

Comprehensive Progress Report

Mission: Allen Jay Preparatory Academy is committed to providing academic challenge and growth opportunities for all scholars in a safe and orderly environment. Effort, integrity, leadership development, and service are the foundations of our pursuit of excellence.

Allen Jay Prep is founded in 5 core pillars:

1. Character and Service: The faculty and administration of Allen Jay Preparatory Academy recognize the dignity, worth, and unique learning ability of each child. Positive self-concept is fostered through a child-centered organization which help the student develop good attitudes towards themselves and others.
2. Academic Challenge: Our educational program accommodates the transition from elementary to high school by balancing structure with flexibility. The educational program is broad and includes the acquisition of grade level skills. At the same time, it allows equal learning opportunities for students with various abilities and interests.

Vision: 3. Innovative Instruction: We are committed to the belief that the teacher is the primary facilitator in the educational process. Teachers who are enthusiastic, and sensitive enhance student progress. Teachers will work together to provide a flexible learning environment to address the unique social and emotional needs of young adolescents.

4. Leadership Development: Our aim is to provide opportunities for leadership development and practice to enhance each scholar's growth and maturity. Scholars will be prepared for current and future leadership roles. Scholars will have individual and collective responsibility for their behavior, service, and learning.

5. Effort and Commitment: Scholars and staff will demonstrate hard work to achieve excellence in academic and social development.

Goals:

By the end of 2024-2025, Allen Jay Prep Academy will increase the school overall performance composite by at least 3 percentage points, from 55.2%% in 2023-24 to a minimum of 58.2% in 2024-25. By June 2025, school proficiency will increase to 58.2%. (A4.10, B1.03, B3.03, C2.01)

By the end of 2024-25, Allen Jay Prep Academy will decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points. 22-23 (15.4%) 23-24 (14.3%) 24-25 (9.3%)

By the end of 2024-25, Allen Jay Prep will decrease the 2023-24 number of lost instructional days due to In-School Suspensions and Out-of-School-Suspensions by 10% from 241 to 217.

By 2024-2025, Allen Jay Prep will establish an infrastructure where regular communication occurs with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182) E1.06

By the end of 2024-25, increase 2023-24 Reading, Math, Math I, and Science Proficiency (grades 5 through 8) by at least 3 percentage points. o Reading from 48.1 to 51.1 o Math from 51.9 to 54.9 o Math I from 64.4 to 67.4 o Science from 76.2 to 79.2



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus School.	Limited Development 08/01/2016		
How it will look when fully met:		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Lamont McMillan	06/01/2025
Actions			0 of 1 (0%)		
	9/6/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Lamont McMillan	06/01/2025
Notes:					

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			When subcommittees meet, minutes will be documented in Indistar. Principal, Leadership Chair, and Leadership secretary will attend those meetings.	Limited Development 08/01/2016		
<i>How it will look when fully met:</i>			During each SBLT meeting, actions for all Key Indicators will be reviewed to ensure that steps are being taken to meet all goals. Subcommittees will meet regularly and report back to the entire group as to the progress that is being made towards those goals. 1. Leadership Team minutes 2. Minutes from subcommittee meetings 3. Completion of action steps		Lauren Ackerman	06/13/2025
Actions				0 of 2 (0%)		
		8/29/17	Establish team members to be responsible for action steps under each Key Indicator.		Kelly McDuffie	11/12/2024
<i>Notes:</i>						
		8/29/17	Schedule and meet as a SBLT monthly.		Lauren Ackerman	06/01/2025
<i>Notes:</i>						
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Each grade level utilizes at team approach to working with scholars. Teachers participate in common planning times daily, participate in weekly PLC meetings, and also work in action teams to address SBLT goals and initiatives. Our teaming structure allows for parent conferences, analysis of data, planning for grade level events, and planning for instruction.</p> <p>Grade level teams review data (NWEA MAP, interim assessment, EVAAS) to make decisions about instruction in core classes and to determine needs for Tier 2 intervention.</p>	Full Implementation 10/25/2022		

