

Office of Partnership Districts

Partnership Agreement Enactment & Amendment History

Partnership District	Joy Preparatory Academy
Partnership Agreement	March 2018
Amendment 1	November 26, 2018
Amendment 2	September 4, 2019
Amendment 3	



Title	ID Number
Joy Preparatory Academy	

Partnership Agreement for Public School Academies

THIS PARTNERSHIP AGREEMENT (Agreement) is entered on June 21, 2018, between the Michigan Department of Education (MDE), the State School Reform/ Redesign Officer (SRO), the Ferris State University (Authorizer) and:

Joy Preparatory Academy (Academy)
15055 Dexter Avenue
Detroit, MI 48238
Jessica Rice, School Leader
George Waters, Academy Board President
Ferris State University, Authorizing Agent

(Each a "Party," collectively "the Parties").

The above-named Parties agree that upon the commencement date of this Agreement, they shall be deemed to have mutually agreed upon goals and outcomes for the Academy. The agreed upon goals and outcomes set forth in this Agreement shall be consistent with the educational goals and outcomes set forth in the Academy's charter contract, which includes all charter contract amendments, issued to the Academy by the Authorizer (collectively the "Contract"). Contract goals will be amended to align to Partnership goals. The partnership agreement will be between the MDE and the Public School Academy board.

The purposes, terms and conditions of this Agreement are as follows:

1) PURPOSE OF THIS AGREEMENT: The Parties enter into this Agreement with the purpose of working collaboratively in setting -[14]month benchmarks and [29] month outcome goals for the Academy with the intent to significantly increase student achievement in the Academy school(s) named in this Agreement; and to determine the next level of accountability if the [14]-month benchmark(s) or [29]month goal(s) set forth in this Agreement are not be met by the Academy. Joy Preparatory Academy's current charter contract with Ferris State University expires June 30, 2021. Original MDE timelines have been modified to meet the current charter contract and Ferris State University's procedures.

Michigan Law requires the Superintendent of Public Instruction (State Superintendent) to publish a list identifying the public schools in the State that MDE has determined to be among the lowest achieving 5% of all public schools in the State. The Academy school(s) subject to this Agreement are either identified as Comprehensive Support and Improvement (CSI) Schools or are electively added to this agreement per the request of JOY PREPARATORY ACADEMY BOARD. Under Michigan Law, the SRO has the authority provided in MCL 380.1280c to address chronically failing schools to achieve superior academic performance for students at those school. The SRO is executing its statutory responsibilities defined in MCL 380.1280c by assigning the oversight of the Academy school(s) named in this agreement to the Michigan Department of Education (MDE) for the duration of this agreement, pending the Next Levels of Accountability (NLA) defined in Paragraph 20 do not require implementation as defined therein. This partnership agreement will further facilitate the achievement of that purpose, create greater stability, maintain school governance at the Academy, and avoid the threat of action by the SRO under Section 1280c.

Likewise, the Code requires that the Academy operate pursuant to the Contract issued by the Authorizer. The Code defines the Contract as the executive act taken by the Authorizer evidencing the authorization of the Academy and establishes, subject to the constitutional powers of the State Board of Education and applicable law, the written instrument executed by the Authorizer conferring certain rights, franchises, privileges, and obligations on the Academy and confirms the status of the Academy as a public school in this State. The Contracts contains specific requirements for the Academy to operate as a public school, including the educational goals and programs for the school, the curricula and methods of pupil assessment (collectively "Educational Program"). The Academy is required to implement the Educational Program identified in the Contract. The updated goals and benchmarks set forth in this contract shall be consistent with the newly identified Educational Program agreed upon in the partnership agreement. The Code provides that Authorizer is responsible for overseeing compliance by the Academy's Board of Directors with the Contract and applicable law, but this responsibility does not relieve any other government entity of its own enforcement or supervisory responsibility.

It is mutually agreed by all parties to this agreement that the implementation of this partnership agreement is in the best interest of the students at Joy Preparatory Academy for its/their academic improvement.

2) TERMS AND CONDITIONS: The Joy Preparatory Academy Board of Directors retains control of the schools named in this Agreement. The Parties will provide mutually agreed upon support to the Academy to meet the benchmarks and goals defined below.

3) SCHOOLS SUPPORTED BY THIS AGREEMENT:

A) Joy Preparatory Academy

4) FOURTEEN MONTH BENCHMARKS TO BE MET BY JOY PREPARATORY ACADEMY:

A) Goal 1: Academic Proficiency and Growth will increase as:

- Provide professional development to ensure full implementation of My Math to support the tier I, standards based instruction and mathematics curriculum
- Provide professional development to ensure full implementation of Reach for Reading to support the tier I, standards based instruction and English Language Arts curriculum
- Provide professional development to ensure that teachers and support staff are using NWEA data and reports to drive Success for All program to provide high quality tiered interventions
- Provide ongoing professional development on Kagan strategies for cooperative learning and increasing student engagement
- The percent proficient in Spring 2019 on District-made, grade level, standards based common assessments in grades 3-8 will increase by 2 percentage points English Language Arts benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data
- The percent proficient in Spring 2019 on District-made, grade level, standards based common assessments in grades 3-8 will increase by 2 percentage points for mathematics benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data
- 50% of full academic year students will meet their growth target on NWEA Reading MAP Growth
- 50% of full academic year students will meet their growth target on NWEA Mathematics MAP Growth
- Have meetings and data discussions with all stakeholders to gauge implementation of skills learned in professional development, determine impact on M-Step scores from the 2018-19 school year and make proper adjustments for the remainder of the partnership agreement

B) Goal 2: Student wellbeing and positive behavior will increase as shown below: (MTSS for attendance and behavior logs)

- Provide ongoing professional development regarding positive behavior intervention support, alternative to suspensions and restorative practice
- Provide ongoing professional development on Kagan strategies for classroom management
- Reduce chronically absent students (missing more than 10% of school days) by 2 percentage points
- Incorporate PBIS data discussions into weekly Professional Learning Community (PLC) and bi-weekly staff meetings

- Downward trend of the number of students with an office disciplinary referral
- C) Goal 3: Teacher/administrator leadership capacity will increase as shown below:
- Organize a mentor program for new teachers centered around how quality classroom instruction is delivered at Joy Preparatory Academy
 - Provide professional development on the Quality Quick Check tool for all staff on the indicators that fall below 80%
 - Provide intensive individualized professional development and coaching to teachers whose scores are below the schoolwide target of 80% on the Quality Quick Check tool
- D) Goal 4: Community & Parental Involvement
- Strengthen parent committee by embedding time for teams to meet, thus allowing time for collaboration and planning to increase the number of parent events
 - Provide 15 opportunities for parent involvement by the end of 2018-19

5) TWENTY-NINE MONTH GOALS TO BE MET BY JOY PREPARATORY ACADEMY:

- A) Goal 1: Academic Proficiency and Growth will increase as:
- 50% of full academic year students will meet their growth target on NWEA Reading MAP Growth
 - 50% of full academic year students will meet their growth target on NWEA Mathematics MAP Growth
 - The percent proficient in Spring 2021 on District-made, grade level, standards based common assessments in grades 3-8 will increase by 6 percentage points for English Language Arts benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data. (See the following in the attachment section of the agreement: *Chart 1: Three-year Benchmark Assessment Achievement Goal/Target Chart (English Language Arts)*)
 - The percent proficient in Spring 2021 on District-made, grade level, standards based common assessments in grades 3-8 will increase by 6 percentage points for mathematics benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data. (See the following in the attachment section of the agreement: *Chart 2: Three-year Benchmark Assessment Achievement Goal/Target Chart (Mathematics)*)
 - The average percent of students scoring proficient in English Language Arts on M-Step will increase by 5 percentage points (See the following in the attachment section of the agreement: *Chart 3: Three-year M-STEP Achievement Goal/Target Chart (English Language Arts)*)
 - The average percent of students scoring proficient in mathematics on M-Step will increase by 5 percentage points (See the following in the attachment section of the agreement: *Chart 4: Three-year M-STEP Achievement Goal/Target Chart (Mathematics)*)
 - Joy Prep will exceed the composite/resident district M-STEP percentages for English Language Arts and mathematics by 2021.
- B) Goal 2: Student wellbeing and positive behavior will increase as shown below: (MTSS for attendance and behavior logs)

