

# Inkster Preparatory Public School Academy



# INKSTER

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## PREPARATORY ACADEMY

# Strategic Plan

2024-2027

Welcome to Inkster Preparatory Public School Academy, where our unwavering commitment to excellence in education shapes our mission and vision. This strategic plan serves as a guiding framework for the next three years, outlining our goals, priorities, and initiatives designed to create a dynamic and inclusive learning environment for our diverse student body.

We firmly believe that every student deserves the opportunity to succeed, and this strategic plan reflects that core value. Our priorities focus on enhancing academic achievement, supporting social-emotional development, and equipping students to navigate future opportunities and challenges. We are committed to empowering our educators with the resources and tools needed to inspire and engage every scholar.

Collaboration with our community is integral to our success. This plan reflects the collective input of students, parents, staff, and community stakeholders, ensuring it aligns with the aspirations and needs of all involved.

Through innovative teaching strategies, comprehensive support systems, and an unwavering commitment to equity, we aim to foster an environment where every student can thrive. We invite you to join us in this journey as we work together to achieve our shared vision of educational excellence for all.

Thank you for your ongoing support and partnership!

# Inkster Preparatory Academy

2024-2027



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**To the Strategic Planning Team,**

I extend my heartfelt gratitude for your dedication and hard work in crafting our school's strategic plan. Your insights, collaboration, and unwavering commitment to excellence have been the cornerstone of this effort, paving the way for a brighter future for our scholars and ensuring we deliver an exceptional education.

Thank you for the time, energy, and passion you have poured into this process. Together, we are shaping a path that will guide our school in fulfilling its mission and vision. Your contributions have made a profound difference, and I am honored to serve alongside such a talented and devoted team.

With sincere appreciation,

**Mrs. Delphine G. Oden, IPA Board President**

Prepared in partnership with



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Project Facilitator  
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## Inkster Preparatory Academy 2024 Strategic Planning Committee

### **IPA Board of Directors:**

- Mrs. Delphine G. Oden, Board President
- Ms. Ernestine Williams, Board Secretary

### **Accel Leadership:**

- Ms. Pam Farris

### **IPA Administration:**

- Ms. Tiffany Dudley
- Ms. Anisha Barnwell

### **IPA Faculty/Staff:**

- Mr. Ronald Norfleet

## DEVELOPMENT

This strategic plan reflects a systemic commitment to achieving organizational excellence, rooted in the analysis of data and insights provided by our management, administrative team, academy Board, and a broad spectrum of stakeholders. These participants included students, staff, parents/guardians, and community members.

The journey officially began in the fall of 2024 after a collective recognition of the need for change to drive meaningful improvements in our school district. Grounded in data exploration and thoughtful conversations among the strategic planning team members, this plan incorporates the diverse perspectives and aspirations of our community. Together, these collaborative efforts have shaped a clear, actionable roadmap, reflecting our desire for achieving excellence in education and ensuring success for all scholars.

## SUMMARY

**Stakeholder Participation:** Input was gathered from students, staff, parents/guardians, and community members through surveys and small group activities.

**Data Collection:** Over **129** respondents, including district administrators, board representatives, and community members, provided feedback through surveys and assessment sessions.

**Balanced Scorecard Methodology:** This approach was utilized to systematically quantify leadership and administrative practices, evaluate performance outcomes, and assess perceptions.

**Analysis:** The collected data was categorized and analyzed using a Likert rating system to capture agreement on current practices and barriers.

**Outcome:** The information gathered assisted the planning committee to define the district's current situation and articulate future strategies.

**Key Outcomes and Keys to Success:** Survey responses revealed consistent organizational strengths and weaknesses across the building.

At the conclusion of each session, participants brainstormed and prioritized how to overcome barriers and any perceived district weaknesses.

## MISSION, VISION, VALUES AND GOALS

To effectively align the work of the school district, it was essential to establish the following:

- **Mission Statement:** A concise and clear reminder of our purpose.
- **Vision Statement:** A memorable and inspirational description of the transformation the district aspires to achieve.
- **Values/Core Beliefs:** The foundational principles guiding the district's work.
- **Goals:** Specific, measurable objectives aligned with priority areas to be achieved through this plan.

### VISION STATEMENT

To be the **BEST** school in Michigan.

### REVISED MISSION STATEMENT

Inkster Preparatory Academy empowers all students to thrive, offering personalized, adaptable learning that encourages critical thinking, kindness, determination, independence, and a love of lifelong learning.

### VALUES AND CORE BELIEFS

The **Leader in Me**® program is a comprehensive school-wide initiative designed to cultivate leadership skills and empower students to thrive academically, socially, and emotionally. Rooted in timeless principles from *The 7 Habits of Highly Effective People*, this program fosters a culture of responsibility, collaboration, and goal setting, aligning with the core beliefs and values of our school. By integrating leadership development into daily learning, the **Leader in Me** program equips students with the skills and mindset needed to excel in school and beyond, preparing them to be confident, capable, and compassionate contributors to their communities.

