

# SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

**NAME OF SCHOOL/PRINCIPAL:**

**Dr. Charcia Nichols**

**NAME OF DISTRICT/SUPERINTENDENT:**

**Alisha Morgan, Executive Director**

*Comprehensive Support School*    *Targeted Support School*    *Schoolwide Title 1 School*    *Targeted Assistance Title 1 School*     
*Non-Title 1 School*    *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

**Advancing Leadership | Transforming Schools**

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

**SIGNATURES:**

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Principal Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Title 1 Director \_\_\_\_\_ Date \_\_\_\_\_

(Title 1 Schools only)

**Planning Committee Members**

Name	Position/Role	Signature
<b>Charcia Nichols</b>	<b>Principal</b>	
<b>Jeannie McCree</b>	<b>Parent Engagement Specialist</b>	
<b>Alyshia Smith</b>	<b>Title I Coordinator</b>	
<b>Shalah Crews</b>	<b>Kindergarten Teacher</b>	
<b>Isia Kemp</b>	<b>1st Grade Teacher</b>	
<b>Calea Jackson</b>	<b>2nd Grade Teacher</b>	
<b>Allison Tollman</b>	<b>3rd Grade Teacher</b>	
<b>LaShunda Hawkins</b>	<b>5th Grade Teacher</b>	
<b>Kenya Prentice</b>	<b>RTI Coordinator</b>	
<b>Kendra Robinson</b>	<b>8th/7th Social Studies' Teacher</b>	
<b>Kamilyah Hardaway</b>	<b>6th/7th ELA Teacher</b>	
<b>Tonya Barr</b>	<b>Special Education Lead Teacher</b>	
<b>Brittany Brooks</b>	<b>Special Education Teacher</b>	
<b>Ian Knighton</b>	<b>Music Teacher</b>	

Title I only

The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_\_.

Please indicate the programs that are consolidated in this plan: \_\_\_\_\_

\_\_\_\_\_

**1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

*Briefly describe your school and educational program and offerings in the school. (Include information on core curriculum, supplemental programs, assessments, interventions, professional development and parent involvement.) Include what is unique about your school and what is unique about the students you serve. This description should not go into great detail, but should capture the salient information needed to provide a snapshot of the school's programs in 1-2 pages at most.*

Ivy Preparatory Academy, Inc. is a single-gender school that provides a rigorous, standards-based, college preparatory curriculum for young ladies. The school offers an extended educational program, including an extended day, week, and year. IPAK proposes to serve approximately 800 students in K-12 by the fifth year of the charter term. IPAK has established rigorous performance-based goals and measurable objectives designed to improve student achievement that directly relate to increased performance on the Georgia Milestones, Benchmarks, & End of Grade Assessment. These academic goals and objectives include achieving standards that exceed those of the district and state. IPAK also has established goals related to daily attendance, parent satisfaction and fiscal feasibility.

Our first school, Ivy Preparatory Academy at Gwinnett, for Girls opened in 2008 and it was Georgia's first gender-based school for girls. In 2011 we opened two schools in DeKalb County, **Ivy Preparatory Academy for Girls** and Ivy Preparatory Young Men's Leadership Academy.

Our public charter school focuses on building the scholarly habits, attitudes, and skills students need to succeed in college, in their communities, and in life. Our seamless college preparatory model provides Ivy Prep students with a rigorous curriculum, engaging teachers, and a safe, supportive and nurturing learning environment that develops the academic, behavioral and personal skills of all students. It is our goal within our school to provide world-class education utilizing the arts and technology to ensure success for every student through high quality teaching and learning:

- A free and public single-gender school
- College preparation for all students
- Extended school day, week and year
- School uniforms for students
- High behavior standards and high academic expectations for all students
- Two hour blocks of language arts and math
- Daily homework support and tutoring

- Engaging enrichment opportunities
- Early PSAT and SAT exam preparation and administration

We, at Ivy, have a rigorous instructional framework and our culture develops our scholars to be scholarly and prepared to graduate from college. Ivy Preparatory Academy is a diverse school with 430 scholars in grades Kindergarten through Eighth, all working towards their dream of graduating from college by attending a premier public state charter school.

## Ivy Prep Academy At Kirkwood For Girls

### Mission

“Within a structured and supportive environment, Ivy Prep develops elementary and middle students into thoroughly equipped scholars who are prepared to enter and succeed in the colleges and universities of their choice.”