- Reduce chronically absent students (missing more than 10% of school days) by 2 percentage points each year, using 2016-17 data as a baseline. (See the following in the attachment section of the agreement: *Chart 5: Chronically Absent Annual Percentage Targets*)
 - At least 80% of the students will have zero office disciplinary referrals for the 2020-21 school year (See the following in the attachment section of the agreement: *Chart 6: Students with Zero Office Referrals Targets*)
- C) Goal 3: Teacher/administrator leadership capacity will increase as shown below:
- Utilize a Quality Quick Check tool (14 Marzano-based indicators) that the school has adopted as non-negotiable classroom practices. The average percentage of scores for innovating and applying ratings will be at or above 80% for at least 80% of the teachers (See the following in the attachment section of the agreement: *Chart 7: Teacher Implementation of PBIS and Kagan Strategies with Fidelity*)
- D) Goal 4: Community & Parental Involvement
- The academy will have provided at least 21 opportunities for parent involvement by the end of 2020-21. (See the following in the attachment section of the agreement: *Chart 8: Parent Involvement Opportunities*)

Table 1: GOAL 1 (Sections 4-9)

(4/5) 14 MONTH BENCHMARKS & 29 MONTH GOALS TO BE MET BY JOY PREPARATORY ACADEMY	(6) ANALYSIS OF RELEVANT DATA	(7) STRENGTHS & WEAKNESSES OF JOY PREPARATORY ACADEMY	(8) STRATEGIES TO MEET GOALS & BENCHMARKS:	(9) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS
<p>14 month benchmark for Goal 1</p> <p>Goal 1: Academic Proficiency and Growth will increase as:</p> <ul style="list-style-type: none"> • Provide professional development to ensure full implementation of My Math to support the tier I, standards based instruction and mathematics curriculum • Provide professional development to ensure full implementation of Reach for Reading to support the tier I, standards based instruction and English Language Arts curriculum • Provide professional development to ensure that teachers and support staff are using NWEA data 	<p>Analysis of state and local assessments</p> <p>Proficiency rates indicate a need for curriculum alignment to Michigan standards</p> <p>NWEA Growth for mathematics and reading K-8 (See</p>	<p>Strengths:</p> <p>Use NWEA benchmark data to tier students according to their individual learning level, all students placed in tier I, II, or III.</p> <p>Weekly PLC meetings in</p>	<p>Align pacing guides to state standards ensuring that all standards are covered in a timely manner, the most important work of the grade is taught with the highest level of rigor and that assessments are aligned to the</p>	<p>The Leona Group will provide professional development to all teachers regarding full implementation of the components of My Math focusing on strategies to reach high levels of rigor in tier I instruction using the resource.</p> <p>The Leona Group will</p>

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<p>and reports to drive Success for All program to provide high quality tiered interventions</p> <ul style="list-style-type: none"> • Provide ongoing professional development on Kagan strategies for cooperative learning and increasing student engagement • The percent proficient in Spring 2019 on District-made, grade level, standards based common assessments in grades 3-8 will increase by 2 percentage points English Language Arts benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data • The percent proficient in Spring 2019 on District-made, grade level, standards based common assessments in grades 3-8 will increase by 2 percentage points for mathematics benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data • 50% of full academic year students will meet their growth target on NWEA Reading MAP Growth • 50% of full academic year students will meet their growth target on NWEA Mathematics MAP Growth • Have meetings and data discussions with all stakeholders to gauge implementation of skills learned in professional development, determine impact on M-Step scores from the 2018-19 school year and make proper adjustments for the remainder of the partnership agreement 	<p>Attachment B, Charts 9-12)</p> <p>Table showing the percentage of students proficient in reading and mathematics in grades K-8 on quarterly benchmark assessments (See Attachment B, Charts 13-14)</p> <p>Three year trend data for the percentage of students proficient for reading and mathematics in grades 3-8 on the state assessment (See Attachment B, Charts 15-16)</p>	<p>grade level spans to discuss data from instructional learning cycles, instructional strategies, curriculum resources and to plan for instruction.</p> <p>Dedicated staff willing to grow their practice through professional development and feedback</p> <p>Weaknesses:</p> <p>Using progress monitoring data to determine and execute high quality interventions for students in tier II and tier III.</p>	<p>standards at high DoK levels.</p> <p>(K-5) My Math and (6-8) Glencoe Math curriculum resource adoption during the 16-17 school year.</p> <p>K-5 English Language Arts Reach for Reading curriculum resource adoption during the 16-17 school year.</p> <p>6-8 Reading intervention program, Success For All, adoption during the 16-17 school year.</p> <p>Increased the number of paraprofessional interventionists</p>	<p>provide professional development to all teachers regarding all components of Reach for Reading, focusing on strategies to reach high levels of rigor in tier I instruction using the resource.</p> <p>The Leona Group will provide ongoing professional development for tier II and tier III intervention strategies and execution using NWEA benchmark and progress monitoring data to determine individual student needs.</p> <p>Professional development will</p>

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<p>29 month benchmark for Goal 1</p> <p>Goal 1: Academic Proficiency and Growth will increase as:</p> <ul style="list-style-type: none"> ● 50% of full academic year students will meet their growth target on NWEA Reading MAP Growth ● 50% of full academic year students will meet their growth target on NWEA Mathematics MAP Growth ● The percent proficient in Spring 2021 on District-made, grade level, standards based common assessments in grades 3-8 will increase by 6 percentage points for English Language Arts benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data ● The percent proficient in Spring 2021 on District-made, grade level, standards based common assessments in grades 3-8 will increase by 6 percentage points for mathematics benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data. ● The average percent of students scoring proficient in English Language Arts on M-Step will increase by 5 percentage points ● The average percent of students scoring proficient in mathematics on M-Step will increase by 5 percentage points ● Joy Prep will exceed the composite/resident district M-STEP percentages for English Language Arts and mathematics by 2021. 		<p>Implementation of My Math and Reach for Reading curricular resources with fidelity in order to reach higher DoK levels during instruction.</p> <p>Differentiating instruction to meet students' individual learning needs and ensure they are reaching proficiency at all DoK levels.</p>	<p>from four in the 16-17 school year to ten in the 17-18 school year.</p> <p>Intentional focus during weekly PLC meetings on individual student data based on the NWEA benchmark, weekly formative assessments and progress monitoring. Focus will also include strategies to increase rigor in the classroom.</p> <p>The Leona Group will support the academy with consistent implementation of the strategies by providing intentional support, continuous communication, professional development and feedback to the leadership team.</p>	<p>be provided for ongoing professional development for the Success for All reading intervention program</p> <p>The Leona Group will provide professional development and support the teachers in strategies for scaffolding grade level content. School leadership team will intentionally monitor and provide feedback on weekly lesson plans about scaffolding and differentiation.</p> <p>Instructional staff will receive professional development on the Kagan strategies to increase collaborative learning and student engagement.</p>

Table 2: GOAL 2 (Sections 4-9)

(4/5) 14 MONTH BENCHMARKS & 29 MONTH GOALS TO BE MET BY JOY PREPARATORY ACADEMY	(6) ANALYSIS OF RELEVANT DATA	(7) STRENGTHS & WEAKNESSES OF JOY PREPARATORY ACADEMY	(8) STRATEGIES TO MEET GOALS & BENCHMARKS:	(9) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS
<p>14 month benchmark for Goal 2</p> <p>Goal 2: Student wellbeing and positive behavior will increase as shown below: (MTSS for attendance and behavior logs)</p> <ul style="list-style-type: none"> ● Provide ongoing professional development regarding positive behavior intervention support, alternative to suspensions and restorative practice ● Provide ongoing professional development on Kagan strategies for classroom management ● Reduce chronically absent students (missing more than 10% of school days) by 2 percentage points ● Incorporate PBIS data discussions into weekly PLC and bi-weekly staff meetings ● Downward trend of the number of students with an office disciplinary referral <p>29 month benchmark for Goal 2</p> <p>Goal 2: Student wellbeing and positive behavior will increase as shown below: (MTSS for attendance and behavior logs)</p> <ul style="list-style-type: none"> ● Reduce chronically absent students (missing more than 10% of school days) by 2 percentage points each year, using 2016-17 data as a baseline. <p>At least 80% of the students will have zero office disciplinary referrals for the 2020-21 school year</p>	<p>Office discipline referral data from the 2015-2016, 2016-2017 and 2017-18 academic school years.</p> <p>Attendance data from 2015-2016, 2016-2017 and 2017-18 academic school years.</p>	<p>Strengths:</p> <p>School has a school social worker</p> <p>School has a behavioral interventionist</p> <p>Ongoing Professional Development from Wayne RESA with a current focus on culture and climate</p> <p>Emerging PBIS</p> <p>Weaknesses:</p> <p>Classroom management needs improvement</p> <p>Quality and efficacy of instruction needs improvement</p>	<p>The social worker and behavior interventionist will implement on tier II and tier III interventions</p> <p>A parent liaison will connect parents and families to the school's departments, providing and collecting information to increase the flow of communication between school and home.</p> <p>Provide ongoing professional development regarding positive behavior support, restorative practice, alternative to suspensions and classroom management.</p>	<p>All staff will receive professional development on classroom management, and positive behavior support strategies that can be used in all areas of the school.</p> <p>Staff will analyze office referral data monthly with a focus on location, frequency and type of infractions.</p> <p>Provide professional development to the members of the parent involvement community on increasing parental involvement</p>