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Regular classroom visitation occurs but consistent feedback is limited in personalized fashion. At Allen Jay Prep, we need to increase the amount of direct feedback (written and verbal) that is provided to teachers regarding instructional practice.	Limited Development 08/01/2016		
<i>How it will look when fully met:</i>			At Allen Jay Prep, our principal will make regular classroom visits and provide written and verbal feedback within 24 hours. The principal will be supported by the assistant principal, the Curriculum Facilitator, and the media specialist; they will also be available to conduct classroom walkthroughs and provide written and verbal feedback within 24 hours. These four individuals mentioned will also attend planning sessions/PLCs with grade level content teams to monitor curriculum and planning. The CF will also attend/conduct monthly vertical team meetings to facilitate the planning based on feedback given during walk-throughs. Information needed: completed walkthrough documents, PLC/content meeting minutes, schedules for walkthroughs and observations.		Kelly McDuffie	06/06/2025
Actions				0 of 4 (0%)		
	9/27/16	Establish a schedule for classroom walkthroughs and observations.			Lamont McMillan	06/01/2025
<i>Notes:</i>						
	9/27/16	Use the AJ Prep Walkthrough document to provide written feedback each time a walkthrough is done.			Kelly McDuffie	06/01/2025
<i>Notes:</i>						
	9/27/16	Provide verbal feedback after each classroom walkthrough in a timely fashion.			Lamont McMillan	06/01/2025
<i>Notes:</i>						
	9/27/16	Attend PLC/content planning meetings consistently.			Kelly McDuffie	06/01/2025
<i>Notes:</i>						

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Planning and resource allocation to meet the overall needs of the school.</p> <p>Allen Jay Prep is a Title I school during the 2024-25 school year.</p> <p>With Title I funds, a TA will be hired. This TA will support scholars both academically and socially. The schedule for the TA will be designed so that he/she will be available to assist as needed (including, but not limited to assistance with organization, developing study skills, assisting with understanding content).</p> <p>Using Title I funds, Allen Jay Prep will send staff to professional learning at Ron Clark Academy in Atlanta Georgia. The training will help support the five pillars in which our leadership academy is founded.</p>	Limited Development 10/02/2023		
How it will look when fully met:			All staffed positions and initiatives will support increased achievement in reading and math.		Lamont McMillan	06/06/2025
Actions				0 of 1 (0%)		
	10/2/23	Within the 2024-2025 school year, our school identified Allen Jay Prep as a resource inequity. As a result, our school plans to mitigate this inequity by ensuring that student and family voice is incorporated into most decision-making practices in our school.			Lamont McMillan	06/07/2025
<i>Notes:</i>						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
		C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At Allen Jay Prep, all novice teachers are assigned a mentor and an additional "buddy" at AJP. All BT1s meet monthly with a district Induction Support Staff Member. We provide an onboarding day designated for new staff at the beginning of the year.	Limited Development 07/21/2022		
How it will look when fully met:			<ul style="list-style-type: none">• Our induction program continues throughout the school year on, at least, a monthly basis for new staff.• Higher retention rates of new teachers.• Observation data that indicates strong instructional delivery of beginning teachers (standard 4)• Successful mentoring program that leads to increased knowledge of instructional strategies and classroom management techniques		Kelly McDuffie	06/30/2025
Actions				0 of 2 (0%)		
	7/21/22	New staff training to PLCs and delivery by end of October.			Kelly McDuffie	10/31/2024
	Notes:					
	7/21/22	Meet monthly with mentee to provide feedback and support.			Kelly McDuffie	06/30/2025
	Notes:	Provide feedback from observations, discuss mentee needs, offer opportunity for mentee to observe others.				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			School leadership team meets regularly and works to analyze available data, ie Interim Assessments, MAP testing, EVAAS, teacher working conditions survey, classroom walkthrough data. We are working with district math leadership to continue to build our capacity towards math curriculum implementation. This work has provided observable data for our math team to understand how to continue to improve scholar achievement. Those data points are drilled down further in PLCs. These conversations lead to staff professional development goals implemented school wide and in PLCs.	Limited Development 10/27/2022		
How it will look when fully met:			All teachers at all grade levels will use available data to drive instruction in their classrooms. Information needed to determine full implementation include PLC meeting minutes, leadership team meeting minutes, data (classroom observation data, classroom test data, Cool Downs/Exit Tickets, MAP scores, Interim Assessment Data, EOG data, EVAAS data) that is analyzed during these meetings,		Kelly McDuffie	06/01/2025
Actions				0 of 1 (0%)		
	9/18/23		Use EVAAS data to identify student with low probabilities of proficiency. Use individual content PLC meetings to disaggregate MAP and interim assessment data. EVAAS data will also be used to determine scholar needs.		Classroom Teachers	06/01/2025
Notes:						
Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>All 6th-8th grade ELA teachers are currently learning to develop and implement the EL program designed to provide Core instruction and support in the area of literacy. We are in our first year of implementation of EL. We are in the third year of CKLA implementation. Allen Jay Prep has programs in place to meet scholars where they are academically; EL, CKLA, Delta Math (math 6th-8th grades), utilization of day-time tutors to assist in Reading and Math classes. We will also use Literacy Blocks and to address individual needs of scholar during instruction. Writing for leadership is a focus for this program. Canvas will be used during instruction to monitor needs of individual scholars. Flocabulary will be utilized in all content area classrooms to explicitly teach vocabulary to scholars. Actively Learn will be used in ELA, science, and social studies classes to enhance core instruction.</p> <p>During Literacy Block, scholars who are in need of Tier 2 interventions will be served. Math and reading teachers will use the STP to address specific needs and then progress monitor those scholars every other week.</p>	Limited Development 08/01/2016		
How it will look when fully met:	<p>By June, 2025, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). Students that are determined to be "at-risk" through an Early Warning System will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.</p>		Kenya Smith	06/01/2025
Actions		2 of 12 (17%)		
9/27/19	Scheduling to occur: In 6th grade, Accelerated 6th grade math is being taught for those scholars who qualify for that program. This is in preparation for taking Math I at the 7th grade level next year. In 7th grade, Math I is being taught for those scholars who qualify for that program. Math 2 will be taught in 8th grade for those who qualify.	Complete 08/06/2024	Lamont McMillan	08/06/2024
Notes:				

