on Graph: Yes



Data Table		
Month	2012-13	2013-14
January	57	21
February	81	36
March	97	11
April	65	0
May	73	0
June	7	0
July	0	0
August	0	0
September	48	31
October	58	72
November	64	51
December	52	13
Totals:	602	235

National Trend Data - 2012-13		
	ODRs Per 100 Students Per Day	Adjusted: ODRs Per 379 Students Per Day
Number of Schools	298	298
25th Percentile	0.37	1.42
Median (50th Percentile)	0.67	2.55
75th Percentile	1.23	4.66

G-3



FERRIS STATE UNIVERSITY
CHARTER SCHOOLS OFFICE

May 21, 2014

Mr. George Waters, Board President
Joy Preparatory Academy
2116 Echo Woods Drive
Canton, MI 48188

Dear George:

I have communicated your rubric response documentation to the Visitation Team, and the team has decided the following:

1. The Board does read at meetings the Core Values/Vision/Mission statements. There is some evidence of discussion and review in the minutes. This meets the requirements for a *Meeting Standards* score. There is no evidence of a rigorous method of evaluating these items, continuous updates, or performance measures of the goals related to these statements. This would be necessary for a score of Exceeds Standards.
2. The Educational Service Provider score of Exceeds Standards does not reflect the last Annual Academic Performance Audit score of 66.9%, *Needs Improvement*. The 2013 MEAP Scores were below the composite district except for one area, and the Winter SCANTRON Report showed minimal gains in student achievement.
3. The Personnel Verification Audit score of 0/20 will be changed to 15/20. However, it is important that documents be in the employee personnel files at the time of the audits. Scores of Level 3 or 4 are unacceptable. It needs to be documented in the employees file when Unprofessional Conduct Misconduct Reports were requested, when a response is received. If after three attempts a response is not received that also needs to be recorded in the employees file.
4. On the Point Tally page in the column Category Achieved for the Application/Questionnaire it was listed as the academy achieving Meets Standards, this was a typo and it has been corrected to *Exceeds Standards*.

The review of Joy Preparatory Academy (JPA) is now considered complete. On behalf of the team and the Charter Schools Office, we thank you for your hospitality and the opportunity to visit with your staff, students, and parents.