Table 3: GOAL 3 (Sections 4-9)

(4/5) 14 MONTH BENCHMARKS & 29 MONTH GOALS TO BE MET BY JOY PREPARATORY ACADEMY	(6) ANALYSIS OF RELEVANT DATA	(7) STRENGTHS & WEAKNESSES OF JOY PREPARATORY ACADEMY	(8) STRATEGIES TO MEET GOALS & BENCHMARKS:	(9) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS
<p>14 month benchmark for Goal 3</p> <p>Goal 3: Teacher/administrator leadership capacity will increase as shown below:</p> <ul style="list-style-type: none"> Organize a mentor program for new teachers centered around how quality classroom instruction is delivered at Joy Preparatory Academy Provide professional development on the Quality Quick Check tool for all staff on the indicators that fall below 80% Provide intensive individualized professional development and coaching to teachers whose scores are below the schoolwide target of 80% on the Quality Quick Check tool <p>29 month benchmark for Goal 3</p> <p>Goal 3: Teacher/administrator leadership capacity will increase as shown below: Utilize a Quality Quick Check tool (14 Marzano-based indicators) that the school has adopted as non-negotiable classroom practices. The average percentage of scores for innovating and applying ratings will be at or above 80% for at least 80% of the teachers</p>	<p>JPA Quality Quick Check Comparison Fall 2016 to Spring 2018</p>	<p>Strengths:</p> <p>The Leona Group provides objective feedback on the quality of instruction using fourteen Marzano-based indicators</p> <p>An instructional coach monitors classroom and instructional practice, providing consistent feedback and the assistance needed for instructional staff to improve</p> <p>The school uses the Marzano iObservation tool</p>	<p>The Leona Group will provide two quality quick check visits per year, and will provide feedback that addresses the level of effectiveness of each indicator</p> <p>The Leona Group holds instructional coach and leadership meetings centered around the Quality Quick Check Indicators.</p> <p>Using the Quality Quick Check Indicators, and the iObservation Marzano Tool, the instructional coach and school leader will perform</p>	<p>The Leona Group will provide professional development based on the needs identified from the data.</p> <p>The instructional staff will receive training on how to use the Marzano iObservation tool, and how it is used to evaluate teachers.</p> <p>The instructional coach will lead the PLC meetings, model, and provide instructional support.</p>

(4/5) 14 MONTH BENCHMARKS & 29 MONTH GOALS TO BE MET BY JOY PREPARATORY ACADEMY	(6) ANALYSIS OF RELEVANT DATA	(7) STRENGTHS & WEAKNESSES OF JOY PREPARATORY ACADEMY	(8) STRATEGIES TO MEET GOALS & BENCHMARKS:	(9) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS
		<p>to record data from observations</p> <p>Weaknesses:</p> <p>The staff's understanding of how the Marzano evaluation tool is used</p> <p>Monitoring and organizing of the evidence of teacher practice based on the fourteen Marzano-based indicators</p>	<p>regular classroom observations, and provide feedback to the instructional staff.</p> <p>The school's leadership team will meet to analyze the observation data, in order to identify strength and weaknesses, and to plan professional development to support the data.</p>	

Table 4: GOAL 4 (Sections 4-9)

(4/5) 14 MONTH BENCHMARKS & 29 MONTH GOALS TO BE MET BY JOY PREPARATORY ACADEMY	(6) ANALYSIS OF RELEVANT DATA	(7) STRENGTHS & WEAKNESSES OF JOY PREPARATORY ACADEMY	(8) STRATEGIES TO MEET GOALS & BENCHMARKS:	(9) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS
<p>14 month benchmark for Goal 4 Goal 4: Community & Parental Involvement</p> <ul style="list-style-type: none"> Strengthen parent committee by embedding time for teams to meet, thus allowing time for collaboration and planning to increase the number of parent events Provide 15 opportunities for parent involvement by the end of 2018-19 <p>29 month benchmark for Goal 4</p> <p>Goal 4: Community & Parental Involvement</p> <ul style="list-style-type: none"> The academy will have provided at least 21 opportunities for parent involvement by the end of 2020-21. 	<p>Parent Survey</p> <p>Family Events Data</p>	<p>Strengths:</p> <p>High field trip participation</p> <p>Holding parent-teacher conferences when progress reports are issued</p> <p>Coordinating a family event to be held during each parent-teacher conference</p> <p>Weaknesses:</p> <p>Low community participation</p> <p>Low parent participation at events</p> <p>Low attendance at PTO meetings</p> <p>Implement programs that are aligned to the curriculum and instruction to provide support, guidance and strategies for parents to use with their students at home to support them in their learning.</p>	<p>The Community partnership organization will meet to create common goals. They will collaborate regularly to identify needs, eliminate duplication and ensure alignment of resources thereby strengthening impact of agencies, organizations and partners on student academic progress.</p> <p>Implementation of family programs that are aligned to the curriculum and instruction</p>	<p>Using a Train-the-Trainer model, all staff will be trained on Reaching and Teaching Students in Poverty, and culturally responsive instruction.</p>

6) ANALYSIS OF RELEVANT DATA

- See table above for Goal 1-4

7) STRENGTHS AND WEAKNESSES OF JOY PREPARATORY ACADEMY:

- See table above for Goal 1-4

8) STRATEGIES TO MEET PARTNERSHIP GOALS AND BENCHMARKS:

- See table above for Goal 1-4

9) PROFESSIONAL LEARNING NEEDED TO MEET PARTNERSHIP GOALS AND/OR BENCHMARKS:

- See table above for Goal 1-4

10) JOY PREPARATORY ACADEMY BOARD OF DIRECTORS ROLE AND ACTIONs TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND PARTNERSHIP GOALS:

- A) Incorporate the School Board goals into this Partnership Agreement with a checklist for actions and due dates for each goal.
- B) Align all School Board meeting agendas to major responsibilities of the School Board related to the Partnership Agreement Implementation Plan.
- C) Abide by the School Board-approved norms and protocols during all meetings (open or closed) and during all interactions outside of these meetings.
- D) Ensure that all protocols adopted by the School Board (i.e. communication, handling complaints, etc...) are aligned to an approved School Board policy.
- E) Adopt the school district's Partnership Agreement goals (student achievement, student well-being, parent involvement, and leadership capacity) as the management agreement annual performance evaluation goals in addition to the fiscal goals set forth by the Partnership Agreement.

11) JOY PREPARATORY ACADEMY SCHOOL LEADER ROLE AND ACTIONs TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Provide monthly updates to the Academy's Board of Directors regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- B) At least biannually, the Joy Preparatory School Leader shall convene a community meeting and shall provide attendees with an update regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- C) Provide monthly updates to the Academy's educational service provider (The Leona Group) regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.

- D) Provide monthly updates to the Academy's instructional staff regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- E) Evaluation will adopt partnership goals.
- F) Explore the installation of the Blueprint for systemic reconfiguration and ensure all stakeholders are involved in establishing building-level systems.

12) EMPLOYEE ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Employees will attend scheduled professional development sessions for full implementation of Success for All, My Math, Reach for Reading, and using NWEA to inform instructional cycles, in order to support Tier II and III instruction and on backwards planning to reach high levels of rigor in Tier I instruction.
- B) Teachers will meet in weekly PLC meetings in grade level spans to discuss instructional cycle progression, instructional strategies, curriculum resources and to plan for instruction.
- C) Employees will attend scheduled professional development sessions for positive behavior support, alternative to suspensions, classroom management and ongoing Kagan strategy coaching.
- D) Staff members will attend 80% of the external exposure activities provided by the academy and increase the number of opportunities for parents to engage in school activities and community events.
- E) Staff will discuss progress on Partnership Agreement goals quarterly to monitor progress.
- F) Staff will willingly participate in the installation of the Blueprint for systemic reconfiguration and the establishment of building-level systems.

13) FERRIS STATE UNIVERSITY ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Ron Schneider, FSU Partnership Liaison, will serve as the primary point-of-contact for the authorizer.
- B) Work with the Superintendent to ensure the successful implementation of the Partnership Agreement.
- C) Identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- D) Facilitate discussions and meetings related to the Partnership Agreement, as requested by the school.
- E) Participate in regular quarterly check-ins with partners to discuss Partnership Agreement progress.
- F) Support district use of the Northwest Evaluation Association (NWEA) assessment with financial support and training.
- G) Provide technical assistance to support the successful implementation of Partnership Agreement goals.
- H) Attend District School Board meetings to monitor updates on the implementation of the Partnership Agreement

14) MDE ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Partnership Liaison will serve as primary point-of-contact for MDE.
- B) Work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.
- C) Garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.