## LEADER IN ME® SUMMARY

1. **Be Proactive.** This habit focuses on students' personal choices and how they have control over their own actions. Students are taught to take initiative by making statements of — "I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking"
2. **Begin with the End in Mind.** This habit focuses on thinking about the end result. Students are encouraged to plan ahead and set goals. Personal statements include: "I am an important part of my classroom and contribute to my school's mission and vision and look for ways to be a goodcitizen".
3. **Put First Things First.** This habit encourages students to prioritize so that they may spend time on things that are most important first. Student statements would include: "I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized".
4. **Think Win-Win.** Students say, "I balance courage for getting what I want with consideration for what others want"...When conflicts arise, I look for third alternatives.
5. **Seek First to Understand, Then be Understood.** Students are encouraged to see things from another point of view by listening to others' ideas and feelings. Students would say, "I try to see things from their viewpoints...I am confident in voicing my ideas".
6. **Synergize.** The goal of this habit is to focus on working well with groups and getting along with others. Students state: "I seek out other people's ideas to solve problems because I know that by teaming with others, we can create better solutions than any one of us can alone".
7. **Sharpen the Saw.** This habit puts the focus back on the individual and the importance of taking care of oneself. Students say: "I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others".

## PROCESS FOR REVIEW OR REVISION

The mission, vision, values, objectives, targets and measures were established through a comprehensive four-step process designed to ensure clarity, consensus, and alignment among Strategic Planning Committee members:

1. **Data Analysis:** Collected data was thoroughly analyzed to identify recurring themes, key words, and prevailing thoughts that reflected stakeholder perspectives and academy needs.
2. **Planning Committee Collaboration:** Planning committee members engaged in a consensus-building process to identify and draft initial mission and vision statements, drawing directly from the insights surfaced during data analysis.
3. **Drafting:** The district's strategic planning team refined and sharpened the foundational statements and identified from their experience and expertise, items necessary to 'move the needle' of academic performance, ensuring alignment with the overarching goals and priorities of the district.
4. **Facilitation and Validation:** The facilitator guided the team through the process of addressing the analyzed data and crafting objectives but did not create the final objectives themselves. Instead, she ensured that the team's discussions remained focused and productive. After each session, a confirmatory summary report was provided to all participants, summarizing key decisions and fostering clarity and consensus on the outcomes.

This structured approach ensured that the resulting mission, vision, values, objectives, targets and measures were reflective of the collective insights and aspirations of the Inkster Preparatory Academy community.

**Pillars of Excellence**

**ASSESSMENT &  
ACCOUNTABILITY**



**FISCAL  
RESPONSIBILITY**



**WELLNESS**



**PARTNERSHIP &  
SUPPORT**



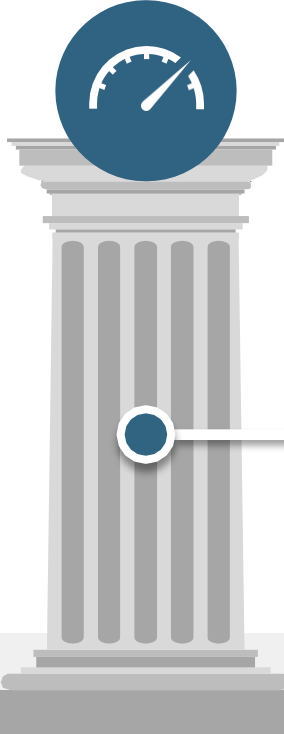
**HIGH QUALITY  
WORKFORCE AND  
TEACHING**



# IPA PILLAR DEFINITIONS

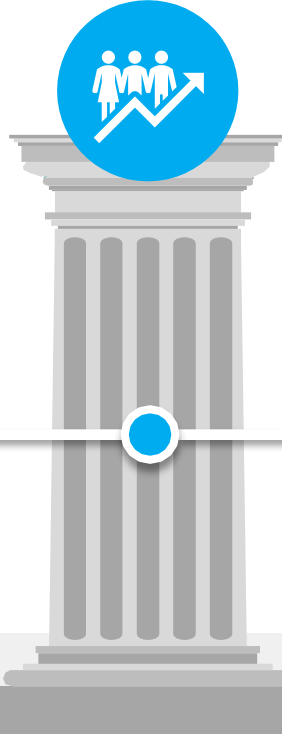
## ASSESSMENT AND ACCOUNTABILITY

The commitment to evaluate educational practices and outcomes ensures transparency and drives continuous improvement, while aligning educational objectives with measurable standards.



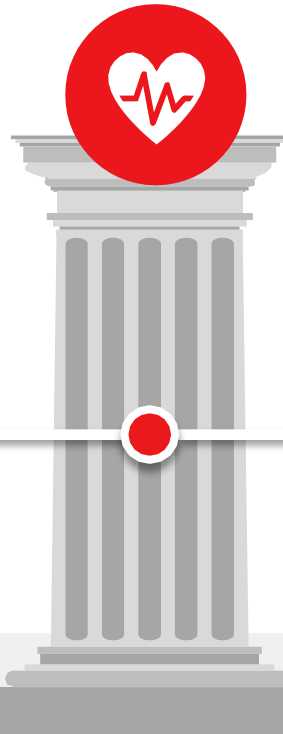
## FISCAL RESPONSIBILITY

Financial stewardship is a priority, highlighting the importance of sound budgeting and resource management to sustain the academy's long-term goals and objectives.



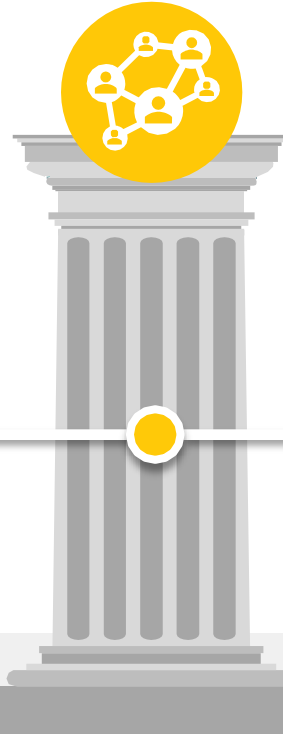
## WELLNESS (STUDENT/SOCIAL/EMOTIONAL)

Recognizing the integral role of social and emotional health, IPA prioritizes student wellness to create a supportive and nurturing environment conducive to learning.