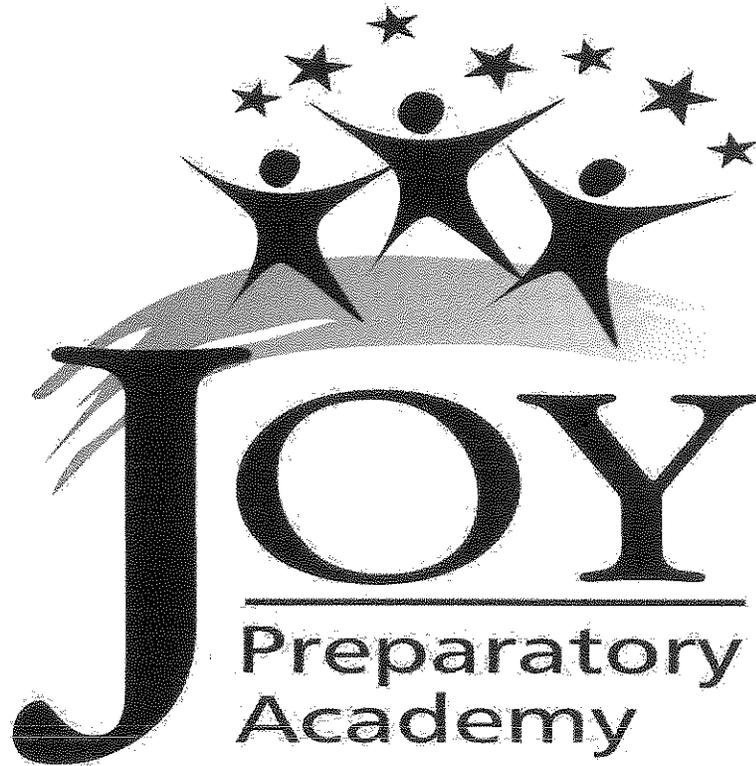
Sincerely,

Ronald S. Rizzo, Ph.D.
Interim Director

cc: JPA Board of Directors
Ms. Fran Gardulescu, Superintendent, JPA
Mr. John Hackett, Visitation Chair FSU-CSO Team Member, Field Representative
Dr. Phyllis Robinson, FSU-CSO Team Member
Mr. Jim Scholten, FSU-CSO Team Member, Field Representative
Ms. Barbara Barrett, Regional Vice President, The Leona Group

1020 Maple Street
Big Rapids, MI 49307-1649

Phone: (231) 591-5802
Fax: (231) 796-1448



Mid-Contract Review DRAFT

Report Challenges

May 8, 2014



May 8, 2014

Dear Dr. Rizzo,

We have received and reviewed the draft of the Joy Preparatory Academy mid-contract review visitation conducted on April 9-10, 2014.

Enclosed please find our challenges to specific findings and supporting data.

While we are very pleased with our outcome from the visitation of a great team led by John Hackett, we would like to bring these changes forth for your review.

Sincerely,

Fran Gardulescu
School Leader-Joy Dexter

Nichole McAfee
School Leader-Joy Oakman

1. Core Values, Vision, Mission, and Strategic Planning

-Vision Statement: Board evaluation

-Vision: Continual revision and reaffirmation

-Mission: Continual revision and reaffirmation

The board reviews and discusses the mission, vision and core values statements in board retreats, ensuring that it is aligned with the processes at the academy. These special board meetings minutes reflect the review and reaffirmations of these statements. (Attachments A, B, C, D, E and F) In addition to the reading of the vision statement at all board meetings, the school leaders give academic reports updating the members in their evaluation process of the academy meeting long-and short-term goals.

2. Governance

-Leadership: Management Company Evaluation OR Key School Leader (KSL)

There is a strong correlation between the board's annual evaluation of the management company that accurately reflects the academy's academic achievement progress along with the provided business services. The board discusses this monthly through the various items on the agendas. The evaluation of October 2013, which was reviewed and discussed by all board members, gives the management company an EXCEEDS STANDARDS rating of 121. Ratings and evidence are clearly explained for each area. Of particular note is the board's review of the contractual goals that are being met (Attachment G).

-Personnel Verification Audit: Compliance with State and Federal Law

Joy Preparatory Academy vigorously disagrees with the statement that "Below 75% there is a significant non-compliance with Michigan and Federal law relations to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements." Over the course of the past three school years, there have been a total of only 34 "red flags" versus a total staffing during those years of 412 employees, or a ratio of only 8.2% of the employees with flags. (Attachment H) Further, among those 34 items that were marked with "red flags" during the period in question, 19 of the items were a result of Unprofessional Conduct checks (UPC), which had been sent to the staff member's prior employer,

but where a response had not yet been received. Michigan law requires that we as the employer send the request to the prior employer, which we have done consistently, as required. We also send second and third requests to those prior employees when the first request is not answered. We cannot compel the prior employer to respond and the lack of a response should not be flagged as non-compliance on the part of the academy. In our view, only 15 items in three years, out of 412 employees, or 3.6%, actually represent compliance concerns.

During the entire three-year period, only one (1) employee has not had a background check at the time of hire. That individual had originally been hired in 2008 with a background check done at that time of hire, she was laid off briefly for 4 months and did not have a background check done at the time of her re-hire, an oversight that was promptly corrected.

During the period under review, the remaining items were primarily due to minor deficiencies in the documentation on file to ensure that teachers are certified and "highly qualified." For example, in some cases the teaching certificate was on file, but not notarized.

We take all audit finding seriously and work diligently to resolve them and to keep the board and authorizer informed about the status of items needing resolution.