- D) Identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- E) Facilitate discussions and meetings related to the Partnership Agreement.
- F) Participate in bi-annual check-ins with partners to discuss Partnership Agreement progress.
- G) Provide technical assistance to support the successful implementation of Partnership Agreement goals.
- H) Attend District School Board meetings as necessary to collaboratively present on updates on the implementation of the Partnership Agreement.
- I) Provide opportunities for support and resources to the district to help implement the Partnership Agreement, subject to availability of funds.
- J) Will collaborate with the MI-EXCEL statewide field team in the installation of the Blueprint for systemic reconfiguration.

15) JOY PREPARATORY ACADEMY STUDENT ADVISORY COUNCIL ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Form a student PBIS group to collaborate regarding incentives, lead the student body and model positive behavior and elevate students that are showing positive behavior schoolwide.
- B) Form a student mentor group to work with peers on conflict resolution and management.
- C) Plan incentives and events to increase student daily attendance.

16) BUDGET: Given a wide range of uncertainties in district funding, it is not possible to create a finalized 36-month budget however, Joy Preparatory Academy will share 2018-19, 2019-2020 and 2020-21 budget information, including allocations for state and federal grants, and other elements when the budgets are designed and adjusted with all appropriate partners. (Please see Attachment A for estimates.) In order to meet the 14-month benchmarks and 29-month goals local, state, and federal funds will be used for staffing, programs, initiatives, and activities based on data trends, needs assessments and best practices. Significant support will be provided to MTSS, professional development and community involvement. Student and teacher classroom resources including technology, hands on manipulatives, online site licenses, curriculum resources and other supplemental education supplies used to support Tier I, Tier II and Tier III instruction will be addressed as well.

17) PARTNERS: The Parties serve as the primary decision-making bodies for purposes of this Agreement. The following entities have been identified and will serve as additional partners (collectively “the Partners”) in pursuit of achieving the benchmarks and goals defined in this Agreement:

- A) Focus: HOPE
 - Focus HOPE will provide access for Joy Preparatory Academy students to after school and summer programming. This includes the Excel Photography Program, and the CDF HOPE Village Freedom School.
 - Focus HOPE will facilitate neighborhood partnerships by including Joy Preparatory Academy in the Neighborhood Network Executive Partners Committee and the HOPE Village Initiative (HVI) Steering Committee.

- B) The Hope Detroit Church
 - The HOPE Detroit is partnering with Joy Preparatory Academy by meeting monthly with lead staff to provide the resources in areas of need in order to help achieve JPA's targeted goals.
- C) Joy Preparatory Academy Parent-Teacher Organization
 - In progress

18) ADDITIONAL SCHOOLS: The Parties agree that other Joy Preparatory Academy schools may be added and become subject to this Agreement upon the request of the Academy Board of Directors. If this Agreement is amended by the Parties to add additional Academy schools, the amended Agreement will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. At the time any additional Academy schools become subject to this Agreement, the timeframes and deadlines which apply to the school(s) identified in this Agreement shall apply prospectively to the added school(s) as if this Agreement had become effective on the date they were added.

19) TERM OF AGREEMENT:

- A) Except as otherwise provided in this section, the Agreement shall commence on the date of the last signature affixed below, and expire at the end of the [third] complete school year after that date. The term of this Agreement shall not extend past the term of the current Contract.
- B) The board, the authorizer or the MDE may terminate this Agreement early upon delivery of written notice to all Parties at least 30 days in advance of the prospective termination date. Termination of this Agreement by any Party for any reason shall not affect the rights and obligation of the Parties accrued prior to the effective date of termination of this Agreement. This includes, but is not limited to, imposition of the Next Level Accountability Measures defined elsewhere in the Agreement.
- C) If any of the above named Parties terminates this Agreement, that Party shall not be liable for any costs resulting from or related to the termination, including but not limited to, consequential damages or any other costs incurred by any other Party.
- D) A termination of this Agreement by any Party shall not affect the term of the current Contract.
- E) In the event that the Authorizer terminates or does not reauthorize the current Contract, this Agreement shall automatically terminate on the same day as the current Contract terminates without any further action of the Parties.
- F) A Partner does not have the ability to terminate this Agreement, but a Partner does have the ability to withdraw from the Agreement upon 30 days' notice to the Parties.

20) NEXT LEVEL ACCOUNTABILITY MEASURES:

- A) If The Parties fail to sign this agreement within 90 days, the Authorizer shall implement one of the following Next Level of Accountability Measures:

- Close and Reconstitute
 - Engage another Authorizer or ISD to assume control of the school(s)
 - Closure
- B) If the Academy school fails to sign this agreement within 90 days, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection A, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection A.
- C) If the Academy school covered by this Agreement does not meet the 14-month benchmarks set forth in this Agreement, the Authorizer, working with the MDE, will discuss the progress and consider options and modified activities for the remainder of this Agreement.
- D) If the Academy school covered by this Agreement does not meet the 29-month goals set forth in this Agreement, the Authorizer, working with the MDE, will consider the Next Level of Accountability Measures to include:
 - Close and Reconstitute
 - Engage another Authorizer or ISD to assume control of the school
 - Conditional contract extension
 - Closure
- E) Consistent with the Contract, nothing in this Agreement shall prevent the Academy or Authorizer from exercising other termination or revocation rights set forth in the Contract or under applicable law.
- F) Consistent with the Contract and applicable law, nothing in this Agreement shall prevent the Academy from exercising the applicable legal and appropriate rights if it does not agree with the next level of accountability imposed by the SRO.

21) COMMUNITY ENGAGEMENT: The following actions will be completed by Joy Preparatory Academy, the Academy's school leader, the Academy Board of Directors, and Partners to ensure that the school community is meaningfully engaged in the implementation of this Agreement:

- A) The school leader will meet with the community partners quarterly in order to discuss Partnership Agreement goals. The school leader will report on progress towards the school's goals and the partners will collaborate to identify needs, eliminate duplication and ensure alignment of resources thereby strengthening the impact of agencies, organizations and partners on student academic progress.

22) CHECKLIST OF ACTIONS: The following actions will be completed by Joy Preparatory Academy, Joy Preparatory Academy School Leader, the Academy Board of Directors, and Partners as specified below:

- A) By August 1, 2018, the district will create an implementation plan to ensure that all components of the partnership agreement are placed into a comprehensive document that delineates the tasks, timeline, person(s) responsible, and progress notes.
- B) By August 1, 2018, the district will create an evaluation and monitoring process to ensure that Joy Preparatory Academy stays on target with the partnership agreement.

- C) By August 1, 2018, the district will create a quarterly calendar and determine locations for the signatories to this agreement to monitor progress of the partnership agreement.
- D) By August 1st of every subsequent year of the partnership agreement the aforementioned actions will be completed.

23) FUTURE MEETING DATES: Joy Preparatory Academy and MDE have established the following meeting dates in order to engage in collaborative discussion, gauge implementation progress, identify barriers, and discuss relevant issues regarding this Agreement:

- A) 7 months: March/April 2019
- B) 14 months: October/November 2019
- C) 21 months: May/June 2020
- D) 29 month - January/February 2021

24) AMENDMENTS: If a Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.

25) ENTIRE AGREEMENT: This Agreement sets forth all the covenants, agreements, stipulations, promises, conditions and understandings of the parties to this Agreement concerning the activities and Services contemplated herein. No party, including but not limited to its respective members, employees, attorneys, consultants, advisors, agents, representatives or students, have made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein.

26) INVALIDITY OR ENFORCEABILITY; SEVERABILITY; CONFLICT WITH CONTRACT: If any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, the other provisions of this Agreement will remain in full force and effect. Any provision of this Agreement held invalid or unenforceable by any court of competent jurisdiction in part or degree will be severed from the Agreement, and the Agreement will remain in full force and effect to the extent not held invalid or unenforceable. If any provision of this Agreement conflicts with a provision in the Contract, the Contract provision shall control.

27) WAIVER: No Party may waive any condition, promise, obligation or requirement applicable to any other Party hereunder, unless such waiver is in writing signed by an authorized representative of such Party and expressly stated to constitute such waiver. Such waiver shall only apply to the extent given and shall not be deemed or construed to waive any such or other condition, promise, obligation or requirement in any past or future instance. No failure by a Party to

insist upon strict performance of any covenant, agreement, term, or condition of this Agreement, shall constitute a waiver of any such covenant, agreement, term or condition.

