Comprehensive Needs Assessment
2022 - 2023 District Report

Ivy Preparatory Academy, Inc

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Charcia Nichols
Multiple Program(s)	Federal Programs Director	Zinta Perkins
Multiple Program(s)	Curriculum Director	NA
Multiple Program(s)	School Leader (#1)	Pelita Merideth
Multiple Program(s)	School Leader (#2)	Dr. Francis Mack
Multiple Program(s)	Teacher Representative (#1)	Ariana Doanes-Coleman
Multiple Program(s)	Teacher Representative (#2)	Michelle Ross
McKinney-Vento Homeless	Homeless Liaison	Jamilah Brunson
Neglected and Delinquent	N&D Coordinator	NA
Rural	REAP Coordinator	NA
Special Education	Special Education Director	Paula Harris-Harvey
Title I, Part A	Title I, Part A Director	Zinta Perkins
Title I, Part A	Family Engagement Coordinator	Jamilah Brunson
Title I, Part A - Foster Care	Foster Care Point of Contact	Jamilah Brunson
Title II, Part A	Title II, Part A Coordinator	Zinta Perkins
Title III	Title III Director	Glynis Terrell
Title IV, Part A	Title IV, Part A Director	Zinta Perkins
Title I, Part C	Migrant Coordinator	Zinta Perkins

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	NA
Multiple Program(s)	Testing Director	Paige Crumbie
Multiple Program(s)	Finance Director	Laticia Sharp
Multiple Program(s)	Other Federal Programs Coordinators	Paula Harris-Harvey
Multiple Program(s)	CTAE Coordinator	NA
Multiple Program(s)	Student Support Personnel	NA

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Pelita Meredith, Dr. Francis Mack
Multiple Program(s)	High School Counselor / Academic Counselor	NA
Multiple Program(s)	Early Childhood or Head Start Coordinator	NA
Multiple Program(s)	Teacher Representatives	Amanda Harris, Kimberly Hardy
Multiple Program(s)	ESOL Teacher	Glynis Terrell
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	NA
Multiple Program(s)	ESOL Coordinator	Glynis Terrell
21st CCLC	21st CCLC Program Director	NA
21st CCLC	21st CCLC Site Coordinator or Data Specialist	NA
Migrant	Preschool Teacher	NA
Special Education	Student Success Coach (SSIP)	Paula Harris-Harvey
Title II, Part A	Human Resources Director	Erica Ware
Title II, Part A	Principal Supervisors	Charcia Nichols
Title II, Part A	Professional Learning Coordinators	Kristen McNeil
Title II, Part A	Bilingual Parent Liaisons	Glynis Terrell
Title II, Part A	Professional Organizations	Georgia State University, Morehouse School of Medicine
Title II, Part A	Civil Rights Organizations	NA
Title II, Part A	Board of Education Members	RaShaun Kemp
Title II, Part A	Local Elected/Government Officials	NA
Title II, Part A	The General Public	NA
Title III	Refugee Support Service Staff	NA
Title III	Community Adult ESOL Providers	NA
Title III	Representatives from Businesses Employing Non-English Speakers	NA
Title IV, Part A	Media Specialists/Librarians	NA
Title IV, Part A	Technology Experts	Mr. Dillon
Title IV, Part A	Faith-Based Community Leaders	Dr. Richard Flippin, Greater Piney Grove Baptist Church

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Katie Johnson
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	NA
Title I, Part A	Parent Representatives of Title I Students	Mr. Lester
Title I, Part A - Foster Care	Local DFCS Contacts	William Thomas
Title II, Part A	Principals	Pelita Meredith
Title II, Part A	Teachers	Ashley Coles-Fletcher
Title II, Part A	Paraprofessionals	Elexus Gusta
Title II, Part A	Specialized Instructional Support Personnel	Paula Harris-Harvey
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Emory University
Title I, Part A	Parents of English Learners	Priscilla Rosa

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Tynisha Robinson
Multiple Program(s)	Technical, College, or University Personnel	David Lopez
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Dr. Grier
21st CCLC	21st CCLC Advisory Council Members	NA
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	NA
Migrant	Migrant PAC Members	NA
Migrant	Local Farmer, Grower, or Employer	NA
Migrant	Family Connection Representatives	NA