### Vision

To provide an exemplary learning community:

- Provide students with a balanced program that stimulates intellectual curiosity, requires students to demonstrate they have learned how to learn, and leads students to develop into productive and responsible citizens.
- Recognize and value the importance of the individual student.
- Operate on the premise that success for every student is dependent upon the people in the organization. Therefore, all stakeholders are committed to recruiting, developing, and retaining individuals with exceptional expertise.
- Create a safe, caring environment and fosters a culture which promotes collaboration, enables staff and students to explore their full learning potentials, and results in meaningful learning experiences.
- Value the importance of collaborative relationships with its extended community.
- Provide a world-class education utilizing the arts and technology to ensure success for every student through high quality teaching and learning

**Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)**

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p><b>Increase student performance in Mathematics/Science:</b></p> <ul style="list-style-type: none"> <li>• Improve the performance in math computation, math analysis, and mathematical reasoning skills</li> <li>• Increase the percentage of students scoring at the developing, proficient, and distinguished levels on the Georgia Milestones Assessment.</li> </ul>	<p>Georgia Milestones End of Grade Assessments Lexia Reading Program Report Card Enrollment Benchmarks Scores Surveys Discipline Data</p>	<p>Teachers Principal Counselor</p>	<p>Newsletter Email Phone Calls Data Talk Open house Conferences Progress Report</p>
<p><b>Increase student performance in ELA/Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students scoring at the developing, proficient, and distinguished levels on the Georgia Milestones Assessment.</li> <li>• Increase reading comprehension in all subjects areas</li> <li>• Increase writing across the curriculum</li> </ul>	<p>Georgia Milestones End of Grade Assessments Lexia Reading Program Report Card Enrollment Benchmarks Scores Surveys</p>	<p>Teachers Principal Counselor</p>	<p>Newsletter Email Phone Calls Data Talk Open house Conferences Progress Report</p>

<ul style="list-style-type: none"> <li>Improve classroom instruction to support the varying achievement of all levels of students served</li> </ul>	<p>Discipline Data</p>		
<p><b>Increase Parental Involvement:</b> Increase the number of parent/guardian attendingparent workshops and engagement activities.</p>	<p>Parent Surveys Report Cards Parent Portal Conferences</p>	<p>Teachers Principal Counselor Parents</p>	<p>Newsletter Email Phone Calls Data Talk Open house Conferences Progress Report</p>

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

**A.** A comprehensive needs assessment was developed using data and information that was collected from the grade level teachers, parent feedback, and general observations. Information and data were viewed and addressed as areas of concern throughout the school. The leadership team reviewed academic achievement based on standardized test results, demographic data, as well as staff and parents surveys. Prior to the beginning of the school, the Leadership Team met to review and discuss the vision, mission, beliefs, and goals of Ivy Preparatory Academy, Inc. Additionally, data results were reviewed and analyzed, goals were set, and indicators for success were determined. The team reviewed critical expectations, important practices and procedures, and engaged in calendar planning for the 2016-2017 school year. Leadership Team meetings take place weekly to review and analyze data, and to revise practices, if needed, in support of the school improvement through school-wide planning. Root cause determination was reviewed for four core content areas; English Language Arts, Mathematics, Science and social Studies. The school's comprehensive school program analysis led to the school's goals, grade level goals and interventions for meeting goals.

The members of the team took active roles in ensuring that data presented from each grade levels and content areas were analyzed. Analyzing the school 's data allowed opportunities for discussion among team members. The team members disaggregated data in effort toimplement scientifically based strategies. **Root Causes were reviewed :** 1. Reading Program 2. The block schedule was not inclusive of an instructional framework that included a three-part lesson in a 90-minutes class period.

**B.** We have used the following instrument, procedures, and/or processes to obtain the information included in our analysis and goal setting. Team members met to review, collaborate, and plan. After we analyzed the data from each content area, we then determine our strengths and challenges and the groups of students At-Risk of failing for each content area.

**C.** Currently, Ivy Preparatory Academy, Inc. (IPA) does not have a migrant student population; however, in the event the school gains migrant students, the (IPA) will follow state and federal guidelines to ensure that these students will achieve the same goals identified for all other students.

**D.** The data team conducted a review of the achievement and perception data gathered in the areas in which teaching and learning needs to be improved. Ivy Prep Academy utilizes best practices, formative, and summative data to inform teachers and administrators on where we are with student achievement. Research –based practices combined with student needs and training needs of teachers give direction to the reform strategies and professional learning.

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)	X	Measurement of Academic Progress
X	Georgia Mile Stone Assessment	X	Students with Disabilities	X	Individualized Educational Plan (IEP)
	Georgia Writing Assessment		Language Proficiency	X	Benchmark Scores
X	End of Course Tests	X	Free/Reduced Lunch Rate		Focus Walk Results
	Georgia Criterion Referenced Test	X	Discipline Data	X	Staff Surveys
		X	Attendance		Student Surveys
			Gifted Education	X	Parent/Community Surveys
			ESOL		

**11. Description of how individual student assessment results and interpretation will be provided to parents.**

1. Parents have access to the online PowerSchool grade book application, which allows them to view their scholar’s grades in real-time as teachers enter them into the grade book.
2. Teachers are required to send home failure notices every two weeks to parents of students who are failing.
3. Parents receive student assessment results in the form of the reporting of quarterly benchmark scores.
4. Parents are informed of student performance by scheduling quarterly and as-needed parent/teacher conferences to discuss academic outcomes.