- 28) **CAPTIONS:** The captions in this Agreement are inserted only as a matter of convenience and for reference and in no way define, limit, enlarge or describe the scope or intent of this Agreement nor in any way shall affect this Agreement or the construction of any provision hereof.
- 29) **GOVERNING LAW:** This Agreement shall be governed by, construed and enforced in accordance with, the laws of the State of Michigan.
- 30) **SUCCESSORS and ASSIGNS:** The covenants, conditions and agreements in this Agreement shall be binding upon and inure to the benefit of each Party, their respective legal representatives, successors and assigns.
- 31) **NO INDEMNIFICATION:** There shall be no indemnification of any Party by any other in regards to liabilities arising out of the functions covered by this Agreement. All Parties shall be responsible for their own liabilities and defense as determined by law.
- 32) **NOTICES:** Any notice to be given in connection with any of the terms or provisions of this Agreement shall be in writing and be given in person, by electronic mail, facsimile transmission, courier delivery service or by U.S. mail, and shall become effective (a) on delivery if given in person, (b) on the date of delivery if sent by unsecured e-mail, facsimile transmission or other similar unsecured electronic methods or by courier delivery service, or (c) four business days after being deposited in the mail, with proper postage for first-class registered or certified mail, prepaid.

Until notified in writing by the appropriate Party of a change to a different address, notices shall be addressed as follows:

- i) If to the Academy:
Joy Preparatory Academy
15055 Dexter Avenue
Detroit, Michigan 48238
Attn: Jessica Rice, Academy School Leader
George Waters, President, Board of Directors
Email addresses: jessica.rice@leonagroup.com
- ii) If to Authorizer:
Ferris State University
Charter Schools Office
1020 Maple Street

Big Rapids, Michigan 49307
Attn: Dr. Ronald Rizzo, Director of Charter Schools Office
Email address: RonaldRizzo@ferris.edu

iii) If to Michigan Department of Education:
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Sheila Alles, Interim State Superintendent of Public Instruction
Email address: AllesS@michigan.gov

iv) If to State School Reform/Redesign Officer (SRO):
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Dedrick Martin, State School Reform/ Redesign Officer
Email address: MartinD26@michigan.gov

33) COUNTERPARTS: This Agreement may be executed in any number of counterparts, each of which shall be an original, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties and Partners have caused this Agreement to be executed on this date:

Michigan Department of Education

Name: Sheila Alles

Title: Interim State Superintendent

Date: July 2, 2018

Signature: Sheila A. Alles

Joy Preparatory Academy, Board President

Name: George Waters / Debryl Ector

Title: Board of Directors President

Date: 6-21-2018

Signature: Debryl Ector

The Hope Detroit Church

Name: Jerel Bland

Title: Head Pastor

Date: _____

Signature: _____

Student Advisory Council, JPA

Name: Student Advisory Council

Title: Student

Date: _____

Signature: _____

Joy Preparatory Academy, School Leader

Name: Jessica Rice

Title: School Leader

Date: 6-21-18

Signature: Jessica Rice

Office of Partnership Districts, Director & SRO

Name: Dr. Dedrick Martin

Title: SRO/Director of the Office of Partnership Districts

Date: 6/21/18

Signature: Dedrick Martin

Ferris State University, Director of Charter Schools

Name: Ronald Rizzo Ph.D.

Title: Director of Charter Schools

Date: 6/27/2018

Signature: Ronald Y. Schneider for Ronald Rizzo Ph.D.

Focus Hope, Detroit

Name: Julie Phenis

Title: Hope Village Initiative

Date: _____

Signature: _____

Wayne RESA

Name: N/A

Title: _____

Date: _____

Signature: _____

ATTACHMENT A: [THIRTY-SIX][FORTY-EIGHT] MONTH BUDGET OVERVIEW

NOTE: The budget overview is for planning purposes only. The terms of this Agreement **do not grant explicit advanced approval for expenditure of Federal funds**. Final approval of federal funding occurs in the Michigan Electronic Grants System Plus (MEGS+). Approval in MEGS+ is subject to applicable rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the implementation of activities in order to meet benchmarks and goals. **Inclusion of an item the budget overview does not guarantee it will be approved as a line item submitted in MEGS+.**

Use the supplied template on the following page to complete the budget overview.

[Thirty Six][Forty-Eight] Month Budget Overview

PARTNERSHIP AGREEMENT YEAR	SALARIES	BENEFITS	PURCHASED SERVICES	PROFESSIONAL LEARNING	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1	1,518,500	546,300	25,135	70,000	57,600	4,500	2,222,035
2	1,518,500	546,300	25,135	70,000	57,600	4,500	2,222,035
3	1,518,500	546,300	25,135	70,000	57,600	4,500	2,222,035
GRAND TOTAL	4,555,500	1,638,900	75,405	210,000	172,800	13,500	6,666,105

ATTACHMENT B: ACADEMIC TREND DATA

Chart 1: Three-year Benchmark Average Achievement Goal/Target Chart (English Language Arts)

(Quarterly benchmark assessment based on standards taught each quarter and aligned to the academies pacing guides. Using an item bank of questions that are aligned to college and career ready standards.)

The Leona Group Benchmark Assessment for English Language Arts

	2017-18	2018-19	2019-20	2020-21
Aggregate Score	13.18%	15.18%	17.18%	19.18%
Target Increase (Percentage Points)	N/A	2	4	6

Chart 2: Three-year Benchmark Assessment Achievement Goal/Target Chart (Mathematics)

(Quarterly benchmark assessment based on standards taught each quarter and aligned to the academies pacing guides. Using an item bank of questions that are aligned to college and career ready standards.)

The Leona Group Benchmark Assessments for Mathematics

	2017-18	2018-19	2019-20	2020-21
Aggregate Score	11.6%	13.6%	15.6%	17.6%
Target Increase (Percentage Points)	N/A	2	4	6

Chart 3: Three-year M-STEP Average Achievement Goal/Target Chart (English Language Arts)

M-STEP English Language Arts

	2016-17	2017-18	2018-19	2019-20
Aggregate Score	14.1%	15.22%	16.91%	19.1%
Target Increase (Percentage Points)	N/A	1.12	2.81	5

Rationale: The target increase is based on increasing the number of students proficient. In 2015, Joy Preparatory Academy had 22 students proficient, in 2016 we had 23 students proficient, and in 2017 we had 25 students proficient. Our target increase is 9 additional students (5 percentage points) proficient by 2020.

Chart 4: Three-year M-STEP Average Achievement Goal/Target Chart (Mathematics)

M-STEP Mathematics

	2016-17	2017-18	2018-19	2019-20
Aggregate Score	6.2%	7.32%	9.01%	11.2%
Target Increase (Percentage Points)	N/A	1.12	2.81	5

Rationale: The target increase is based on increasing the number of students proficient. In 2015, Joy Preparatory Academy had 22 students proficient, in 2016 we had 7 students proficient, and in 2017 we had 11 students proficient. Our target increase is 9 additional students (5 percentage points) proficient by 2020.

Chart 5: Chronically Absent Annual Percentage Targets

Chronically Absent Annual Percentage Targets

	2016-17	2017-18	2018-19	2019-20	2020-21
Percentage of Students Chronically Absent	40.4%	38.4%	36.4%	34.4%	32.4%
Target Decrease (Percentage Points)	NA	2	4	6	8

Chart 6: Students with Zero Office Referrals

Students with Zero Office Referrals

	2017-18	2018-19	2019-20	2020-21
Percentage of Students	54%	62%	71%	80%
Target Increase (Percentage Points)	NA	8	17	26

Chart 7: Teacher Implementation of PBIS and Kagan Strategies with Fidelity

Teacher Implementation of PBIS and Kagan Strategies with Fidelity*

	2017-18	2018-19	2019-20	2020-21
Number of Teachers	3	6	9	12
Target Increase	NA	100%	50%	33%

*Fidelity means they are implementing 80% of the Quality Quick Check indicators at 80%.