3. Point Tally Sheet

-Application/Questionnaire

The application/questionnaire percentage achieved is 90%. In the category achieved it states that this 90% is Meets Standards. The Total Score legend on the Point Tally Sheet reflects that 90% is an Exceeds Standards category achieved.

ATTACHMENTS

Attachment A – Special Meeting/Retreat Agenda-August 16, 2011

Attachment B – Minutes of the Special Meeting/Retreat-August
16, 2011

Attachment C – Special Meeting/Retreat Agenda-October 16,
2012

Attachment D – Minutes of the Special Meeting/Retreat-October
16, 2012

Attachment E – Special Meeting/Retreat Agenda-August 20, 2013

Attachment F – Minutes of the Special Meeting/Retreat-August
20, 2013

Attachment G – Educational Service Provider evaluation-Strategic
And Instructional Leadership section

Attachment H – Joy Preparatory Academy QPRG Three-Year
History



Oakman Campus • Grades K - 2 Dexter Campus • Grades 3 - 8
 1129 Oakman Blvd. • Detroit, MI 48238 15055 Dexter Ave. • Detroit, MI 48238
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SPECIAL MEETING/RETREAT AGENDA

Tuesday, August 16, 2011

3:00 p.m. – 5:00 p.m.

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

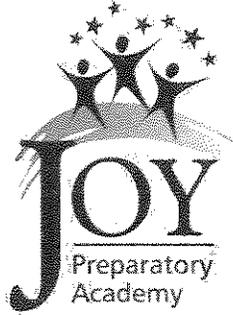
Vision Statement: Joy Preparatory Academy will be a shining jewel in the community because of its reputation for integrity and results.

Core Value Statement: Joy Preparatory Academy believes that at the core of every truly educated citizen there lies a foundation of integrity, wisdom and courage. The Joy Preparatory Academy community promotes in its students a healthy sense of right and wrong, factually-based critical thinking, and the strength of character to act and react morally.

- I. Call to Order and Roll Call
- II. Public Comment* (limited to agenda items only)
- III. Approval of Agenda
- IV. FSU CSO Mid-Contract Review and Reauthorization Review Model 2011-2012
 - A. Core Values, Mission, Vision, Strategic Planning
 - B. Governance
- V. FSU CSO Definition of Quality – Document Review
- VI. Strategic Plan Review
 - A. Application of SMART Goals
 1. Specific
 2. Measurable
 3. Ambitious
 4. Realistic with assigned responsibility
 5. Timely (time-specific with target dates)
 - B. Communication to Stakeholders
 - C. Tools for Measurement
 - D. Specific Areas and Accompanying Goals
 1. Student Achievement and Academic Growth
 2. Value-Added Achievement
 3. Financial Health
 4. Operational Efficiency and Development
 5. Governance and Leadership

Additional Area:

 6. Parental Involvement



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- VII. Extended Public Comment (non-agenda items only)*
- VIII. Reconfirmation of Next Regular and Organizational Meeting Date: Tuesday, August 16, 2011 @ 6:00 p.m.
- IX. Adjournment

*Individuals wishing to address the Board of Directors under Items II and VII above are requested to sign in with the Board Secretary prior to the start of the meeting. Individual comments are limited to no more than three (3) minutes each and a total time allowance not to exceed thirty (30) minutes. The Board will not verbally respond to public comments but may follow up in the most appropriate and time-effective manner.

*Complaints or concerns regarding Board members or school employees associated with the Academy shall first be addressed in writing and delivered to the Board President at least five (5) days prior to the Board meeting or such complaints or concerns shall not be heard by the Board.

*This meeting is a meeting of the Board of Directors in public for the purpose of conducting the Academy's business and is not to be considered a public community meeting. There is a time for public comment during the meeting as indicated on the agenda.

Proposed minutes of this meeting will be available for public inspection at the Joy Preparatory Academy School Office located at 1129 Oakman Boulevard, Detroit, MI 48238 and 15055 Dexter, Detroit, MI 48238, eight (8) business days after the meeting. Approved minutes are available within five (5) business days after the meeting at which they approved [Open Meetings Act, Public 267].