**12. Provisions for public reporting of disaggregated data.**

Strategies for public reporting include publishing data on the local school website, including all standardized test results. All relevant data statistics are also submitted to the Department of Education for public dissemination. Additionally, Ivy Preparatory Academy, Inc. Reports data during town hall meetings, parent meetings, and parent conferences. Weekly newsletters and pamphlets are also used as an effective way to inform parents and stakeholders of data. Disaggregated data from standardized test results from the GA Milestones and MAP Assessment exams are mailed to parents.

**GEORGIA MILESTONES**

The following data is represented in percentages.

**ENGLISH LANGUAGE ARTS**

Grade	Ivy Prep	State
	Dev, Prof &Dist	Dev, Prof &Dist
3 <sup>rd</sup>	68%	66.8%
4 <sup>th</sup>	60%	69.50%
5 <sup>th</sup>	69%	75%
6 <sup>th</sup>	67%	68.50%
7 <sup>th</sup>	80%	72.80%
8 <sup>th</sup>	92%	79.90%

ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
3rd	32%	50%	14%	5%
4th	33%	45%	23%	0%
5th	31%	42%	22%	4%
6th	34%	26%	32%	9%
7th	20%	40%	40%	0%
8th	8%	69%	19%	4%

**MATHEMATICS**

Grade	Ivy Prep	State
	Dev, Prof & Dist	Dev, Prof & Dist
3 <sup>rd</sup>	68.2%	79.2%
4 <sup>th</sup>	53.6%	79.6%
5 <sup>th</sup>	57.8%	74.10%
6 <sup>th</sup>	58.3%	75.10%
7 <sup>th</sup>	68%	76.3%
8 <sup>th</sup>	65.4%	75.6%

Math	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
3rd	32%	48%	16%	5%
4th	47%	47%	7%	0%
5th	42%	40%	16%	2%
6th	39%	47%	11%	0%
7 <sup>th</sup>	32%	60%	4%	4%
8 <sup>th</sup>	35%	38%	27%	0%

**SCIENCE**

Grade	Ivy Prep	State
	Dev, Prof &Dist	Dev, Prof &Dist
3 <sup>rd</sup>	61.4%	78.80%
4 <sup>th</sup>	44.4%	71.2%
5 <sup>th</sup>	48.9%	70.3%
6 <sup>th</sup>	52.1%	65.8%
7 <sup>th</sup>	56%	66.80%
8 <sup>th</sup>	26.90%	59.60%

Science	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
3rd	39%	43%	16%	2%
4rh	56%	38%	7%	0%
5th	51%	31%	16%	2%
6th	47%	44%	9%	0%
7th	44%	40%	16%	0%
8th	72%	20%	8%	0%

**SOCIALSTUDIES**

Grade	Ivy Prep	State
	Dev, Prof & Dist	Dev, Prof & Dist
3rd	63.60%	75.30%
4 <sup>th</sup>	40%	70.40%
5 <sup>th</sup>	46.7%	74.6%
6 <sup>th</sup>	75%	70.5%
7 <sup>th</sup>	80%	74.4%
8 <sup>th</sup>	80.8%	74.4%

Social Study	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
3rd	36%	50%	7%	5%
4rh	60%	38%	2%	0%
5th	53%	40%	7%	0%
6th	26%	54%	15%	4%
7th	20%	56%	16%	8%
8th	19%	58%	23%	0%

There is some evidence that our students are showing some improvement, this data indicates that strong support is needed in the areas of ELA, Math, Science, Science and Social Studies. As noted above, the percentage of students falling in the Developing and Proficient learner levels is 60% or below in all grade levels and content areas. There is not one content area where the majority of students are proficient or distinguished which suggest that support is needed in all four content areas.

**E.** We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State academic content standards and the State student academic achievement standard including the following:

Economically Disadvantaged Students

At IPA approximately 70% of students qualify for free and reduced lunch. Students who are economically disadvantaged show areas of weakness in math, science, and social studies as well.

Students From Major Racial and Ethnic Groups

IPA has a population of students that is 99% minority. The scores of the school are reflective of the minority population.

Students With Disabilities

During its first year of operation, there was a very small population of students with disabilities. Ivy Prep is committed to increasing services for students with disabilities to ensure that these students can meet academic expectations.