Chart 8: Parent Involvement Opportunities

Parent Involvement Opportunities

	2017-18	2018-19	2019-20	2020-21
Number of Opportunities	12	15	18	21
Target Increase	N/A	25%	50%	75%

Chart 9: NWEA MAP Growth Data, Reading 2015-2016

READING (2015-16)									
Grade Level	Growth Count	Achievement Status		Growth					
		Fall Mean RIT	Spring Mean RIT	Observed Growth	Projected Growth	Count Met	Percentage Met	Growth Index	Growth Percentile
Kindergarten	42	135.1	165.3	30.2	19.3	31	74%	3.6	99
Grade 1	34	150.7	178.5	27.8	18.2	28	82%	3.2	99
Grade 2	41	159.3	175.5	16.2	15.9	22	54%	0.1	55
Grade 3	27	169.9	181.8	11.9	12.7	14	52%	-0.4	36
Grade 4	17	184.9	195.4	10.5	9.1	10	59%	0.8	78
Grade 5	23	192.0	200.5	8.5	7.3	12	52%	0.6	74
Grade 6	24	197.0	205.5	8.5	5.7	16	67%	1.4	91
Grade 7	17	215.3	219.7	4.4	4.0	11	65%	0.2	57
Grade 8	19	204.4	210.1	5.7	3.8	12	63%	0.8	79
Aggregate	244					156	64%		

Chart 10: NWEA MAP Growth Data, Reading 2016-2017

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	54	134.8	158.6	23.8	19.4	1.45	54%	93
Grade 1	55	152.4	165.2	12.8	18.2	-1.82	22%	3
Grade 2	32	163.4	183.0	19.6	15.8	1.44	63%	92
Grade 3	36	177.2	191.3	14.1	12.2	0.89	61%	81
Grade 4	42	183.1	193.7	10.6	9.2	0.78	52%	78
Grade 5	21	190.4	201.0	10.6	7.4	1.70	57%	96
Grade 6	25	205.6	213.5	7.9	5.4	1.21	60%	89
Grade 7	20	207.8	219.1	11.3	4.3	3.61	85%	99
Grade 8	27	217.7	221.0	3.3	3.1	0.10	52%	54
Aggregate	312	181.4	194.0	12.7	10.6	1.0	56.2%	

Chart 11: NWEA MAP Growth Data, Mathematics 2015-2016

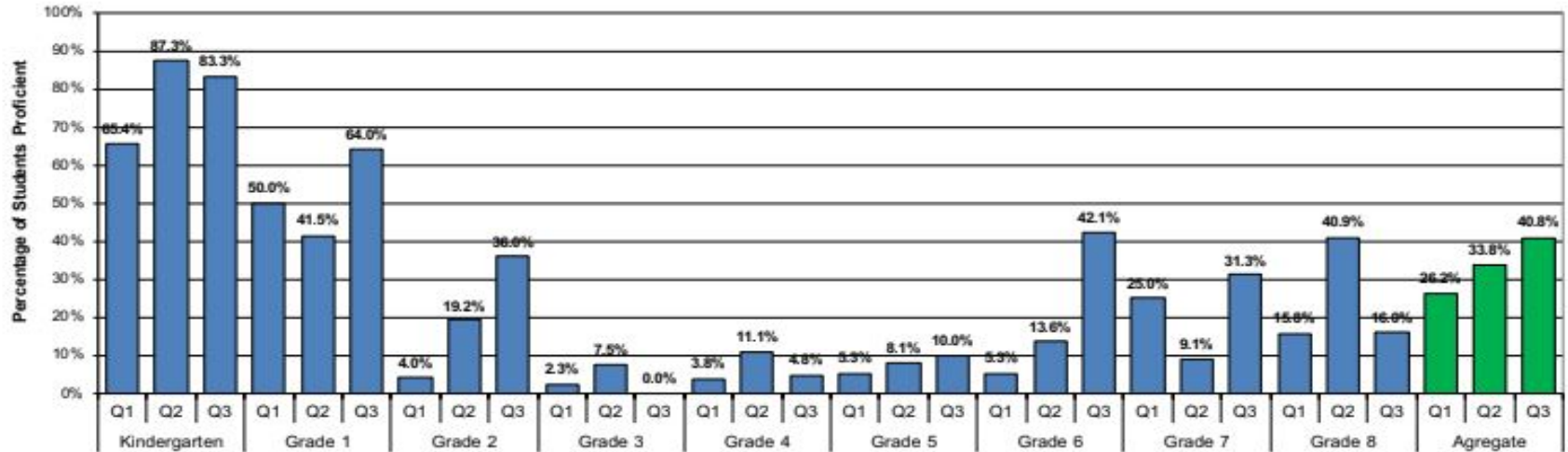
MATH (2015-16)									
Grade Level	Growth Count	Achievement Status		Growth					
		Fall Mean RIT	Spring Mean RIT	Observed Growth	Projected Growth	Count Met	Percentage Met	Growth Index	Growth Percentile
Kindergarten	43	127.9	176.7	48.8	22.9	39	91%	8.8	99
Grade 1	34	146.4	181.0	34.6	20.7	33	97%	4.4	99
Grade 2	41	161.2	179.4	18.2	17.0	21	51%	0.4	66
Grade 3	27	174.1	186.0	11.9	13.6	11	41%	-0.7	23
Grade 4	17	186.6	195.4	8.8	11.1	7	41%	-1.0	16
Grade 5	23	193.9	205.9	12.0	8.9	14	61%	1.1	86
Grade 6	24	201.6	210.1	8.5	7.2	15	63%	0.5	71
Grade 7	17	219.8	226.2	6.4	6.3	11	65%	0.1	53
Grade 8	19	204.2	211.1	6.9	3.6	14	74%	1.5	93
Aggregate	245					165	67%		

Chart 12: NWEA MAP Growth Data, Mathematics 2016-2017

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	55	130.9	164.9	34	22.3	3.97	80.0%	99
Grade 1	55	150.4	172.4	22	20.5	0.46	45.0%	68
Grade 2	32	167.1	195.7	28.6	16.8	4.14	84%	99
Grade 3	36	177.8	193.1	15.3	13.7	0.66	50%	75
Grade 4	42	184.5	201.9	17.4	10.9	2.73	57%	99
Grade 5	21	191.7	207.5	15.8	8.7	2.52	52%	99
Grade 6	25	205.7	214.6	8.9	7.5	0.59	52%	72
Grade 7	23	205.9	215.8	9.9	5.5	1.98	65%	98
Grade 8	27	219.9	224.4	4.5	4.6	-0.05	52%	48
Aggregate	316	181.5	198.9	17.4	12.3	1.89	59.7%	

Chart 13: District Assessment, Reading (2017-2018)

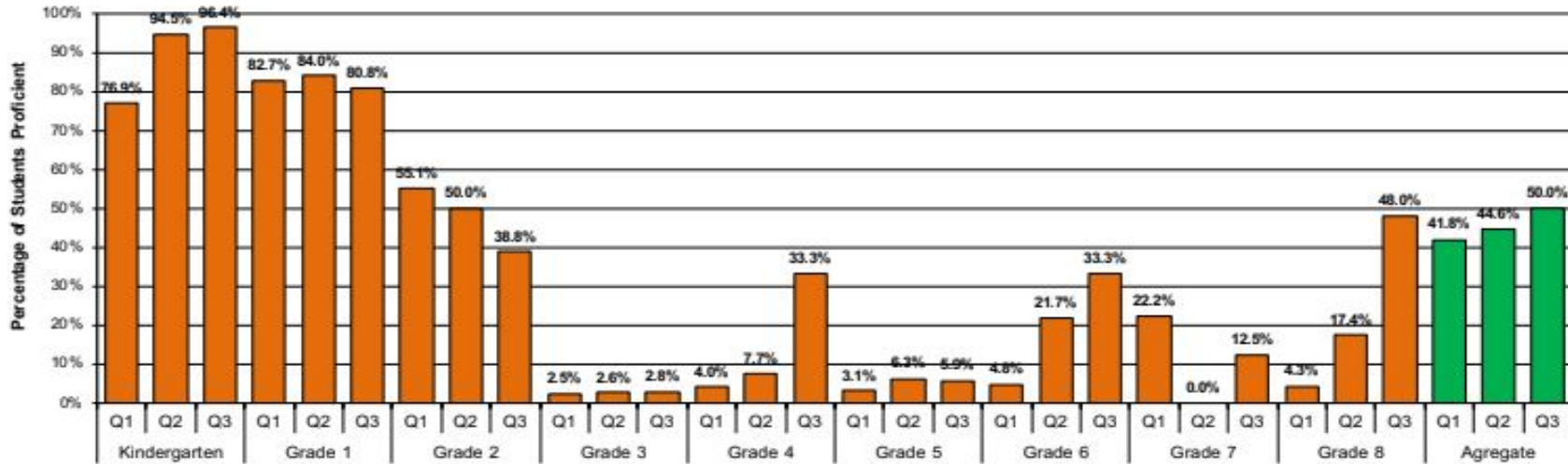
Percentage of Students Scoring in Proficient Levels
Quarterly Benchmark Assessment 2017-18
JOY PREPARATORY ACADEMY
READING



# students in	Kindergarten			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Not Prof	18	7	9	27	31	18	48	42	32	42	37	40	25	24	20	36	34	36	18	19	11	24	30	22	16	13	21	222	204	177
Proficient	34	48	45	27	22	32	2	10	18	1	3	0	1	3	1	2	3	4	1	3	8	8	3	10	3	9	4	79	104	122
Total	52	55	54	54	53	50	50	52	50	43	40	40	26	27	21	38	37	40	19	22	19	32	33	32	19	22	25	301	308	299

Chart 14: District Assessment, Mathematics (2017-2018)

**Percentage of Students Scoring in Proficient Levels
Quarterly Benchmark Assessment 2017-18
JOY PREPARATORY ACADEMY
MATHEMATICS**