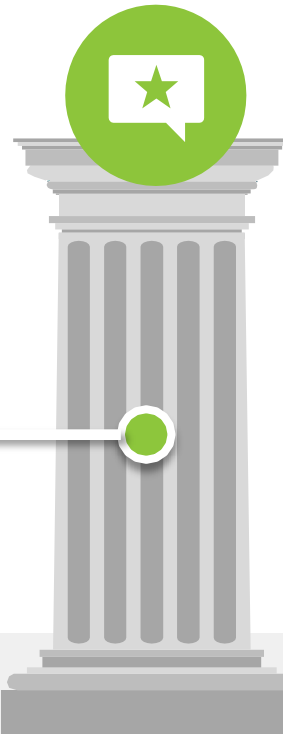
## PARTNERSHIP AND SUPPORT

Collaboration with families and the community is central, as engaging stakeholders enriches the educational experience and enhances support systems for students.



## HIGH QUALITY WORKFORCE AND TEACHING

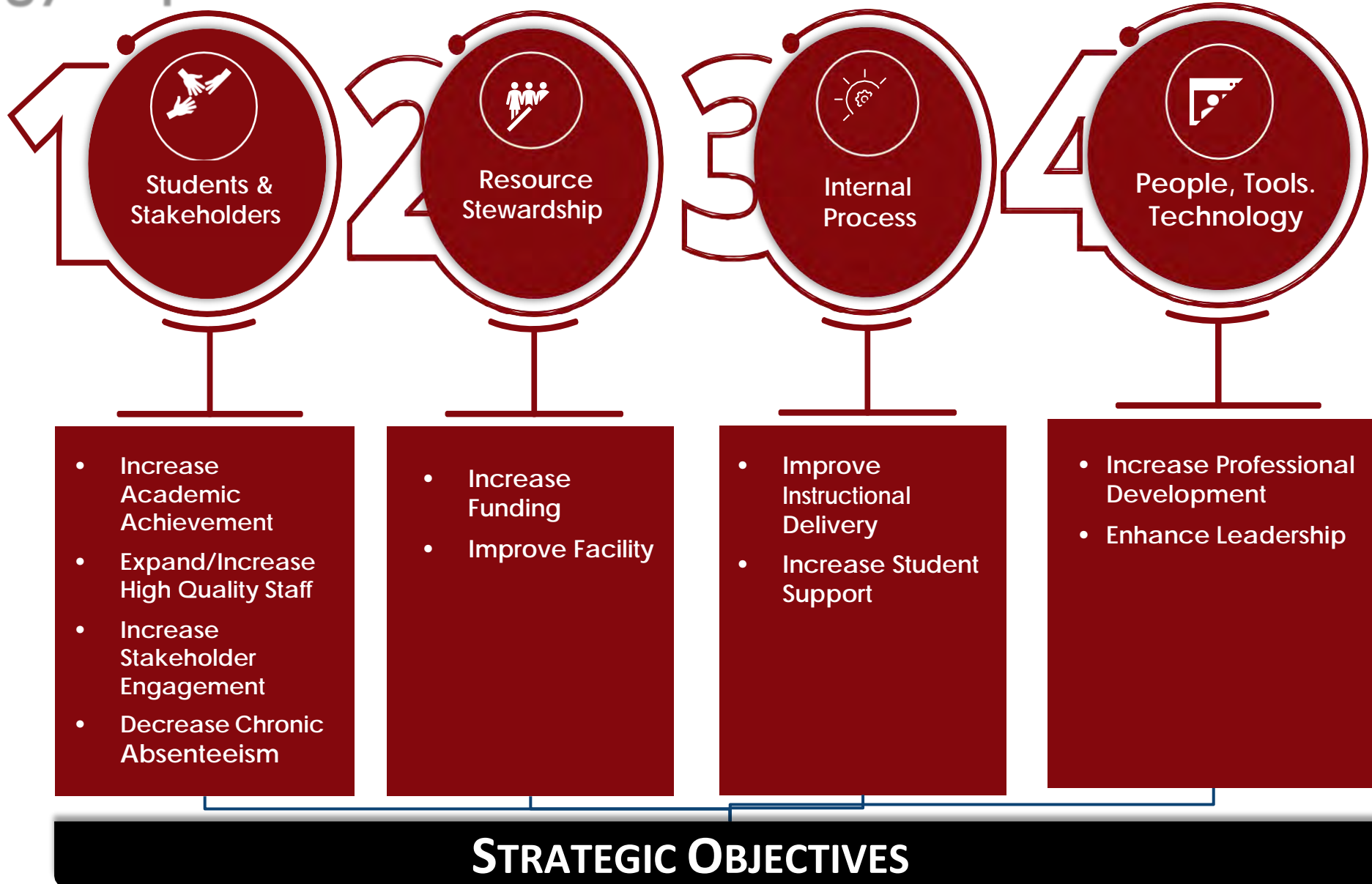
A strong focus on hiring, developing, and retaining skilled educators and staff reinforces IPA's commitment to delivering a high-quality education through an effective and capable team.