Students With Limited English Proficiency

Currently, IPA does not have any students with limited English proficiency.

**SMART GOAL #1– ELA (Reading& Writing): By 2017 school year, grades 3-8 will demonstrate a 5% growth of students meeting grade level performance targets in the area of ELA (Reading) as measured by the Georgia Milestones.**

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 4 & 6 Assessment Standard 4	All Students SWD	<ul style="list-style-type: none"> <li>Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction, which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</li> <li>Utilize technology to provide real world application, to enhance students’ research skills, and to differentiate instruction through the use of Study Island, ALEKS, and Brain pop.</li> <li>Implement ALEKS program</li> <li>Provide differentiate instruction on a daily basis.</li> <li>Implement standards-Based Instruction in all classrooms.</li> <li>Increase the usage of higher-level questions for assessment as well as performance tasks that require critical thinking and application.</li> <li>Utilize Chrome books for individual practice</li> </ul>	Safety net rosters Student Data Formative Assessments Summative Assessments Progress Monitoring RTI process documents.	<p><b>School Leaders Demonstrate:</b>                      Knowledge and understanding of Reading/ELA curriculum, and the reading block structure</p> <p><b>Teachers Demonstrate:</b>                      Knowledge and understanding of best practices, Bookworms, Differentiated Instruction and GSE</p> <p>Effective RTI meetings and process monitoring</p> <p><b>Students Demonstrate:</b>                      Knowledge and understanding of standards addressed in both ELA and Social Studies and will be able to demonstrate their understanding through application and writing</p>	Monitor master schedule to ensure fidelity of ELA block Review Lesson Plans Review Benchmark, MAP Assessment, Ga. Milestones Class observation by administration, & Academic Coach Focus Walk	Saturday Academy (\$12,000) Title I Grant Laptops- Google chrome books (\$5880) Smart Boards (\$5000)

<p>Instruction Standard 7</p> <p>Professional Learning Standard 4</p> <p>Assessment Standard 3</p>		<ul style="list-style-type: none"> <li>• Implement Process Writing strategies</li> <li>• Implement Reading Instruction Workshop</li> <li>• Implement Writing Instruction Workshop</li> <li>• Provide utilization of various forms of assessment.</li> <li>• Implement the RTI process to assure struggling students are identified and receive timely support</li> <li>• Provide Saturday Tutorial</li> <li>• Provided Extended hours of Operation for instruction</li> <li>• Provide Parental Access to online grade book</li> <li>• Provide parent teacher conference once per semester &amp; weekly folders to parents once a week</li> </ul>				
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**SMART GOAL #2Math:By 2017 school year, grades 3-8 will demonstrate a 5% growth of students meeting grade level performance targets in the area of Math as measured by the Georgia Milestones.**

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 9  Instruction Standard 5  Professional Learning Standard 4		<ul style="list-style-type: none"> <li>Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction, which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</li> <li>Utilize technology to provide real world application, to enhance students' research skills, and to differentiate instruction through the use of Study Island, ALEKS, and Brain pop.</li> <li>Provide extended hours of operation, Saturday tutorial</li> <li>Implement Math and Science Workshop</li> <li>Implement Math –ELA Writing (Metro RESA) Workshop</li> <li>Incorporate technology to increase engagement and exposure to virtual experiences to learning.</li> <li>Increase the usage of higher-level questions for assessment as well as performance tasks that require critical thinking and application.</li> </ul>	RTI process documents.  Lesson Plans  Observation Notes  Progress Monitoring	<p><b>School Leaders Demonstrate:</b> Knowledge and understanding of math curriculum, and block scheduling</p> <p><b>Teachers Demonstrate:</b> Knowledge and understanding of best practices, Number Talks, Differentiated Instruction and GSE</p> <p><b>Students Demonstrate:</b> Increased rate of students scoring at or above grade level                       Increased rate of students scoring at or above the developing and proficient level</p>	School leaders will conduct observations to determine effective use of technology.  Teachers will analyze pre- and post-assessments.  Review Lesson Plans  Create Master schedule  Monitor the After School Program  Focus Walk  Classroom Observation	Laptops- Google chrome books  Smart Boards  ALEKS  Chrome books Books

**SMART GOAL #3 Social Studies: By 2017 school year, grades 3-8 will demonstrate a 5% growth of students meeting grade level performance targets in the area of Social Studies as measured by the Georgia Milestones.**