# students in	Kindergarten			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Agregate		
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3			
Not Prof	12	3	2	9	8	10	22	25	30	39	38	35	24	24	16	31	30	32	20	18	14	28	32	28	22	19	13	171	165	148
Proficient	40	52	53	43	42	42	27	25	19	1	1	1	1	2	8	1	2	2	1	5	7	8	0	4	1	4	12	123	133	148
Total	52	55	55	52	50	52	49	50	49	40	39	36	25	26	24	32	32	34	21	23	21	36	32	32	23	23	25	294	298	296

Chart 15: Three-year Trend Data for State Assessment, English Language Arts

Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017

Joy Preparatory Academy
All Students Tested
English Language Arts

Source:  MI School Data

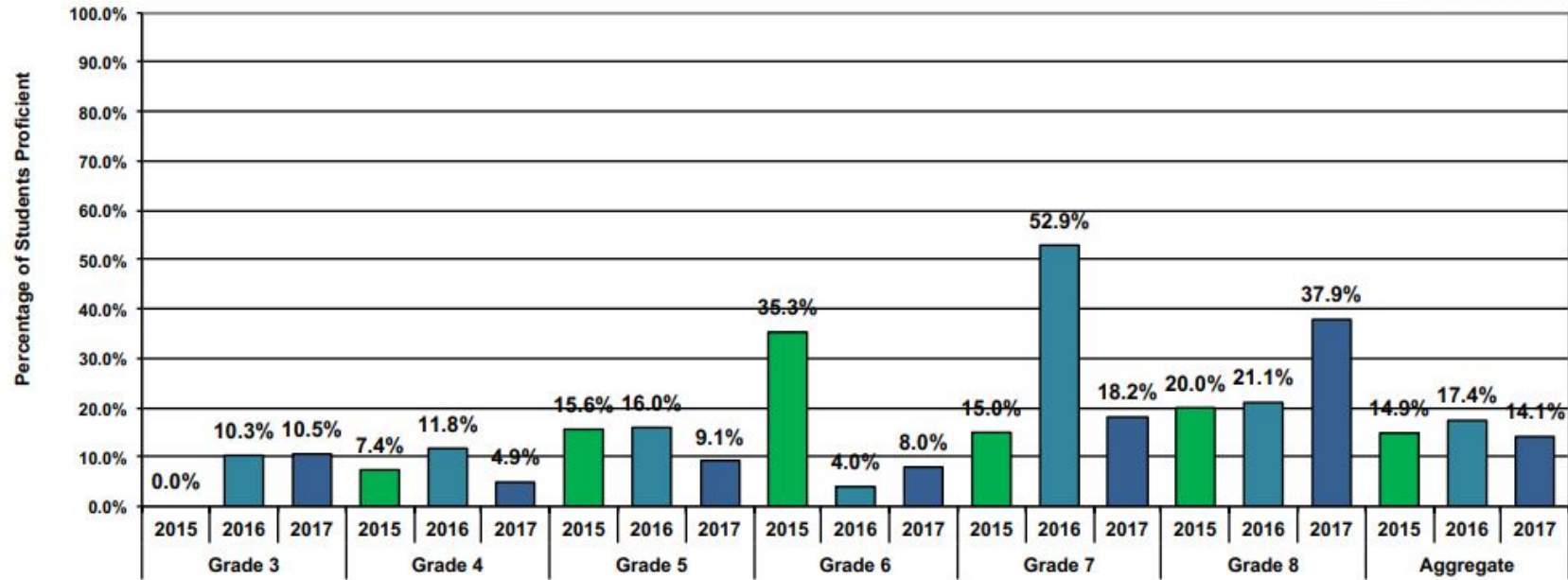
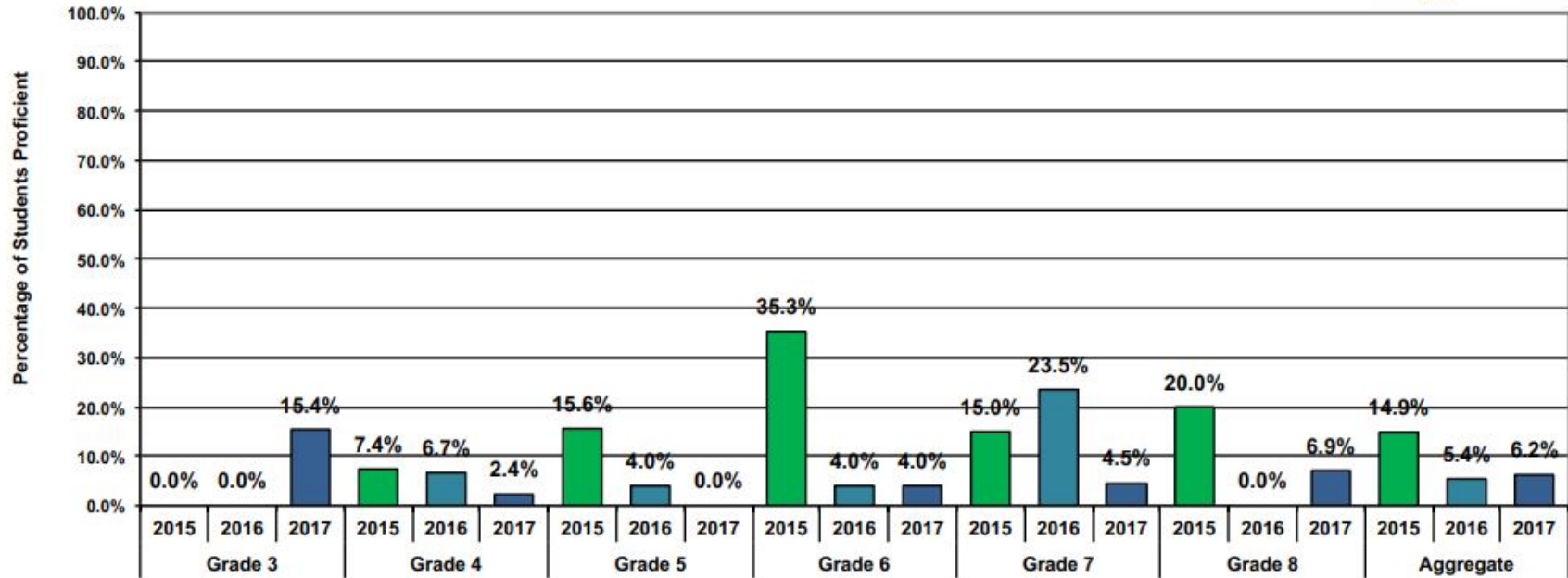


Chart 16: Three-year Trend Data for State Assessment, Mathematics

Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017

Joy Preparatory Academy
All Students Tested
Mathematics

Source:  MI School Data



<Number- ex:1st> AMENDMENT
to the
Joy Preparatory Academy Partnership Agreement

In accordance with section 24 of the Joy Preparatory Academy Partnership Agreement:

“If a Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.”

All parties agree to the following:

- Amend section 4 FOURTEEN MONTH BENCHMARKS TO BE MET BY Joy Preparatory Academy by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:
 - A) Goal 1: Academic Proficiency and Growth will increase as:
 - Provide professional development to ensure full implementation of My Math to support the tier I, standards based instruction and mathematics curriculum
 - Provide professional development to ensure full implementation of Reach for Reading to support the tier I, standards based instruction and English Language Arts curriculum
 - Provide professional development to ensure that teachers and support staff are using NWEA data and reports to drive Success for All program to provide high quality tiered interventions
 - Provide ongoing professional development on Kagan strategies for cooperative learning and increasing student engagement
 - The percent proficient in Spring 2019 on District-made, grade level, standards based common assessments in grades 3-8 will increase by 2 percentage points English Language Arts benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data
 - The percent proficient in Spring 2019 on District-made, grade level, standards based common assessments in grades 3-8 will increase by 2 percentage points for mathematics benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data
 - 50% of full academic year students will meet their growth target on NWEA Reading MAP Growth
 - 50% of full academic year students will meet their growth target on NWEA Mathematics MAP Growth
 - Have meetings and data discussions with all stakeholders to gauge implementation of skills learned in professional development, determine impact on M-Step scores from the 2018-19 school year and make proper adjustments for the remainder of the partnership agreement.

All signatories have read, understood and agree to comply with and be bound by the terms of the conditions set forth in this Amendment to the Agreement.

IN THIS WITNESS WHEREOF, the Parties have caused this Amendment to the Agreement to be executed on this date:

Joy Preparatory Academy
Board of Education President

Name: *Dawn Waters*

Date: *Sept. 18, 2018*

Joy Preparatory Academy
Superintendent

Name: *Jessica Pru*

Date: *9-24-18*

Michigan Department of Education,
Interim Superintendent of Public Instruction

Name: *Keith A. Allen*

Date: *11-20-18*

Office of Partnership Districts
Director, SRO Officer

Name: *John J. L.*

Date: *11-26-18*

Ferris State University Charter Schools Office
Director/ Designee

Name: *Ronald M. Schneider, Designee*

Title: *Associate Director*

Date: *9/26/2018*

2nd AMENDMENT to the Joy Preparatory Academy Partnership Agreement

In accordance with section 24 of the Joy Preparatory Academy Partnership Agreement:

“If a Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.”