# IPA Strategy Map

2024



# IPA OBJECTIVE COMMENTARY

## PERSPECTIVE: Students/Stakeholders

Planning
 People Purpose  
 Performance Process

|                                |  |
|--------------------------------|--|
| <b>STRATEGIC OBJECTIVE</b>     | <b>Increase Academic Achievement</b>   |
| <b>DEFINITION/ DESCRIPTION</b> | <p>The objective of "Increase Academic Achievement" focuses on enhancing students' academic performance across key areas, particularly in reading and math. This involves targeted strategies to improve proficiency on standardized assessments, foster growth in reading comprehension, and strengthen writing skills through evidence-based practices. By aligning curriculum, instruction, and assessment with academic goals, the academy aims to ensure all students meet or exceed grade-level expectations and are equipped with the foundational skills necessary for long-term success.</p>  |
| <b>INTENDED RESULT(S)</b>      | <ul style="list-style-type: none"> <li>• <b>Increase Reading Proficiency on MSTEP:</b> Improve students' performance on the Michigan Student Test of Educational Progress (MSTEP) by implementing targeted interventions, aligning instruction to State standards, and providing professional development for teachers.</li> <li>• <b>Improve Reading NWEA Scores:</b> Enhance students' reading growth as measured by the NWEA (Northwest Evaluation Association) assessments by adopting differentiated instruction, data-driven interventions, and engaging literacy programs.</li> <li>• <b>Utilize Data for Personalized Instruction:</b> Leverage assessment data to identify students' strengths and areas for improvement, enabling personalized support and targeted instruction to meet diverse learning needs.</li> </ul> |

**TARGETS/  
MEASURES**

**Measure**

- IPA will increase the number of students proficient in ELA and Mathematics by 3% annually as measured by local and state assessments.

**Targets for MSTEP Proficiency**

**Reading**

|       |      |       |
|-------|------|-------|
| 23/24 |      | 32.55 |
| 24/25 | + 3% | 35.55 |
| 25/26 | + 3% | 38.55 |
| 26/27 | + 3% | 41.55 |

**Math**

|       |      |       |
|-------|------|-------|
| 23/24 |      | 24.81 |
| 24/25 | + 3% | 27.81 |
| 25/26 | + 3% | 30.81 |
| 26/27 | + 3% | 33.81 |

**NWEA Proficiency and Growth Percentage Targets**

|             | % Meeting Proficiency Norm |                | % Meeting Growth Norm |                |
|-------------|----------------------------|----------------|-----------------------|----------------|
|             | <i>Math</i>                | <i>Reading</i> | <i>Math</i>           | <i>Reading</i> |
| 2022        | 6                          | 15             | 27                    | 40             |
| 2023        | 10                         | 16             | 33                    | 28             |
| 2024        | 14                         | 20             | 45                    | 47             |
| 2025 Target | 17                         | 23             | 48                    | 50             |
| 2026 Target | 20                         | 26             | 51                    | 53             |
| 2027 Target | 23                         | 29             | 54                    | 56             |
| 2028 Target | 26                         | 32             | 57                    | 59             |
| 2029 Target | 29                         | 35             | 60                    | 62             |
| 2030 Target | 32                         | 38             | 63                    | 65             |

## INITIATIVES

- MTSS
- Writing by Design
- Class libraries with leveled readers
- One School One Book
- Phonics/ Phonemic Awareness
- Short Cycle Assessments
- Professional development
- Literacy Coach
- Math Coach

# IPA OBJECTIVE COMMENTARY

## PERSPECTIVE: Students/Stakeholders

Performance Process **Planning** People Purpose

|                                |  |
|--------------------------------|--|
| <b>STRATEGIC OBJECTIVE</b>     | <b>Expand/Increase High Quality Staff</b>  |
| <b>DEFINITION/ DESCRIPTION</b> | <p><i>Expand/Increase High-Quality Staff</i> focuses on attracting, recruiting, developing, and retaining skilled, dedicated, and effective professionals who contribute to achieving organizational goals and enhancing student outcomes. This involves building a strong pipeline of talent, creating an environment that fosters professional growth, and ensuring staff have the capacity, resources, and support to excel. By prioritizing high-quality staffing, the academy aims to strengthen instructional delivery, leadership, and overall organizational performance.</p>  |
| <b>INTENDED RESULT(S)</b>      | <ul style="list-style-type: none"> <li>• <b>Attract High-Quality Staff:</b> Implement targeted recruitment strategies to identify and hire highly qualified individuals whose skills, experience, and values align with the organization's mission and goals.</li> <li>• <b>Retain High-Quality Staff:</b> Foster a supportive and rewarding work environment that encourages staff to remain with the academy, reducing turnover and maintaining consistency.</li> <li>• <b>Enhance Development:</b> Provide opportunities for ongoing professional growth, including training, mentorship, and leadership development, to empower staff to continuously improve their skills and knowledge.</li> <li>• <b>Enhance Teacher Capacity:</b> Build the instructional capacity of teachers by equipping them with best practices, tools, and resources to effectively meet diverse student needs and drive academic achievement.</li> <li>• <b>Increase Certified Teachers:</b> Expand the proportion of certified teachers at the elementary and middle school levels to ensure compliance with educational standards and improve instructional quality.</li> </ul> |