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 4 & 7	All Students  SWD  ED Students  ELA/ Reading and Social Studies Teachers	<ul style="list-style-type: none"> <li>Utilize Study Island for additional practice and remediation activities throughout the year</li> <li>Continue to integrate standards based Social Studies content in reading and remediation time</li> <li>Utilize Chrome books for individual practice</li> <li>Utilize technology to provide real world application, to enhance students’ research skills, and to differentiate instruction through the use of ALEKS, Study Island, and Brain pop.</li> <li>Implement standards-Based Instruction in all classrooms.</li> <li>Provide Saturday Tutorial</li> <li>Provided Extended hours of Operation for instruction</li> <li>Provide Parental Access to online grade book</li> </ul>	Lesson Plan  Focus Walk  Benchmark - Scores  Progress Report (Program)  Progress Monitoring	<p><b>School Leaders Demonstrate:</b> Knowledge and understanding of Social Studies standards and the implementation of the standards into classroom.</p> <p><b>Teachers Demonstrate:</b> Knowledge and understanding of standards</p> <p><b>Students Demonstrate:</b> Knowledge and understanding of standards addressed in both ELA and Social Studies</p> <p>Demonstrate understanding of the standards through application and real world writing</p>	Review Lesson Plans  Review benchmarks, progress monitoring data  Class observation by administration, Academic Coach,	Laptops- Google chrome books  Smart Boards  ALEKS  Chrome books

**SMART GOAL #4Science: By 2017 school year, grades 3-8 will demonstrate a 5% growth of students meeting grade level performance targets in the area of Science as measured by the Georgia Milestones.**

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 4, 7	All Students  SWD  ED Students  ELA/ Reading and Science Teachers	<ul style="list-style-type: none"> <li>Utilize Study Island, Moby Max, &amp; Brain Pop remediation throughout the year</li> <li>Continue use of Academic Coach to provide professional learning in Writing and vocabulary strategies</li> <li>Continue to integrate standards based Science content</li> <li>Utilize technology to provide real world application, to enhance students’ research skills, and to differentiate instruction through the use of Study Island, ALEKS, and Brain pop.</li> <li>Provide differentiate instruction on a daily basis.</li> <li>Implement standards-Based Instruction in all classrooms.</li> <li>Increase the usage of higher-level questions for assessment as well as performance tasks that require critical thinking and application.</li> <li>Utilize Chrome books for individual practice</li> <li>Provide Saturday Tutorial</li> <li>Provided Extended hours of Operation for instruction</li> <li>Provide Parental Access to online grade book</li> </ul>	Lesson Plan  Focus Walk  Benchmark - Scores  Progress Report (Program)  Progress Monitoring	<p><b>School Leaders Demonstrate:</b> Knowledge and understanding of Science standards and the implementation of the standards</p> <p><b>Teachers Demonstrate:</b> Knowledge and understanding of standards and the importance of the standards</p> <p><b>Students Demonstrate:</b> Knowledge and understanding of Science standards addressed in both ELA and Science and will be able to demonstrate their understanding of those standards through application</p>	Review Lesson Plans   Review benchmarks, progress monitoring data   Class observation by administration, Academic Coach,	Laptops- Google chrome books  Smart Boards  ALEKS  Chrome books

**\*4. Professional development for staff to enable all children in the school**

Professional development is a key component of the Ivy Prep experience for teachers/staff. We include teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our professional development that addresses the root causes of identified needs of the scholars at Ivy Preparatory Academy, Inc. Professional development is ongoing for the purpose of gaining new ideas, learning new strategies and best practices that support enhancing student achievement. Professional development activities include the following:

Understanding the Significance of and Utilization of Various Forms of Assessment

Teachers were involved in workshops, which focused on the proper uses of formative and summative assessments. Teachers learned how to utilize assessments in order to drive instructional practices as well as indicate areas for remediation. The Assessment and Instruction Accountability team meets monthly to discuss the Data Wise Improvement Process. This process trains teachers on strategies to use assessment results in order to improve learning and teaching.

Reading Instruction Workshop

Teachers engaged in reading workshops, which taught methods to effectively instruct students on strategies for improving reading and comprehension. Reading workshops allowed teachers to differentiate and meet the needs of all students, including those with significant reading deficits. Teachers learned how to foster a love of reading and give students opportunities to practice reading strategies independently and with guidance. Teachers also reviewed research-based reading instruction, such as paired reading, repeated reading and utilization of the HELPS fluency model.

Math Instruction Workshop

Math workshops are provided to teachers, which give strategies for using flexible grouping in the classroom. Teachers received training in using small group rotation stations, which allows students to gain more one-on-one instruction and remediation. Teachers were also encouraged to make learning fun by using math games that help students practice the concepts they are using in each unit.

Writing Instruction Workshop

Writing workshops are used to help teachers engage their students in the writing process at all grade levels. Teachers were instructed on how to apply the standards in teaching writing strategies.

#### Math - Science Instruction Workshop

This workshop provided focused information involving Math and Science involving the Common Core Curriculum. Strategies were also presented to support teachers in processes of integrated approaches involving the areas of math and science.