9/28/22	Scholars who are served in math and/or reading inclusion will be scheduled to receive Tier 2 intervention from a certified math and/or reading teacher.	Complete 10/07/2024	Christina Barham	10/07/2024
<i>Notes:</i>				
9/27/19	Flocabulary will be purchased and used in every core classroom at AJ Prep. Scholars will be challenged with rigorous vocabulary through the use of this program.		Lance Hammond	12/01/2024
<i>Notes:</i> Flocabulary purchased with Title I funds.				
8/29/17	Scholars who are in need of additional assistance in remedial math and reading skills will receive additional assistance through day-time tutors.		Kelly McDuffie	06/01/2025
<i>Notes:</i>				
10/11/24	Within the 2024-2025 school year, Allen Jay Prep will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2024-25 school year.		Jessica Kelly	06/01/2025
<i>Notes:</i> Training and visits from trainer will vary based on pacing guide.				
8/29/17	Achieve 3000 will be utilized for Tier 2 intervention at Allen Jay Prep. This online program is designed to teach scholars to think deeply about standards while addressing individual needs of scholars.		Shaina Parker	06/02/2025
<i>Notes:</i>				
8/29/17	Teachers will align tasks to standards in all core and encore subjects, taking into account the level of expectation/performance.		Kelly McDuffie	06/02/2025
<i>Notes:</i>				
8/29/17	Administrators, CF, and media specialist will conduct walk-throughs to provide feedback on task alignment, use of student data to drive instruction, effective student engagement practices.		Kenya Smith	06/02/2025
<i>Notes:</i>				
10/1/19	Continue the development and communication of school-wide core academic practices		Lamont McMillan	06/02/2025
<i>Notes:</i>				
10/1/19	Continue the development and communication of school-wide core behavior practices		Lamont McMillan	06/02/2025
<i>Notes:</i>				
10/1/19	Continue the development and communication of school-wide core social-emotional practices		Lamont McMillan	06/02/2025
<i>Notes:</i>				