|                                     |  |       |     |       |     |       |     |       |     |
|-------------------------------------|--|-------|-----|-------|-----|-------|-----|-------|-----|
|                                     | <ul style="list-style-type: none"> <li>• <b>Enhance Instructional Expertise:</b> Build a team of educators with diverse skill sets and specialized expertise to meet the varying needs of students and enhance overall academic achievement.</li> <li>• <b>Foster Collaboration and Innovation:</b> Cultivate a culture of teamwork and creativity among educators to drive continuous improvement in instructional practices and student outcomes.</li> <li>• <b>Improve Student Outcomes:</b> Ensure that the presence of high-quality instructional staff directly contributes to higher student engagement, achievement, and success across all grade levels.</li> <li>• <b>Support Career Advancement:</b> Create clear pathways for career progression, leadership roles, and professional recognition to inspire and motivate staff.</li> <li>• <b>Strengthen Workplace Culture:</b> Cultivate a culture of collaboration, innovation, and accountability, where high-quality staff are valued, supported, and celebrated.</li> </ul> |       |     |       |     |       |     |       |     |
| <p><b>TARGETS/<br/>MEASURES</b></p> | <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• IPA will expand the number of certified teachers to 100% by June 2027++</li> </ul> <p><b>Targets</b></p> <table border="1" data-bbox="634 1192 1101 1465"> <tr> <td>23/24</td> <td>36%</td> </tr> <tr> <td>24/25</td> <td>45%</td> </tr> <tr> <td>25/26</td> <td>54%</td> </tr> <tr> <td>26/27</td> <td>63%</td> </tr> </table>   | 23/24 | 36% | 24/25 | 45% | 25/26 | 54% | 26/27 | 63% |
| 23/24                               | 36%  |       |     |       |     |       |     |       |     |
| 24/25                               | 45%  |       |     |       |     |       |     |       |     |
| 25/26                               | 54%  |       |     |       |     |       |     |       |     |
| 26/27                               | 63%  |       |     |       |     |       |     |       |     |
| <p><b>INITIATIVES</b></p>           | <ul style="list-style-type: none"> <li>• Sign on bonus</li> <li>• Retention bonus</li> <li>• Incentives for state assessments</li> <li>• Tuition reimbursement</li> <li>• Academic Performance Incentives</li> </ul>   |       |     |       |     |       |     |       |     |

# IPA OBJECTIVE COMMENTARY

## PERSPECTIVE: Students/Stakeholders

People Purpose

Planning

Performance Process

|                                |  |       |             |       |       |   |       |       |   |       |       |   |     |
|--------------------------------|--|-------|-------------|-------|-------|---|-------|-------|---|-------|-------|---|-----|
| <b>STRATEGIC OBJECTIVE</b>     | <b>Increase Stakeholder Engagement</b>   |       |             |       |       |   |       |       |   |       |       |   |     |
| <b>DEFINITION/ DESCRIPTION</b> | The objective of <i>Increase Stakeholder Engagement</i> focuses on deepening the involvement, commitment, and collaboration of all stakeholders, including parents, staff, community members, and external partners. This involves creating opportunities to grow and foster meaningful relationships, expand partnerships, and encourage active participation in school-related initiatives. Stakeholder engagement is cultivated through transparent communication, collaborative decision-making, and programs designed to align stakeholder interests with IPA’s goals.  |       |             |       |       |   |       |       |   |       |       |   |     |
| <b>INTENDED RESULT(S)</b>      | <ul style="list-style-type: none"> <li>• <b>Increase Engagement:</b> Build a stronger sense of ownership and commitment among stakeholders through consistent communication, engagement activities, and inclusive practices.</li> <li>• <b>Expand Partnerships:</b> Broaden the network of external partnerships by identifying and collaborating with new organizations, businesses, and community groups to support strategic objectives</li> <li>• <b>Improve Parent Volunteers:</b> Encourage parent participation through well-structured volunteer opportunities that are inclusive, meaningful and aligned with school objectives, fostering a stronger sense of community and shared purpose.</li> </ul> |       |             |       |       |   |       |       |   |       |       |   |     |
| <b>TARGETS/ MEASURES</b>       | <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• Increase the number of participants for all family engagement events as measured by parent/ teacher conference attendance (in person and virtual).</li> </ul> <p><b>Targets</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">23/24</td> <td style="width: 40%;">91 families</td> <td style="width: 40%;">38.3%</td> </tr> <tr> <td>24/25</td> <td style="text-align: center;">+</td> <td>41.3%</td> </tr> <tr> <td>25/26</td> <td style="text-align: center;">+</td> <td>44.3%</td> </tr> <tr> <td>26/27</td> <td style="text-align: center;">+</td> <td>47%</td> </tr> </table>           | 23/24 | 91 families | 38.3% | 24/25 | + | 41.3% | 25/26 | + | 44.3% | 26/27 | + | 47% |
| 23/24                          | 91 families  | 38.3% |             |       |       |   |       |       |   |       |       |   |     |
| 24/25                          | +  | 41.3% |             |       |       |   |       |       |   |       |       |   |     |
| 25/26                          | +  | 44.3% |             |       |       |   |       |       |   |       |       |   |     |
| 26/27                          | +  | 47%   |             |       |       |   |       |       |   |       |       |   |     |

## INITIATIVES

- Class Dojo Communication
- Monthly Family Newsletter
- Flyer Distribution at Dismissal
- Attendance officer/ Family Liaison