**Proposed Minutes
of the Special Meeting of
Joy Preparatory Academy
Board of Directors
Held August 16, 2011 at
15055 Dexter Ave.
Detroit, MI 48238
2:30 p.m.**

I. Call to Order and Roll Call

Paul Neitman, board president, called the meeting to order at 3:10 p.m.

Members Present: Dr. Frances Brockington, George Waters, Thelma Vance, Paul Neitman,
George Van Antwerp

Members Absent: Sharon Foster (unexcused), John Rivers (excused)

Others Present: Barbara Barrett (TLG); Fran Gardulescu (TLG); Nichole McAfee (TLG)

II. Public Comment* (limited to agenda items only)

None.

III. Approval of Agenda

Moved by George Van Antwerp, seconded by Thelma Vance and unanimously supported by those present to approve the agenda.

IV. FSU CSO Mid-Contract Review and Reauthorization Review Model 2011-2012

A. Core Values, Mission, Vision, Strategic Planning

Discussion ensued regarding the new document with an overview provided by Ms. Barrett.

Discussion ensued regarding reaffirmation of the mission, vision and core value statements. Also discussed was strategic planning. The board will reaffirm the statements at the regular board meeting.

B. Governance

V. FSU CSO Definition of Quality – Document Review

Mr. Neitman shared an example of a strategic plan format that he thought would be good to use. He stated that the work has already been done, but just needs to be pulled together and placed in the proper format. He suggested that the board use this format so that the document is user-friendly for all stakeholders.

The board looked at the S.W.O.T. analysis model and listed 5 items under each heading.

Strengths:

- Staff – very capable and skilled
- Educational strategy
- Culture of community within the school
- Financially stable
- PBS program

Weaknesses:

- Student achievement as evident by test scores
- Reduced funding over consecutive years
- Parental involvement
- Inadequate space at Dexter campus
- Challenge of operating 2 campuses
- Visibility in community

Opportunities:

- Non-traditional funding partnerships
- Expanded population for pre-school
- Pursuing cultural and educational partnerships with other community organizations
- 5-year charter allows for more time
- Investment in future planning/offers sense of stability for school

Threats:

- Instability of neighborhood
- Poverty level of students/families served
- Disconnect between need for education/need for employment
- Instability of public funding
- Number of students with unmet health/behavioral health issues
- Singular focus of equating educational achievement with test scores

Planning Assumptions:

1. Public funding will remain unstable and problematic
2. Growing acceptance of charter schools in Detroit
3. Growing demand for increased integration of technology in the classroom
4. Continuous slow growth of Michigan economy
5. Local community will continue to be unstable
6. Will need to increase community partnerships in order to meet needs of students served (university partnerships)
7. Increased need to market Joy Prep services
8. Increased need for staff training in childhood development

VI. Strategic Plan Review

A. Application of SMART Goals

1. Specific
2. Measurable
3. Ambitious
4. Realistic with assigned responsibility
5. Timely (time-specific with target dates)

B. Communication to Stakeholders

C. Tools for Measurement

D. Specific Areas and Accompanying Goals

1. Student Achievement and Academic Growth

Ms. Gardulescu presented the following goals in the SMART Goals format.

Goal #1 Reading: The stakeholders of Joy Preparatory Academy will work in collaboration to increase MEAP scores in reading for all students in grades 3-8 achieving 60-100% proficiency in accordance with state Adequate Yearly Progress (AYP) requirements and the contractual goal of Ferris State University Charter School Office (CSO) in both 2011-2012 and 2012-2013.

Goal #2 Math – The stakeholders of Joy Preparatory Academy will work in collaboration to increase MEAP scores in math for all students in grades 3-8 achieving 57-100% proficiency in accordance with state AYP requirements and the contractual goal of Ferris State University (CSO) in both 2011-2012 and 2012-2013.