10/1/19	PLCs will meet at least twice a month to discuss data from classroom assessments, interim assessments or Snapshots, and MAP assessment data to determine effectiveness of core instruction. Instructional teams will meet regularly to review implementation to effective practice and student progress (A 2.01)		Lamont McMillan	06/02/2025
Notes:				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To
Initial Assessment:			All teachers participate in beginning of year staff training to address school policy/expectations. All teachers are expected to use the school-wide system of scholar dollars to reinforce positive behavior and desired leadership characteristics. All scholars will participate in lesson in which they are exposed to All-Star Expectations. Agendas that contain the school handbook, scholar dollar paychecks, and calendar/planner pages are utilized school-wide. A school-wide behavior management system of scholar dollars is used. A high number of new staff members at AJP this year require specific training to implement and monitor the school wide management expectations.	Limited Development 08/22/2017	
How it will look when fully met:			<p>All teachers are consistently using the Scholar Dollar system to reinforce desired behaviors and redirect undesired behaviors. Teachers are also consistently reminding and reteaching expectations as needed. All scholars are utilizing the agenda in all classes and following the All-Star Expectations/school rules. Teachers, scholars, and parents view Allen Jay Prep as a safe place to learn. Evidence that objective is fully met: 1. Scholar paychecks are being use: +/- scholar dollars shown 2. Scholars are consistently following SMOD plan, using All-Star Expectations 3. Data from two perception surveys.</p> <p>There are 8 new staff members this year, and the experienced staff members are working to ensure that these new staff members understand the expectations so that there is consistency across the school.</p>		Kelly McDuffie
Actions				0 of 2 (0%)	
8/29/17			All teachers will explicitly teach and model All-Star Expectations.		Kelly McDuffie

Notes: Teachers will need to consistently review and model All-Star Expectations when needed.

8/29/17 All staff members will consistently use the LiveSchool Scholar Dollar paycheck system to reinforce desired behaviors and redirect undesired behaviors.

Lauren Ackerman

06/01/2025

Notes:

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Most teachers plan instructional units collaboratively aligned with standards. During the 2024-2025 school year, there will be a vertical content meeting held monthly for each core content area. There will also be a content PLC meeting help monthly with each grade level content teacher. This time will be used to plan for cohesive teaching across the core content in the school.	Limited Development 08/01/2016		
How it will look when fully met:			During the 2023-2024 school year, 6-8 grade ELA has adopted a new curriculum (EL), and much time and planning will be devoted to ELA classes. This will be our second year implementing the EL curriculum. While literacy is not our only focus, it is a priority for AJ Prep. PLC meetings will be data driven, where scholar work is analyzed and used to drive instruction. 5th grade ELA will continue to use CKLA curriculum this year and will focus on implementation with fidelity. Content teams will meet consistently to plan units that meet the needs of all scholars and are aligned to the NCSCS and NC Essential Standards. In each grade level, there is only one teacher in each content; grade level teams will work together to ensure that the needs of all scholars are being met. EC teachers are considered part of the PLC teams and meet consistently with teams to plan instruction. Math teachers will utilize district provide math resources Open Up (for 6th -8th grades, Math 1 and Math 2), Illustrative Math (for 5th grade) and receive support from coaches. This is the second year that this curriculum will be used for 5th grade math, and is aligned to the curriculum being used in 6-8 grades for math. Evidence needed to show that this objective is fully met includes: 1. minutes/notes from PLC planning meetings/vertical team meetings 2. units of study 3. documentation from ARC, Open Up, Eureka, and CKLA coaches. 4. Feedback from PIVOT walk-throughs/instructional rounds.		Kelly McDuffie	06/01/2025
Actions				0 of 4 (0%)		
	9/12/16	Curriculum Facilitator will work with content teams and grade level teams to ensure that discussions held during PLC meetings are focused on data and the standards.			Kelly McDuffie	06/01/2025
Notes:						