# IPA OBJECTIVE COMMENTARY

## PERSPECTIVE: Students/Stakeholders

People Purpose

Planning

Performance Process

|                                |  |       |  |      |       |     |      |       |     |      |       |     |      |
|--------------------------------|--|-------|--|------|-------|-----|------|-------|-----|------|-------|-----|------|
| <b>STRATEGIC OBJECTIVE</b>     | <h3 style="color: red; margin: 0;">Decrease Chronic Absenteeism</h3>   |       |  |      |       |     |      |       |     |      |       |     |      |
| <b>DEFINITION/ DESCRIPTION</b> | <p><i>A Decrease in Chronic Absenteeism</i> focuses on reducing the number of students who miss a significant amount of instructional time. Chronic absenteeism—defined as missing 10% or more of school days—negatively impacts student learning, academic achievement, and long-term success. This objective involves implementing targeted strategies to identify barriers to attendance, provide supportive interventions, and engage students, families, and the community to ensure consistent and meaningful participation in school.</p>   |       |  |      |       |     |      |       |     |      |       |     |      |
| <b>INTENDED RESULT(S)</b>      | <ul style="list-style-type: none"> <li><b>Improve Attendance Rates:</b> Reduce the percentage of students missing 10% or more school days through proactive tracking, outreach, and support.</li> <li><b>Enhance Family Engagement:</b> Strengthen communication and collaboration with families to emphasize the importance of consistent attendance and provide support to overcome attendance barriers.</li> <li><b>Implement Targeted Interventions:</b> Develop and apply tiered interventions for students at risk of chronic absenteeism, including mentoring, counseling, home visits and academic support.</li> <li><b>Utilize Data for Early Intervention:</b> Implement systems to track and analyze attendance data in real time to identify patterns of absenteeism and intervene early.</li> </ul> |       |  |      |       |     |      |       |     |      |       |     |      |
| <b>TARGETS/ MEASURES</b>       | <p><b>Measure</b><br/>IPA will decrease chronic absenteeism annually by 5%.</p> <p><b>Targets</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <tr> <td style="width: 20%;">23/24</td> <td style="width: 50%;"></td> <td style="width: 30%; text-align: center;">70.9</td> </tr> <tr> <td>24/25</td> <td style="text-align: center;">-5%</td> <td style="text-align: center;">65.9</td> </tr> <tr> <td>25/26</td> <td style="text-align: center;">-5%</td> <td style="text-align: center;">60.9</td> </tr> <tr> <td>26/27</td> <td style="text-align: center;">-5%</td> <td style="text-align: center;">55.9</td> </tr> </table>  | 23/24 |  | 70.9 | 24/25 | -5% | 65.9 | 25/26 | -5% | 60.9 | 26/27 | -5% | 55.9 |
| 23/24                          |  | 70.9  |  |      |       |     |      |       |     |      |       |     |      |
| 24/25                          | -5%  | 65.9  |  |      |       |     |      |       |     |      |       |     |      |
| 25/26                          | -5%  | 60.9  |  |      |       |     |      |       |     |      |       |     |      |
| 26/27                          | -5%  | 55.9  |  |      |       |     |      |       |     |      |       |     |      |

## INITIATIVES

- Attendance Officer/ Family Liaison
- Attendance Works
- Attendance Tracking
- PBIS
- MTSS
- Parent Notification
  - Letters
  - Phone Calls
- Parent Passport for Breakfast
  - Attendance recognition/ awards for students
- Parent of the Month from each Class
- Student mentoring
- Small Groups and 1:1 SEL Sessions

# IPA OBJECTIVE COMMENTARY

## PERSPECTIVE: Resource Stewardship

Planning
 People Purpose  
 Process  
 Performance

|                         |  |
|-------------------------|--|
| STRATEGIC OBJECTIVE     | <b>Increase Funding</b>  |
| DEFINITION/ DESCRIPTION | <p><i>Increase Funding</i> focuses on securing additional financial resources to support the school’s strategic priorities, operational needs, and long-term sustainability. This involves diversifying revenue streams, optimizing budget allocations, and fostering partnerships that bring financial value to the school. By increasing the school’s budget and building financial reserves, the organization ensures the capacity to invest in educational programs, infrastructure, and innovations that enhance student outcomes and organizational stability.</p>   |
| INTENDED RESULT(S)      | <ul style="list-style-type: none"> <li>• <b>Increase School’s Budget:</b> Expand the overall budget by identifying and leveraging new funding opportunities including grants, donations, sponsorships, and partnerships, to support the school’s growth and priorities.</li> <li>• <b>Increase Budget:</b> Enhance the capacity for operational and strategic expenditures, allowing the school to improve and sustain key initiatives such as academic programs, extracurricular activities, and facility improvements.</li> <li>• <b>Increase Financial Reserve:</b> Build and maintain a robust financial reserve to ensure the school’s resilience and ability to navigate unexpected challenges, as well as to provide a foundation for future investments in strategic initiatives.</li> </ul> |
| TARGETS/ MEASURES       | <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• Increase enrollment to 253 consistently annually</li> </ul>   |
| INITIATIVES             | <ul style="list-style-type: none"> <li>• Seek additional grant funding to supplement the budget</li> <li>• Using grants to offset general budget expenditures</li> </ul>   |