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	NA
Migrant	Farm Worker Health Personnel	NA
Migrant	Food Bank Representatives	NA
Migrant	Boys and Girls Club Representatives	NA
Migrant	Local Health Department Representatives	NA
Migrant	ABAC MEP Consortium Staff	NA
Migrant	Migrant High School Equivalence Program / GED Representatives	NA
Migrant	College Assistance Migrant Programs	NA
Neglected and Delinquent	Residential Facility(ies) Director(s)	NA
Special Education	Parents of a Student with Disabilities	Shevonne Thomas
Special Education	Parent Mentors	NA
Title II, Part A	School Council Members	NA

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Ivy Preparatory Academy identified parents who were actively engaged in virtual meetings throughout the year. Additionally, Ivy worked with community members who were active in supporting improvements in academics. Lead teachers were developed through the year who bring experience in strategic planning. Ivy Leadership met with scholar groups throughout the year.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Ivy Preparatory Academy annually holds stakeholder input opportunities for all parents through a virtual input meeting and administering an annual survey. Ivy Preparatory Academy invited select members of the community, parents & teacher leaders to join administrators in analyzing multiple data points, discuss root cause analysis, and gather input. A Parent Advisory Team has been identified to meet more frequently with the Ivy Preparatory Academy administrators and Parent & Family Engagement Coordinators to provide feedback and jointly plan events & resources to support families.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capcity of school staff to lead curriculum design efforts.	✓
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. \ 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.\ 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	✓
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, buy may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	✓
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	✓
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	✓
2. Operational	The district provides, coordinates, and monitors student support systems and services.	
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	✓
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Ivy Preparatory Academy used the GA School Health Survey, the Annual Title I Parent Survey, Staff surveys & anecdotal information and information from the Parent Advisory Team.

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The School Climate Survey reveals that scholars feel connected overall in both the lower and upper academies. Scholars feel that there is someone they can talk to and that school staff care about them. Overall they feel respected and that the school has clear rules to support them. Challenges cited were in the area of peer relations and mental health. Scholar report that peers don't treat each other well and in the Upper Academy there is a lot of aggression or fighting. Additionally, scholars report concerns with stress, anxiety or depression caused by family problems, school work and their grades. Each year an parent survey is administered to determine parent's experience with the school and their needs. Responses to the survey were limited with only 33 parents responding out of the 400+ enrolled in the school. Overall, parents largely report satisfaction with the school and its ability to meet their child's needs. Parents were overall pleased with the streams of communication and indicated they were plugged in Parents who responded felt they received good communication related to what was happening at school but felt communication could improve by providing more advanced notice for specific activities and increased communication with teachers. Parents report overall satisfaction with teachers and instruction. The staff of Ivy Preparatory Academy participated an input session and completed a survey in the spring. Most staff report feeling supported with coaching and professional development. Staff indicated that the training helped them with the delivery of instruction. Some staff reported wanted to have a curriculum to follow where others felt the resources were adequate. Staff felt that effective professional learning experiences were afforded in the implementation of Concept Thinking Maps, writing, instructional delivery, understanding the content and developing content-specific pedagogy. Staff expressed a need for differentiation in professional learning to support the varied needs and more depth to allow for stronger implementation.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	The Georgia District Performance Standards Survey Process Protocols-Data Dialogue, attendance data & discipline data SWD & ESOL Survey Anecdotal Input