9/12/16	EC teachers will meet with team teachers to discuss content being taught and strategies for differentiation. Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (A 4.03)		Kelly McDuffie	06/01/2025
<i>Notes:</i>				
8/29/17	ELA and math teachers will meet with CF biweekly to plan. Ideas and resources will be shared.		Kelly McDuffie	06/01/2025
<i>Notes:</i>				
9/12/16	PLCs will meet to plan instruction that is data driven and aligned to the standards. This includes meetings with our EL coach, CKLA coach, and ELA teachers, as well as, Open Up, IM, and CORE coaches. (A1.06)		Kelly McDuffie	06/02/2025
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			For incoming 5th grade scholars, AJ Prep holds an enrollment night in April of the previous year. Specific attention is provided in the area of school procedures and support structures. Support is also provided for parents for those incoming and those leaving for high school.	Limited Development 08/22/2017		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			Scholars and parents in all grade levels are given opportunities to orient themselves to Allen Jay Prep. For the incoming 5th graders, multiple events are offered to address concerns and needs of incoming scholars. For our 6th, 7th, and 8th grade scholars and parents, multiple events are offered to continue to foster a positive relationship between school and home. For our 8th graders, opportunities are given to evaluate long-term goals and align those goals with high school options. Assistance is given by support staff and core teachers in the application process to high school options. Core teachers will meet to plan vertically to create consistency across grade levels. This will ensure that scholars can transition between grade levels with minimal difficulty. Evidence that this objective is fully met: 1. Agendas of parent nights. 2. Sign-in sheets from parent nights. 3. Vertical team meeting agendas 4. Enrollment of scholars to high school options.	Objective Met 05/30/23	Kenya Smith	06/01/2024
<i>Actions</i>						
	8/29/17	Plan and implement an open house before school starts. Scholars and parents will meet school staff and have the opportunity to ask questions and pick up materials needed for classes.		Complete 08/04/2022	Kenya Smith	08/06/2022
<i>Notes:</i>						
	8/29/17	Plan and implement an 8th grade in-house High School options fair for scholars and parents.		Complete 02/10/2023	Christina Barham	01/02/2023
<i>Notes:</i>						
	8/29/17	Plan appropriate classroom guidance lessons that will assist 8th grade scholars in setting goals, evaluating interests and plans for high school, and working through the application period for magnet high schools.		Complete 03/23/2023	Christina Barham	01/02/2023
<i>Notes:</i>						
	8/29/17	Plan and implement an enrollment night for incoming 5th graders.		Complete 05/02/2023	Kevin Wheat	04/01/2023

Notes:

Implementation:		05/30/2023		
Evidence	5/30/2023 5/30/2023- Agendas from enrollment night activities, planning sessions, and registration supports for our scholars.			
Experience	5/30/2023 5/30/2023- Effectively planned transition services to assist incoming and outgoing scholars and families.			
Sustainability	5/30/2023 5/30/2023- Since these are transition activities, we will repeat them for new cohorts annually.			
Core Function:	Domain 4: Culture Shift			
Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	One of the five pillars on which Allen Jay Prep is founded is character & service. The social health of all scholars is important to us, and many of the programs that have been established at Allen Jay Prep focus on developing social skills. Staff members are attentive to scholars' emotional states and also use support staff members when necessary; however, guiding scholars in managing their emotions is not as consistent as it could be school wide. All staff and scholars attend a daily morning rally in which a leadership lesson is taught that reinforces character traits and strategies needed to be effective leaders. This daily leadership idea is continued in literacy block through a journal/discussion prompt. Teachers also use the leadership lesson idea in content lessons throughout the day as they reteach, remind, model, and redirect behaviors of scholars.	Limited Development 08/01/2016		
	Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:	Structures are in place at AJ Prep to teach and encourage scholars to make good social decisions. Leadership lessons are presented each day during rally, and those themes/ideas are discussed throughout the day in classrooms. This will continue daily. Our scholar dollar paycheck system (LiveSchool) is in place and focuses on three key areas: academic, social, and leadership. Teachers will teach all scholars what it looks like to be responsible in those three areas. They will also teach scholars how to manage emotions when dealing with academic, social, and leadership issues. When scholars are struggling with managing emotions, the teacher will utilize support staff trained in intervention strategies. Student perception data will show positive growth. All staff will model and enforce school-wide policies, including SMOD, Scholar Dollar paycheck policies, and all school/county rules consistently. Information needed to show full implementation: 1. Power Points with leadership lessons 2. Journal entries of scholars during literacy block. 3. Scholar dollar paycheck weekly averages for each scholar (to show patterns in behavior. 4. Records from support staff documenting interventions	Objective Met 05/30/23	Christina Barham	06/01/2024
Actions				
8/29/17	Allen Jay will continue to invite our female scholars to participate in the LOVE (Ladies of Value and Excellence) Club. This club is a mentoring program for female scholars and our female staff members. Topics of discussion for this club include, but are not limited to, are positive self-image, hygiene, etiquette, social interactions, and service learning.	Complete 01/03/2023	Melissa Nelson	01/03/2023
Notes:				