All parties agree to the following:

- Amend section 4 FOURTEEN MONTH BENCHMARKS TO BE MET and section 5 THIRTY-SIX MONTH GOALS TO BE MET by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

4) FOURTEEN MONTH BENCHMARKS TO BE MET BY JOY PREPARATORY ACADEMY:

A) ~~Goal 1: Academic Proficiency and Growth, **Benchmarks 1-4: will increase as:**~~

- ~~● Provide professional development to ensure full implementation of My Math to support the tier I, standards-based instruction and mathematics curriculum~~
- ~~● Provide professional development to ensure full implementation of Reach for Reading to support the tier I, standards-based instruction and English Language Arts curriculum~~
- ~~● Provide professional development to ensure that teachers and support staff are using NWEA data and reports to drive Success for All program to provide high quality tiered interventions~~
- ~~● Provide ongoing professional development on Kagan strategies for cooperative learning and increasing student engagement~~
- **Benchmark 1 (local performance outcome):** The percent proficient in Spring 2019 on **District-made, grade level, standards based common assessments (Focal Point K12/INSPECT bank items)** in grades 3-8 will increase by 2 percentage points on English Language Arts benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data.
- **Benchmark 2 (local performance outcome):** The percent proficient in Spring 2019 on **District-made, grade level, standards based common assessments (Focal Point K12/INSPECT bank items)** in grades 3-8 will increase by 2 percentage points on mathematics benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data.
- **Benchmark 3 (local performance outcome):** 50% of full academic year students will meet their growth target on **NWEA Reading MAP Growth**

- **Benchmark 4 (local performance outcome):** 50% of full academic year students will meet their growth target on **NWEA Mathematics MAP Growth**
- ~~Have meetings and data discussions with all stakeholders to gauge implementation of skills learned in professional development, determine impact on M-Step scores from the 2018-19 school year and make proper adjustments for the remainder of the partnership agreement~~

B) **Goal 2: Student Well-Being and Positive Behavior, Benchmarks 5-8:** will increase as shown below:

- **Benchmark 5 (process):** Provide ongoing professional development regarding positive behavior intervention support, alternative to suspensions and restorative practices.
- **Benchmark 6 (process):** Provide ongoing professional development on Kagan strategies for classroom management.
- **Benchmark 7 (local performance outcome):** Reduce chronically absent students (missing more than 10% of school days) by 2 percentage points.
- **Benchmark 8 (process):** Incorporate PBIS data discussions into weekly Professional Learning Community (PLC) and bi-weekly staff meetings.
- ~~Downward trend of the number of students with an office disciplinary referral.~~

C) ~~Goal 3: Teacher/administrator leadership capacity will increase as shown below:~~ **Staff Development, Retention and Support, Benchmarks 9-16:**

- **Benchmark 9 (process):** Provide professional development to ensure full implementation of My Math to support the Tier I, standards-based instruction and mathematics curriculum
- **Benchmark 10 (process):** Provide professional development to ensure full implementation of Reach for Reading to support the Tier I, standards-based instruction and English/Language Arts curriculum.
- **Benchmark 11 (process):** Provide professional development to ensure that teachers and support staff are using NWEA data and reports to drive and provide high-quality tiered interventions.
- **Benchmark 12 (process):** Provide ongoing professional development on Kagan strategies for cooperative learning and increasing student engagement.
- **Benchmark 13 (process):** Have meetings and data discussions with all stakeholders to gauge implementation of skills learned in professional development, determine impact on M-Step scores from the 2018-19 school year and make proper adjustments for the remainder of the Partnership Agreement.
- **Benchmark 14 (process):** Organize a ~~mentor~~ **new teacher support** program for new teachers centered around how quality classroom instruction is delivered at Joy Preparatory Academy.
- **Benchmark 15 (process):** Provide professional development on the Quality Quick Check tool for all staff on the indicators that fall below **70%**.

- **Benchmark 16 (process):** Provide intensive individualized professional development and coaching to teachers whose scores are below the schoolwide target of **70%** on the Quality Quick Check tool.
- D) **Goal 4: Community & Parental Involvement, Benchmarks 17-18:**
- **Benchmark 17 (process):** Strengthen parent committee by embedding time for teams to meet, thus allowing time for collaboration and planning to increase the number of parent events.
 - **Benchmark 18 (process):** Opportunities for parent involvement by the end of 2018-19

5) TWENTY-NINE MONTH GOALS TO BE MET BY JOY PREPARATORY ACADEMY:

A) **Goal 1: Academic Proficiency and Growth, Goals 1-6:**

- ~~Provide professional development to ensure full implementation of My Math to support the tier I, standards-based instruction and mathematics curriculum~~
- ~~Provide professional development to ensure full implementation of Reach for Reading to support the tier I, standards-based instruction and English Language Arts curriculum.~~
- ~~Provide professional development to ensure that teachers and support staff are using NWEA data and reports to drive Success for All program to provide high quality tiered interventions.~~
- ~~Provide ongoing professional development on Kagan strategies for cooperative learning and increasing student engagement.~~
- **Goal 1 (local performance outcome):** 50% of all students building-wide full academic year students will meet their growth target **RIT score** as evidenced by NWEA MAPS Growth Assessment for Reading MAP Growth.
- **Goal 2 (local performance outcome):** 50% of all students building-wide full academic year students will meet their growth target **RIT score** as evidenced by NWEA MAPS Growth Assessment for Mathematics MAP Growth.
- **Goal 3 (local performance outcome):** The percent proficient in Spring 2019 on District-made, grade level, standards-based common assessments in grades 3-8 will increase by 2 percentage points in English/Language Arts benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data.
- **Goal 4 (local performance outcome):** The percent proficient in Spring 2019 on District-made, grade level, standards-based common assessments in grades 3-8 will increase by 2 percentage points for mathematics benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data.
- ~~Have meetings and data discussions with all stakeholders to gauge implementation of skills learned in professional development, determine impact on M-Step scores from the 2018-19 school year and make proper adjustments for the remainder of the Partnership Agreement.~~
- **Goal 5 (state performance outcome):** The average percent of students scoring proficient in English Language Arts on M-Step will increase by 4 percentage points as evidenced by M-Step based on 2017-2018 data.

- **Goal 6 (state performance outcome):** The average percent of students scoring proficient in mathematics on M-Step will increase by 2 percentage points as evidenced by M-Step based on 2017-2018 data.

~~B) Goal 2: Student Well-Being and Positive Behavior, Goal 7: will increase as shown below: (MTSS for attendance and behavior logs)~~

- **Goal 7 (local performance outcome):** Reduce chronically absent students (missing more than 10% of school days) by 2 percentage points each year, using 2016-17 data as a baseline. (See **Attachment B, Chart 5: Chronically Absent Annual Percentage Targets**)
- ~~At least 80% of the students will have zero office disciplinary referrals for the 2020-21 school year. (See the following in the attachment section of the agreement: Chart 6: Students with Zero Office Referrals Targets)~~

~~C) Goal 3: Teacher/administrator leadership capacity will increase as shown below: **Staff Development, Retention and Support, Goals 8-9:**~~

- **Goal 8 (process):** Utilize a Quality Quick Check tool (14 Marzano-based indicators) that the school has adopted as non-negotiable classroom practices. The average percentage of scores for innovating and applying ratings will be at or above **75%** for at least **75%** of the teachers.
- **Goal 9 (process):** Implement tiered instruction with fidelity to **85%** as evidenced by **The Leona Group Quality School Initiative Plan (QSIP) most recent audit.**

~~D) Goal 4: Community & Parental Involvement, Goal 10:~~

- The academy will have provided at least 21 opportunities for parent involvement by the end of 2020-21. (See **Attachment B, Chart 8: Parent Involvement Opportunities**)

All signatories have read, understood and agree to comply with and be bound by the terms of the conditions set forth in this Amendment to the Agreement.

IN WITNESS WHEREOF, the Parties have caused this Amendment to the Agreement to be executed on this date:

**Joy Preparatory Academy
Board of Education President**

Name: Joy Waters

Date: August 20, 2019

**Michigan Department of Education
Superintendent of Public Instruction**

Name: X

Date: _____

**Joy Preparatory Academy
Principal**

Name: Adanna Pughan

Date: August 14, 2019

**Office of Partnership Districts
Director**

Name: William Pearson

Date: 9-4-19

**Ferris State University Charter Schools Office
Director/ Designee**

Name: Ronald Sanders

Title: Associate Director

Date: August 19, 2019