#### ELA - Social Studies Instruction Workshop

This workshop provided focused information involving English/Language Arts and Social Studies relative to the Common Core Curriculum.

#### Instructional Technology Workshop

Workshops involving instructional technology focused on applicable strategies to support integrated approaches to instruction inclusive of the use of Smart Boards.

#### ELA Writing Formative Assessments Workshop

This workshop provided information regarding the Common Core Curriculum. Essential information provided the foundation and framework for innovative instruction through standards and the Common Core Curriculum.

#### Math- ELA -Writing (Metro RESA)Workshop

This workshop provided focused information involving Math, English/Language Arts and Writing. Specific instructional strategies were presented and discussed to support teachers/staff in the teaching and learning process through innovative and effective pedagogical practices/methods.

#### Special Education/Response to Intervention Workshop

This workshop facilitated the teaching and learning process in addressing individual needs of students. Focus was given to students with exceptionalities involving characteristics, facilitating teaching/learning and best practices.

#### Curriculum Building Workshop

This workshop provided focus on the scope and sequence involving curriculum design as well as implementation of the curriculum. Key components of the workshop involved meeting the needs of students through the curriculum inclusive of standards, content learning objectives, and grade-level indicators.

#### Common Core Workshops

This workshop focused on the Common Core Georgia Performance Standards. Workshop activities involved strengthening teacher content

knowledge, pedagogical skills, and contextualized tasks for improving student achievement. The workshop involved grade level teams and content area teams.

#### Professional Learning Day

Teachers are provided with an opportunity to participate in training sessions, workshops, book studies, as well as various other professional development activities during Professional Learning Day. Every Wednesday, teachers and scholars are involved in Professional Learning.

We have aligned professional development with the State's academic content and student academic achievement standards. At the beginning of each school year, teachers participate in researched-based professional development centered on Common Core Georgia Performance Standards, the Ivy Prep school culture, and instruction preparation training. During this professional development workshop, several activities take place including: 1) design of curriculum guides that reflect specific achievement standards that students must meet, 2) identification of a timeline when standards are to be achieved, 3) methods and materials for intervention wherein students are to meet the designated standards, and 4) review of major assessments that will be utilized involving student performance and standards. This process of professional development allows all teachers/staff to measure the effectiveness of teacher engagement regarding students mastering specific skills and knowledge at each grade level.

All elements of the Ivy Prep school design inclusive of instructional methodology, pedagogical practices, and professional development are driven by clear and rigorous standards and based on research and best practices of high performing schools that successfully serve a similar population of students.

Sufficient resources have been allocated to effectively facilitate professional development at Ivy Preparatory Academy, Inc.. Resources involving time and funding, and personnel were provided to support a variety of professional development activities including the following:

#### Bridging Achievement Gaps

Professional developments assisted teachers with emphasis on bridging achievement gaps. Workshop activities focused on achievement gaps based on socioeconomic levels as well as gaps between high achieving and lower achieving students within the same classroom.

#### Formative and Summative Assessments

Professional development involved focus on formative and summative assessments, types of assessments, and how to assist students through flexible, timely, rigorous, and relevant assessments. This interactive and engaging workshop provided teachers with extended information and activities involving the alignment of curriculum development, lesson implementation and student assessment.

In addition to the professional development activities identified above, resources were also allocated to facilitate professional development for the following:

- Writing Workshop
- Data Dialogue
- Common Core Curriculum
- Special Education
- Math Instruction
- Differentiated Instruction
- Response To Intervention (RTI)
- Metro RESA(ELA, Math, Writing)
- Georgia Charter School Association Conference

Teachers/staff at Ivy Preparatory Academy, Inc. are included in professional development activities regarding the use of academic assessments. The specific activities enable teachers to work effectively regarding improving individual student achievement and the overall instructional program. Professional development involving academic assessments include the following:

#### Planning for Academic Assessment

Teachers at Ivy Preparatory Academy work in teams to plan and collaborate. They exchange ideas and assist with assessments that align with lesson (curriculum design and implementation). Professional development through follow-up activities involves teachers meeting weekly with administrators to discuss classroom progress and goals associated with student assessment.

#### Data Collection & Utilization of Data

Teachers engaged in professional development/training (throughout the academy year) on data collection and the utilization of data. Teachers continuously evaluate the performance/growth of students through a variety of methods inclusive of the use of formative assessments, ongoing records, and observation. As an example, on Professional Development Day in September, teachers received training on how to administer the MAP assessment. This training not only provided support to teachers on how to administer tests, but also informed teachers on how to analyze the progress of the students.