# IPA OBJECTIVE COMMENTARY

## PERSPECTIVE: Resource Stewardship

People Purpose

Planning

Performance Process

|                         |  |
|-------------------------|--|
| STRATEGIC OBJECTIVE     | <b>Improve Facility</b>  |
| DEFINITION/ DESCRIPTION | The objective of <i>Improve Facility</i> focuses on enhancing the physical environment, infrastructure, and overall functionality of the academy's facilities to maintain a safe, welcoming, and efficient space for learning and operations. This involves maintaining, upgrading, and modernizing facilities to meet the evolving needs of students, staff, and stakeholders. A well-maintained facility fosters a positive atmosphere, supports academic success, and aligns with the IPA's goals for growth, safety, and sustainability.   |
| INTENDED RESULT(S)      | <ul style="list-style-type: none"> <li>• <b>Enhance Safety and Security:</b> Implement improvements that ensure the safety and well-being of all stakeholders, including updated security systems, emergency preparedness, and facility maintenance protocols.</li> <li>• <b>Modernize Infrastructure:</b> Upgrade outdated systems, equipment, and technology to improve operational efficiency, functionality, and sustainability.</li> <li>• <b>Improve Learning Environments:</b> Create clean, comfortable, and inspiring spaces that support teaching, learning, and collaboration for students and staff.</li> <li>• <b>Optimize Facility Usage:</b> Develop systems to ensure the efficient use of spaces, including scheduling, resource management, and multi-functional areas.</li> <li>• <b>Enhance Aesthetics and Functionality:</b> Renovate and improve the physical appearance and usability of spaces to foster a positive and professional environment.</li> </ul> |
| TARGETS/ MEASURES       | <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• No corrective actions pertaining to authorizer facilities inspection.</li> </ul>  |
| INITIATIVES             | <ul style="list-style-type: none"> <li>• Monthly facilities walk through for repairs and modernization</li> <li>• Refurbish the second hallway that is currently closed by 2027</li> <li>• Maintain facilities/ regular upkeep</li> </ul>  |

# IPA OBJECTIVE COMMENTARY

## PERSPECTIVE: Internal Processes

People Purpose

Planning

Performance Process

|                                |  |
|--------------------------------|--|
| <b>STRATEGIC OBJECTIVE</b>     | <p style="text-align: center;"><b>Improve Instructional Delivery</b></p>   |
| <b>DEFINITION/ DESCRIPTION</b> | <p><i>Improve Instructional Delivery</i> focuses on refining teaching practices, instructional strategies, and support systems to optimize student learning outcomes. This involves aligning instruction with academic goals, enhancing mentoring and feedback processes, and implementing robust programming and systems for data tracking and informed decision-making. By fostering a proactive approach to addressing instructional and crisis-related challenges, the academy aims to create a more cohesive, data-driven, and supportive learning environment that ensures the success and well-being of students and staff. Achieving this objective will result in a more structured and effective instructional framework that supports both student achievement and teacher development.</p>   |
| <b>INTENDED RESULT(S)</b>      | <ul style="list-style-type: none"> <li>• <b>Increase Academic Goals:</b> Drive student achievement by setting and meeting ambitious, measurable academic targets aligned with state and institutional standards.</li> <li>• <b>Align Instruction:</b> Ensure instructional strategies and classroom practices are consistent with the school’s curriculum, academic goals, and best practices for effective teaching.</li> <li>• <b>Enhance Programming:</b> Expand and improve academic programming to meet diverse student needs, including interventions, enrichment, and differentiated instruction.</li> <li>• <b>Improve Programming for Data Tracking:</b> Develop tools and processes for tracking student performance, instructional effectiveness, and program outcomes, enabling timely and targeted interventions.</li> <li>• <b>Increase Data Meetings:</b> Conduct regular data review meetings to assess progress, identify trends, and adjust instructional approaches to address gaps and opportunities.</li> </ul> |
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| <b>TARGETS/<br/>MEASURES</b> | <b>Measure</b> <ul style="list-style-type: none"> <li>• Increase the number of certified teachers employed by IPA annually</li> </ul>   |
| <b>INITIATIVES</b>           | <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Number Talks</li> <li>• Bridge to Reading / Heggerty</li> <li>• 1:1 Instructional Coaching Support</li> <li>• Literacy and Math Coach</li> <li>• Staff retention bonus</li> <li>• College tuition reimbursement</li> </ul> |

# IPA OBJECTIVE COMMENTARY

## PERSPECTIVE: Internal Processes

People Purpose

Planning

Performance Process

|                                       |   |
|---------------------------------------|---|
| <p><b>STRATEGIC OBJECTIVE</b></p>     | <p><b>Increase Student Support</b></p>  |
| <p><b>DEFINITION/ DESCRIPTION</b></p> | <p><i>Increase Student Supports</i> focuses on enhancing the systems, tools, and programs that address students' academic, behavioral, and social-emotional needs. By implementing structured and data-driven approaches, such as Positive Behavioral Intervention and Support (PBIS) trackers, mentoring systems, and attendance monitoring, the academy aims to ensure that all students receive the support necessary to succeed.</p>  |
| <p><b>INTENDED RESULT(S)</b></p>      | <ul style="list-style-type: none"> <li>• <b>Implement PBIS Tracker and Observation System:</b> Establish a system to monitor and track student behavior, provide timely feedback, and reinforce positive behaviors. This will promote a supportive and well-managed learning environment.</li> <li>• <b>Launch a Mentoring System:</b> Develop a mentoring program that pairs students with staff or peer mentors to provide guidance, encouragement, and accountability, fostering personal and academic growth.</li> <li>• <b>Conduct Bi-Weekly Attendance Meetings:</b> Regularly review attendance data to identify and address patterns of absenteeism early. These meetings will drive interventions to improve attendance and reduce chronic absenteeism.</li> <li>• <b>Create Assessments Aligned to Curriculum Pacing Guide:</b> Design and implement assessments that align with the pacing of the curriculum to ensure consistent measurement of student progress and identify areas for instructional improvement.</li> <li>• <b>Enhance Academic Support:</b> Provide targeted interventions, tutoring, and personalized learning opportunities to address academic gaps and promote student success.</li> <li>• <b>Increase Social-Emotional Support:</b> Implement programs and resources that build students' social-emotional skills, resilience, and overall well-being.</li> </ul> |