Both goals identify specific content areas, identify percentage ranges for increase and identify specific targeted grade levels (S). Both goals are measured by achievement percentages and achievement of contractual goals (M). Both goals provide a range for increase and aggressively seek 100% proficiency (A). Both goals provide a range for increase, and identify the responsibility of all stakeholders (R). Both goals identify timelines according to state testing and contractual obligations (T)

2. Value-Added Achievement

Ms. Gardulescu presented the following goal in the SMART Goals format.

Goal #1 – The stakeholders of Joy Preparatory Academy will work in collaboration to ensure that 75-100% of cohort students in grades 3-8 achieve within grade level interquartile range or higher on the Scantron Performance Series assessment in the core subjects of reading, language arts and mathematics in accordance with the contractual goals of Ferris State University CSO in both 2011-2012 and 2012-2013.

The goal identifies specific content areas and identifies percent of Cohort students to perform at or above interquartile (S). The goal is measured by the percent of students performing at or above interquartile range and by achievement of contractual goals (M). The goal aggressively seeks 100% proficiency and provides a range for percentage increase (A). The goal provides a range for percentage increase and identifies the responsibility of all stakeholders (R). The goal identifies a timeline according to state testing and contractual obligations (T).

3. Financial Health

Goal #1: Assure adequate financial resources to meet the needs of the school

Goal #2: Continued active board involvement in budget development/monthly monitoring

Goal #3: Explore additional funding to meet instructional/physical plant needs

Indicators:

- Minimum of 10-12% fund balance
- Increased levels of non-public school funding
- Ability to recruit and retain highly qualified instructional staff

4. Operational Efficiency and Development

Further development and discussion will take place at the next regular board meeting.

5. Governance and Leadership

Goal #1: To continue to improve the commitment and competence of the governing board.

Indicators:

- Board attendance
- Ability to recruit and retain a diverse board of directors
- Willingness and ability of board members to be involved in board development activities

Additional Area:

6. Parental Involvement

The leadership team will present a goal in this area, in the SMART Goals format, for the board to review and approve at the next regular board meeting.

VII. Extended Public Comment (non-agenda items only)*

None.

VIII. Reconfirmation of Next Meeting Date: Regular Meeting Tuesday, August 16, 2011 at 6:00 p.m. (Dexter campus)

IX. Adjournment

Moved by George Waters, seconded by George Van Antwerp and unanimously supported by those present to adjourn the meeting at 5:15 p.m.

Submitted by

Approved by

Holly Erb
Recording Secretary
Date: August 22, 2011

Thelma Vance
Board Secretary
Date: September 20, 2011



C

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SPECIAL MEETING AGENDA

Tuesday, October 16, 2012

4:30 p.m.

Dexter campus

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

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

Core Value Statement: Joy Preparatory Academy believes that at the core of every truly educated citizen there lies a foundation of integrity, wisdom and courage. The Joy Preparatory Academy community promotes in its students a healthy sense of right and wrong, factually-based critical thinking, and the strength of character to act and react morally.

- I. Call to Order and Roll Call
- II. Public Comment* (limited to agenda items only)
- III. Approval of Agenda
- IV. FSU CSO Mid-Contract Review and Reauthorization Review and Reauthorization Model 2012-2013
 - A. Core Values/Vision/Mission/Strategic Planning
 - B. Governance
 - C. School Culture
 - D. Financial Viability
 - E. School Improvement
- V. Strategic Plan Review
- VI. Extended Public Comment (non-agenda items only)*
- VII. Reconfirmation of Next Meeting Date: **Tuesday, November 20, 2012 @ 4:00 p.m.**

VIII.. Adjournment

*Individuals wishing to address the Board of Directors under Items II and VII above are requested to sign in with the Board Secretary prior to the start of the meeting. Individual comments are limited to no more than three (3) minutes each and a total time allowance not to exceed thirty (30) minutes. The Board will not verbally respond to public comments but may follow up in the most appropriate and time-effective manner.

*Complaints or concerns regarding Board members or school employees associated with the Academy shall first be addressed in writing and delivered to the Board President at least five (5) days prior to the Board meeting or such complaints or concerns shall not be heard by the Board.