8/29/17	Allen Jay Prep will continue to offer the opportunity for male scholars to participate in the MOD (Men of Distinction) Squad. This club is a mentoring program for male scholars and our male staff members. Topics of discussion for this club include, but are not limited to, are social interactions, hygiene, manners, service learning projects.	Complete 01/03/2023	Melissa Nelson	01/03/2023
<i>Notes:</i>				
9/12/16	Continue to provide meaningful, relevant leadership lessons during morning rally daily.	Complete 05/30/2023	Kevin Wheat	06/01/2023
<i>Notes:</i>				
9/12/16	Classroom teachers will continue to integrate leadership lessons/themes introduced in morning rally into lessons and discussions with scholars.	Complete 05/30/2023	Kelly McDuffie	06/01/2023
<i>Notes:</i>				
9/12/16	LiveSchool will be used to manage the Scholar Dollar paycheck system school-wide. This paycheck system, when consistently by all staff members, will reinforce positive behaviors and redirect unwanted behaviors. Data is collected weekly from each scholar. Parents have access to the LiveSchool app so that they can monitor their scholar's paycheck in real time.	Complete 05/30/2023	Lauren Ackerman	06/01/2023
<i>Notes:</i>				
9/12/16	Our guidance counselor will communicate with teachers about classroom guidance lessons dealing with how to manage emotions that will be used with scholars . This will allow teachers to use the same language and strategies with scholars across the school.	Complete 05/30/2023	Christina Barham	06/01/2023
<i>Notes:</i>				
Implementation:		05/30/2023		
Evidence	5/30/2023 Daily PowerPoints with rally lessons; rosters for club meetings and participation in club events. Lesson plans for classroom guidance lessons.			
Experience	5/30/2023 Scholars have applied for and been accepted into our LOVE and MOD squads. Those scholars have participated in these clubs during the current school year. Leadership lessons have been taught each day during rally, and classroom teachers have used those lessons daily.			
Sustainability	5/30/2023 These actions will need to be done again next year for the new cohort of scholars.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Allen Jay Prep is classified as a Title I TSI school for 2024-2025. We are in our 2nd year of a new curriculum for 5th grade math and 6-8 ELA. It will be necessary for us to educate parents about both of these new curricula. Title I funds will be used to purchase instructional supplies and materials.</p> <p>Using Title I funds, in the spring, we will hold multiple parent nights. This may include, but are not limited to a curriculum night, a Family Science Night, or a Multi-cultural Night.</p>	Limited Development 10/27/2022		
How it will look when fully met:			Teachers will be in consistent communication with parents about expectations, standards being studied, strategies for supporting scholars at home, and grades. AJP will hold curriculum nights where parents/guardians will learn about the curriculum and have the opportunity to ask questions and clarify understandings.		Kelly McDuffie	06/07/2025
Actions				0 of 2 (0%)		
	10/2/23	Plan and hold a curriculum night for our ELA and math curricula. Math and ELA teachers will conduct sessions where parents can experience the curriculum and ask questions.			Kelly McDuffie	03/12/2025
		Notes: Title I funds will be used to purchase refreshments and supplies and materials for these events.				
	10/2/23	Teachers will be responsive to parent questions and/or concerns by responding to parent communication.			LaToya Terrell	06/07/2025
		Notes:				