Administrators often hold mini professional development sessions during weekly faculty meetings. Topics range from creating learning communities to common core training. These professional development sessions connect to student assessment and support the overall culture of teacher effectiveness and innovation at Ivy Preparatory Academy, Inc. In addition to internal professional development activities at the academy, teachers and administrators continually participate in professional development sessions through Metro RESA, The School Box, and The Georgia Department of Education.

**Professional Learning Plan to Support School Improvement Plan(SWP 4)**

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Understanding the Significance of and Utilization of Various Forms of Assessment	July 2016 – June2017		Principal Teachers	Observations Focus Walks Conferences	Georgia Milestones Benchmark Progress Report Focus Walks Surveys
<ul style="list-style-type: none"> <li>• Reading Instruction Workshop</li> <li>• Math Instruction Workshop</li> <li>• Math - Science Instruction Workshop</li> <li>• ELA - Social Studies Instruction Workshop</li> <li>• Instructional Technology Workshop</li> </ul>	July 2016 – June2017		Principal Teachers	Observations Focus Walks Conferences	Georgia Milestones Benchmark Progress Report Focus Walks Surveys
<ul style="list-style-type: none"> <li>• ELA Writing Formative Assessments Workshop</li> <li>• Math– ELA –Writing (Metro RESA) Workshop</li> <li>• Special Education/Response to Intervention Workshop</li> <li>• Curriculum Building Workshop</li> <li>• Common Core Workshops</li> <li>• Georgia Charter School Association Conference</li> </ul>	July 2016 – June2017	Metro RESA	Principal Teachers	Observations Focus Walks Conferences	Georgia Milestones Benchmark Progress Report Focus Walks Surveys

**\*5. Strategies to attract highly qualified teachers to high-needs schools.**

Ivy Preparatory Academy, Inc. is committed to attracting/recruiting highly qualified teachers who meet the standards established by the state of Georgia. Staff members are informed about various programs that will assist them in attaining their certification. TAPP, Teach for America, The New Teacher Project, and Georgia Teaching Fellows are examples of programs that will help our teachers in achieving certification goals.

IPAKG offers a variety of professional learning opportunities. New teachers are provided a mentoring program throughout the year. Mentors are helpful in assisting new teachers create lesson plans, design websites, and locate training. Finally, we encourage all staff members to participate in a positive working culture through the activities of a Faculty Sunshine Committee that coordinates celebrations and other events.

We currently attract new teachers through the following:

- GA TAPP
- Listing employment opportunities on the Teach-GA website
- Listing employment opportunities on the Ivy Preparatory Academy website
- Listing employment opportunities on the GA Charter Schools Organization website

**Parent Engagement and Communication(SWP 6)**

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Culture Week Field Day Room Parents Lottery Open House	August 2016-2017 (Monthly)		Principal Parent Facilitator Teachers	Surveys	Survey Results Parent Sign-In Sheets Parent Volunteer Sign-up sheet
Curriculum Nights Beginning of the Year Open House/State of the School Address GA Milestones Curriculum Workshop	August 2016-2017 (Monthly)		Principal Parent Facilitator Teachers	Surveys	Parent & Student sign-in sheet
Response To Intervention (RTI) Meetings Bring Your Parent to School Day Parent Resource Room ( <b>Daily</b> )	August 2016-2017 (Monthly)		Principal Parent Facilitator Teachers	Surveys	Sign-In Sheet (Parent Resource Room) Survey Results

**Note:** Increasing parent capacity is priority in our program here at Ivy Preparatory Academy. Parent activities are plan with parent involvement.

Ongoing communication with parents is an essential aspect of Ivy Preparatory Academy, Inc.. Communication strategies include the following:

- Weekly folders are sent home every Monday with classroom updates, school updates, and community resources. Folders are expected to be sign and returned the following day.
- Class websites are updated regularly with important dates, homework, classroom news, and school news.
- Class Dojoe and Remind 101 are used to provide parents with up to the minute reports or news updates
- Behavior and academic notices are sent home weekly (i.e. failure notices, demerit notices).
- Newsletters are sent out weekly via email.
- The school website is accessible and updated regularly.
- Administration and faculty respond to emails/calls within 24 hours.
- Class Dojo is used in K-4 classroom daily to communicate individual or whole-class progress (behavior and academics), upcoming activities or school related events. Parents can communicate with parents using this platform.

**Parent Involvement Policy:**

Ivy Preparatory Academy, Inc. has developed a Parent Involvement Policy, which is included in our appendices. Components of the Parent Involvement Policy include:

(1) Strategies to Increase Parental Involvement, (2) Communication Processes, (3) Process to Communicate Individual Student Assessment Results and Interpretation of Results, (4) Availability of the IP Comprehensive School-Wide Program Plan to Parents, LEA and Public, (5) Parent Involvement Checklist.