*This meeting is a meeting of the Board of Directors in public for the purpose of conducting the Academy's business and is not to be considered a public community meeting. There is a time for public comment during the meeting as indicated on the agenda.

Proposed minutes of this meeting will be available for public inspection at the Joy Preparatory Academy School Office located at 1129 Oakman Boulevard, Detroit, MI 48238 and 15055 Dexter, Detroit, MI 48238, eight (8) business days after the meeting. Approved minutes are available within five (5) business days after the meeting at which they approved [Open Meetings Act, Public 267].



D

~~Proposed Minutes~~
Approved
of the Special/Retreat Meeting of
Joy Preparatory Academy
Board of Directors
Held October 16, 2012 at
15055 Dexter Ave.
Detroit, MI 48238
4:30 p.m.

I. Call to Order and Roll Call

Paul Neitman, board president, called the meeting to order at 4:44 p.m..

Members Present: George Waters, Paul Neitman, Charles Nutt, Lynese Davis

Members Absent:

Others Present: Barbara Barrett (TLG); Fran Gardulescu (TLG); Nichole McAfee (TLG)

II. Public Comment* (limited to agenda items only) - None

III. Approval of Agenda

Moved by George Waters, seconded by Lynese Davis and unanimously supported by those present to approve the agenda.

IV. FSU CSO Mid-Contract Review and Reauthorization Review Model 2012-2013

A. Core Values/Vision/Mission/Strategic Planning

B. Governance

C. School Culture

D. Financial Viability

E. School Improvement

Each section of the rubric was reviewed in detail.

V. Strategic Plan Review

Discussion ensued regarding the strategic plan. Board members went through each section and discussed the content. Nichole McAfee gave a detailed overview of the student achievement and academic growth section, as well as the value added section. Discussion ensued regarding parental involvement and how it effects student achievement.

Paul Neitman led discussion in the following sections: financial health; operational efficiency and development, governance and leadership and parental involvement. After review board members agreed that the strategic plan is still adequate. Mr. Neitman requested review of the strategic plan two times each year.

VI. Extended Public Comment (non-agenda items only)*

None.

VII. Reconfirmation of Next Meeting Date: Regular Meeting Tuesday, November 20, 2012 at 6:00 p.m. (Dexter campus)

IX. Adjournment

Moved by George Waters, seconded by Charles Nutt and unanimously supported by those present to adjourn the meeting at 5:50 p.m.

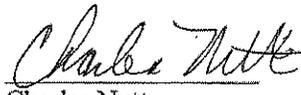
D

Submitted by



Holly Erb
Recording Secretary
Date: October 18, 2012

Approved by



Charles Nutt
Board Secretary
Date: November 20, 2012



E

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SPECIAL MEETING AGENDA

Tuesday, August 20, 2013

4:00 p.m.- 6:00 p.m.

Dexter campus

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

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

Core Value Statement: Joy Preparatory Academy believes that at the core of every truly educated citizen there lies a foundation of integrity, wisdom and courage. The Joy Preparatory Academy community promotes in its students a healthy sense of right and wrong, factually-based critical thinking, and the strength of character to act and react morally.

- I. Call to Order and Roll Call
- II. Public Comment* (limited to agenda items only)
- III. Approval of Agenda
- IV. Strategic Plan Review
- V. Extended Public Comment (non-agenda items only)*
- VI. Reconfirmation of Next Meeting Date: **Tuesday, September 17, 2013 @ 4:00 p.m.**
- VII. Adjournment

*Individuals wishing to address the Board of Directors under Items II and VII above are requested to sign in with the Board Secretary prior to the start of the meeting. Individual comments are limited to no more than three (3) minutes each and a total time allowance not to exceed thirty (30) minutes. The Board will not verbally respond to public comments but may follow up in the most appropriate and time-effective manner.

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*This meeting is a meeting of the Board of Directors in public for the purpose of conducting the Academy's business and is not to be considered a public community meeting. There is a time for public comment during the meeting as indicated on the agenda.