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| <b>TARGETS/<br/>MEASURES</b> | <b>Measure</b> <ul style="list-style-type: none"> <li>Decrease referrals and suspensions by 5% annually</li> </ul>   |           |             |
|                              | <b>Targets</b>   |           |             |
|                              |  | Referrals | Suspensions |
|                              | Baseline   | 461       | 135         |
|                              | 23/24  | 475       | 219         |
|                              | 24/25  | 452       | 209         |
|                              | 25/26  | 430       | 199         |
|                              | 26/27  | 409       | 189         |
| <b>INITIATIVES</b>           | <ul style="list-style-type: none"> <li>MTSS</li> <li>Paraprofessional push in/ pull out</li> <li>Title intervention teacher</li> <li>Beyond Basics</li> <li>Small group instruction</li> <li>SEL advocate</li> <li>Behaviorist</li> <li>Mentoring 1:1</li> </ul> |           |             |

# IPA OBJECTIVE COMMENTARY

## PERSPECTIVE: People/Tools/Technology

People Purpose

Planning

Performance Process

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| <b>STRATEGIC OBJECTIVE</b>     | <b>Increase Professional Development</b>   |
| <b>DEFINITION/ DESCRIPTION</b> | <i>Increase Professional Development</i> focuses on providing staff with ongoing, targeted, and high-quality learning opportunities to build their skills, knowledge, and effectiveness. This objective aims to support personal and professional growth while enhancing the overall capacity of teachers and staff to deliver impactful instruction and achieve academy goals. By prioritizing professional development, the academy seeks to create a culture of continuous learning and improvement that aligns with best practices and evolving educational needs. |
| <b>INTENDED RESULT(S)</b>      | <ul style="list-style-type: none"> <li>• <b>Enhance Teacher Capacity:</b> Strengthen teachers' ability to meet diverse student needs by equipping them with tools, strategies, and knowledge to improve instructional quality and outcomes.</li> <li>• <b>Align with Organizational Goals:</b> Design development opportunities that support strategic priorities, such as integrating data-driven practices, improving equity in education, and fostering innovation.</li> </ul>  |
| <b>TARGETS/ MEASURES</b>       | <p><b>Measure</b></p> <p>Annual participation in yearly professional development aligned to our strategic goals</p>  |

## INITIATIVES

- Mathematic foundations
- Number Talks
- Heggerty/ Bridge to Reading Phonic/ Phonemic Awareness
- Writing Development
- Portfolios

# IPA OBJECTIVE COMMENTARY

## PERSPECTIVE: People/Tools/Technology

Planning
 People Purpose  
 Performance Process

|                                |  |
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| <b>STRATEGIC OBJECTIVE</b>     | <b>Enhance Leadership</b>  |
| <b>DEFINITION/ DESCRIPTION</b> | <p><i>Enhance Leadership</i> emphasizes strengthening the capacity of leaders to effectively guide the academy toward achieving its strategic goals. This includes optimizing the infrastructure, refining academy structure, and providing leadership support for key initiatives such as program placement and enrollment growth. By cultivating strong, visionary leadership, the IPA aims to create a well-structured, resourceful, and adaptive environment that drives programmatic success and increases student enrollment.</p>  |
| <b>INTENDED RESULT(S)</b>      | <ul style="list-style-type: none"> <li>• <b>Develop Leadership Skills:</b> Provide robust, targeted training, coaching, and mentorship opportunities to enhance leaders' abilities in communication, decision-making, problem-solving, and team management.</li> <li>• <b>Build a Leadership Pipeline:</b> Identify and cultivate emerging leaders through professional development and growth opportunities to ensure leadership continuity and succession planning.</li> <li>• <b>Empower Leaders:</b> Equip leaders with tools, resources, and autonomy to make data-driven decisions and effectively manage their teams to achieve organizational objectives.</li> <li>• <b>Enhance Collaboration:</b> Promote cross-functional collaboration among leaders to align goals, share best practices, and drive organizational innovation.</li> <li>• <b>Improve Organizational Performance:</b> Strengthen leadership effectiveness to inspire staff, enhance team productivity, and create a culture of accountability and excellence.</li> <li>• <b>Foster Vision and Innovation:</b> Encourage leaders to align their work with the organization's mission and vision, driving forward innovative solutions to challenges and opportunities.</li> <li>• <b>Increase Leadership Capacity:</b> Ensure that leaders at all levels are prepared to adapt to evolving organizational needs, effectively manage change, and lead with confidence.</li> </ul> |

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| <b>TARGETS/<br/>MEASURES</b> | <b>Measure</b> <ul style="list-style-type: none"><li>• Annual participation in professional development for leadership to build capacity at a rate of 5-10 per Professional Development events per year.</li></ul> <b>Target</b> <ul style="list-style-type: none"><li>• Participate in local and state leadership development</li></ul> |
| <b>INITIATIVES</b>           |  |