**\*8Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.**

At Ivy Preparatory Academy, Inc., teachers provide feedback on the use of academic assessment in several ways. Primarily, teachers create standards-aligned benchmarks that are administered each quarter. These assessments allow faculty to design instruction to monitor student mastery of standards.

In addition, teachers design and implement assessments that are based on other criteria, such as academic level and student learning style. These assessments are differentiated to ensure students are tested in wide-ranging capacities. This process supports the holistic approach involving student development. Ivy Prep teachers also use results from the Iowa Test of Basic Skills (MAP Assessment) to individualize instruction. The MAP Assessment is taken in the fall so that teachers/staff may use test data to focus on specific curricular areas during the Spring semester.

Another way in which teachers are involved in the use of assessment decisions is that faculty may use test results to group students for class roster purposes. MAP Assessment or GA Milestones data may be helpful in creating diverse grouping of scholars through academic levels in classes. This balance is also beneficial for flexible grouping and mentor-mentee situations in the classroom.

Special Education teachers are also involved in using assessment results to make decisions. These teachers use the various assessments administered throughout the year to progress monitoring all of their students. Test results provide information on relative strengths and weaknesses, and students are placed in one of six achievement levels. The assessments used also provide criterion-referenced and norm-referenced reporting. These comparisons allow IPA educators to chart student advancement on a national scale and in a standardized format. Each scholar has an Individual Academic Plan that is reviewed with parents before the end of the first nine weeks.

Ivy Preparatory Academy, Inc. established a Data Committee to develop a more organized and meaningful presentation of all assessment and achievement data within the school, beyond the state-required categories of disaggregation. Data Committee members have received technical training on data analysis and presentation. The current focus of the Data Committee involves setting protocol for analysis of data to provide teachers and administrators a tool for assessing meaningful improvement. Once the current school year concludes, the Data Committee will review school-wide and class-specific information. In connection with the work by the Assessment and Accountability Committee, the Data Committee will set protocol consisting of current benchmark cycle for grade-level teams to collect and analyze data according specific issues faced in the classroom.

Finally, IPA teachers have flexibility in the types of assessments that are administered. Teachers and administrators work together to create a diverse set of assessments including teacher-designed tests and standardized tests such as the MAP Assessment. This flexibility creates engagement and support of teachers to work diligently to use assessment data effectively. Teachers will utilize assessment questions from USA Test Prep that are aligned with Common Core Standards for all of their summative and formative assessments.

**\*10. Coordination and integration of Federal, State, and local services and programs.**

Programs include the following:

1. Early Intervention Program (EIP)
2. 21st Century Community Learning Center (STEM)
3. After-School Tutorial
4. Saturday Tutorial
5. Math & Reading Connections
6. Title I
7. Title II
8. Title III
9. Parental Involvement
10. Education of Homeless Children
11. Special Education
12. Gifted Education
13. Professional Learning

Title I funds will be used to support and improve student achievement. Expanding our Saturday Tutorial program to all students will do this. This program was funded from Title I funds this year, but could only be utilized by a portion of our student population. We would like all of our students to have access and utilize this program. IPAKG will also purchase books and programs to support our instructional model that do not utilize textbooks. We would like to purchase programs such as Reading A to Z, STAR Reading, and math workbooks to improve our math instruction.

To improve the math program, we also are in need of more professional development for teachers regarding differentiated instruction in math. Finally, to support our science and social studies program, we would like to purchase Science workbooks and experiment materials to allow students to master the science standards. We also believe that improved technology and online learning programs such as IXL will support the growth and development of our students. Finally, we believe that an increase in support personnel at IPA will allow students who are experiencing challenges to receive small group instruction or one-to-one instruction, which will improve their academic performance.

A teacher will be solely dedicated to the technology lab that will allow students at the lower 25th percentile to have a connections class where students will work on ALEKS, a math program, at Reading A to Z.

**13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.**

The outcome/summative assessment data utilized in development of this plan is derived from both state and national assessments that have been validated and administered statewide and nationwide.

**15. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.**

The Ivy Preparatory Academy Schoolwide Title I Plan was developed over a one-year period of August 2015 to May 2016. The school-wide plan was based on the comprehensive needs assessment with input from teachers, parents, staff, and community partners. The process involved ongoing communication, presentations, and meetings through brainstorming activities and focused dialogue in addressing all components of the school-wide plan.

**19. Plan is subject to the school improvement provisions of Section 1116.**

This Schoolwide Plan is subject to the school improvement provisions of Section 1116. The state academic assessments and other indicators are used annually to review progress of the school and to determine whether the school is progressing under the Georgia's new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI).

**Resources:**

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines -<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction:<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) -<http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) -<http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>