Proposed minutes of this meeting will be available for public inspection at the Joy Preparatory Academy School Office located at 1129 Oakman Boulevard, Detroit, MI 48238 and 15055 Dexter, Detroit, MI 48238, eight (8) business days after the meeting. Approved minutes are available within five (5) business days after the meeting at which they approved [Open Meetings Act, Public 267].

approved
10.13.13

F

**Proposed Revised Minutes
of the Special Board Retreat Meeting of
Joy Preparatory Academy
Board of Directors
Held, Tuesday, August 20, 2013 at
15055 Dexter Avenue
Detroit, MI 48238
4:00 p.m.**

I. Call to order and roll call

Paul Neitman called the meeting to order at 4:08 p.m.

Members Present: Paul Neitman, Lynese Davis, George Waters, Kathleen Givens

Members Absent: Patricia Owens, Charles Nutt

Others Present: Barbara Barrett (TLG), Fran Gardulescu (TLG), Nichole McAfee (TLG)

II. Public Comment * (limited to agenda items only)

III. Approval of agenda

Moved by Kathleen Givens, seconded by George Waters, and unanimously supported by those present to approve the agenda with the addition of discussing the slate of elected officers.

IV. Slate of elected officers discussion-

George Waters discussed with the board his appreciation for being elected as the board president. George advised the board that he has some health issues that he feels will occupy most of his time and he also advised that he is not technology-savvy and he believes he is not the appropriate person to assume the many responsibilities that a board president should be capable of carrying out. George stated that he feels the timing is not right for him to take on the role of president. Lynese Davis stated that she is currently seeking employment opportunities and if she receives the job opportunity then she would have to resign from the board. Kathleen Givens does not feel that she is ready to take the president position due to being a new board member. Discussion ensued regarding the switching of active roles and it was decided that the board will elect a new slate of officers at the regular meeting on September 17, 2013.

V. Strategic Plan Review

Paul Neitman advised Kathleen Givens the reason for the strategic plan and the given requirements from Ferris State for the academy. Fran Gardulescu and Nichole McAfee worked on revising the student achievement and academic goals. Discussion ensued regarding the new accountability achievement standards and the phasing out of Academic Yearly Progress (AYP). Fran and Nichole identified specific content areas and targeted grade levels. These are identified in each academic and contractual goal. Timelines have been identified according to state mandatory testing for the specified targets per subject area. Fran Gardulescu discussed the Global Scholar testing and the achievements needed in each subject area covered by the contractual goals with Ferris State University. Barbara Barrett advised that the academy should consider adding the science and math subject areas to the plan, given the common core standards. Discussion ensued regarding the academy's achievement levels for the Global Scholar testing within all subject areas. Nichole McAfee discussed the change in the scoring system and the targets met. The scoring system now is based on points with a rubric system for the strategic plan. Barbara Barrett advised the board that the academy is in the yellow category and

F

discussed the history of the academy with the top to bottom ranking. Discussion ensued regarding the recommendations given by Ferris State and how the academy complies with those recommendations and the purpose for them. The meetings with Ferris State have been positive and helpful for academic growth and understanding.

Paul Neitman discussed the financial health sections within the strategic plan. The board is always searching for ways to ensure the academy is financially stable. Barbara advised the board that the academy continues to receive the funds that they are eligible for through grants and state funding. Nichole McAfee discussed the changes in the staffing at the Oakman campus. She advised the board that those staff members that left, have left largely for promotions at other TLG academies and they have been with the company for many years. Fran Gardulescu discussed the two teachers who resigned last Friday. One of the teachers who resigned is now working for another company. The other teacher who resigned was going to assume the role of the 31A tutor for RtI. Both Fran and Nichole are interviewing and will fill the vacant positions before students return. Discussion ensued regarding renovations that are occurring at the academy and the general maintenance before school resumes. The fund balance is at 25% of the revenue for the academy. Discussion ensued regarding the status of the fund balance and the day-to-day funding of the academy. Nichole and Fran advised the board of the current enrollment. There is currently a waiting list for preschool.

Discussion ensued regarding parental involvement. George Waters discussed with the board his efforts over the past year for parental attendance at the meetings. George advised that the parental involvement was very low for the 2012-2013 academic year. Nichole McAfee advised the board that the school has exceeded the number of events in the strategic plan over the past year. At one of the events there were over 80 parents in attendance for the math night. Nichole discussed several events that occur at the academy throughout the school year. Fran advised the board that the parent surveys have been beneficial for parent feedback.

Barbara Barrett advised the board due to Paul's resignation there needs to be a greater focus on building the board member pool with a goal of three individuals, and there should be seven active board members for the academy.

- VI. **Extended Public Comment (non-agenda items only)***
- VII. **Reconfirmation of Next Regular Meeting Date: Tuesday, September 17, 2013 at 6:00 pm.**
- VIII. **Adjournment**
 Moved by George Waters, seconded by Lynese Davis and unanimously supported by those present to adjourn the meeting at 5:30 p.m.

Submitted by


 Danielle Miller
 Recording Secretary
 Date: August 26, 2013

Approved by

 Charles Nutt
 Board Secretary
 Date: October 15, 2013

Academy: Joy Preparatory Academy

Educational Service Provider: The Leona Group LLC

Area: STRATEGIC AND INSTRUCTIONAL LEADERSHIP (61 points total)

Contractual Goal 1: *Academies must meet at least 4 of 6 Reading targets and at least 4 of 6 Math targets (or 5 of 7 targets for K-12).*

- 1. Is this academy currently meeting this goal?
 - Met Target (12 points)
 - Did Not Meet Target (0 Points)
 - Did not Meet Target but Met 85% (10 points)

Contractual Goal 2: Global Scholar. *Academies must meet targets in at least 2 of 3 content areas (Reading, Math, and Language Arts).*

- 2. Is this academy currently meeting this goal?
 - Met Target (12 points)
 - Did Not Meet Target (0 Points)

Contractual Goal 3: *Academies must score a "B" or better on the State Report Card.*

- 3. Is this academy currently meeting this goal?
 - Met Target (12 points)
 - Did Not Meet Target (0 Points)

Evidence:

This is a grey area because of the changes in rating systems. In order to respond appropriately, we will rely on the expertise of our school leaders. For example, in that there is no latitude for partial points in this particular section, it negates acknowledging Dexter for doing well-even though the code was driven down because of Oakman's status. Also, there is virtually no vehicle for recognizing third grade achievement. Thusly, the board would like the record to reflect that this section of the evaluation is narrow in scope and simply not designed to demonstrate positive trends and hard work of the academy.

Joy Preparatory Academy QPRG Three-Year History

Audit Year	Month of Audit	Active Staff	Red Flags	% of Staff (with UPCs)	% of Staff (without UPCs)	Detail of Infractions	Detail of Infractions not including UPCs
2011-2012	Sept/Oct	61	8	13.10%	3.20%	1 pending certificate/ UPC, 6 UPCs, 1 certificate	2 red flags not counting UPCs
2011-2012	January	60	4	6.60%	3.30%	2 certificate, 2 pending UPCs	2 red flags not counting UPCs
2011-2012	May	60	2	3.30%	3.30%	1 certificate	2 red flags not counting UPCs
2012-2013	October	54	5	9.20%	7.40%	1 certificate, 3 admin continuing ed., 1 UPC	4 red flags not counting UPCs
2012-2013	January	54	3	5.50%	3.70%	1 certificate, 1 UPC, 1 HQ credential/fingerprints/ UPC	2 red flags not counting UPCs
2013-2014	November	63	9	14.20%	4.70%	6 UPCs, 1 notarized certificate, 1 MOECS, 1 certificate	3 red flags not counting UPCs
2013-2014	January	60	3	5.00%	0.00%	3 UPCs	0 red flags
Total over 3 years		412	34	8.20%	3.60%		15