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	Ivy Preparatory Academy is in its second year of having a Parent Advisory Council. The PAC expressed having a very positive experience at Ivy Preparatory Academy and appreciating all that the school does to support scholars. Parents felt that there was a good variety of activities offered at Ivy Preparatory Academy and great communication tools that supported their engagement. This was echoed in the larger Parent Input Meeting held in May. The meeting was parent-led to afford parents more comfort in sharing their thoughts. One caveat to the overall satisfaction with the school was that parents want to return to in-person meetings and volunteering. They miss they face-to-face interaction with staff. Additionally, parents expressed the need to have closer communication with teachers with parent conferences and direct communication of what is being taught, so they can be better partners. Scholars met with school counselors who asked about their satisfaction with the school and a survey was administered. Scholars received two climate surveys from the Positive Behavior and Supports and the Operations' department at the beginning and end of the semester. According to the first quarter survey, 55% of the participants were scholars in grades kindergarten through fifth grade. Forty-four percent of the participants were from scholars in grades sixth through eighth grade. The survey revealed that 61% of the scholars strongly disagreed with the statement "I enjoy the meals provided to me at school." Twenty four percent of the scholars strongly disagreed with the statements "I am proud to tell others that I attend Ivy Prep Academy and I take part in extracurricular activities at Ivy Prep." During the meeting with the scholars, counselors found that the variety of extracurricular activities was not offered to the elementary scholars in the lower grades. They suggested that the school have etiquette lessons after school and e-sports for the scholars in the elementary school. The scholars complained about the school food and provided the counselors with recommendations of various foods they wanted to see in the cafeteria. The middle school scholars discussed that because of COVID, they had to participate in their clubs online and this was not beneficial because of their lack of hands-on activities. Forty-five percent of the scholars strongly agreed that the teachers encourages them to perform at their best. Also, 44% of the scholars enjoy learning about and using technology in class. Scholars revealed that they enjoy working on the computers and using Google classroom for the classroom lesson submission. Scholars discussed what they were learning in their computer science classes and enjoyed making Raspberry Pi computers. The second survey that was administered at the end of the first semester, 21%

of the scholars stated that they do not belong at Ivy Prep Academy. There were 19% of the scholars that did not believe that the teacher would be concerned if they walked in the class upset. The scholars discussed with the counselors that they have some teachers that are not helpful or become irritated when they ask questions. They believe that certain teachers cared but a majority of them did not in middle school. The elementary scholars loved their teachers and had a number of great things to say about them. Approximately 85% of the scholars believe that it is extremely important that they do well in school. The scholars shared stories from their Sister Circle where they were allowed to share their thoughts and feelings and their teachers and fellow peers provided support when they needed it. Ninety-five percent of the scholars said that the support they received from the adults at Ivy Prep is extremely useful and needed.

A data dialogue and root cause analysis was conducted with a cross-sector group of community members, teachers, administrators and parents. Parents looked at staff data from the GOSA site, standardized results from iReady, and perceptual surveys. Staff retention has slightly improved though there was a loss of staff during the year that negatively impacted learning in some areas. The trend over time shows minimal improvement; there is a need to increase not just the retention of staff but also increase staff who are certified. Parent satisfaction is high and parents are clamoring to be more engaged in supporting the school. When looking at programming for special populations, there is a positive few of the support in place. Most participants agree that there is a need for increased rigor and real-world application in learning. Community members particularly expressed a desire to reengage with STEAM and want to partner with the school.

The perception data from the ESOL parent survey showed that parents were very well-pleased with the direction of the ESOL department and enjoyed a special relationship with the ESOL teacher. The perception from Special Education parent survey suggested that: 81.8% of the scholars reported that they received progress reports from case managers and 100% of parents reported that the case manager was readily and available to assist with any issues inside the general education classroom.

Overall the scholar services department is doing a good job in meeting the needs of scholars that receive support services. The question was asked How can Ivy improve their Special Education Program? Parent Responses were: (33% of Parents participated in survey) (1) I am well pleased with services (2) I think you guys are great (3) I'm pleased with the services

An ongoing analysis of attendance data occurs throughout the year with a comparison to the previous year. Ivy Preparatory Academy maintained on average attendance rate between 94%-98% by grade level.

On average there was a 15% change in K-5 scholars reaching Tier I in Reading and 14% change in Math. There was a 30% change in Reading and a 90% change in math. More data will be summarized in in the strengths and challenges.

What achievement data did you use?	iReady Data

What does your achievement data tell you?	Due to the COVID-19 Shelter-in-Place, iReady Growth Data was used to measure effectiveness for Ivy Preparatory Academy Scholars. Though GMAS was administered, the data represents a small percentage of Ivy Scholars. **Ivy Preparatory Academy Growth Data 2020-2021**

ELA	Beginning of the Year	End of the Year	Growth	DNM/Meet
Lower Academy				
Kdg.	75%	92%	17%	Met
1st	35%	50%	15%	Met
2nd	38%	44%	6%	DNM
3rd	43%	63%	20%	Met
4th	38%	32%	-6%	DNM
5th	32%	32%	0%	DNM
Upper Academy				
6th	22%	61%	39%	Met
7th	30%	38%	8%	DNM
8th	45%	42%	-3%	DNM

Math	Beginning of the Year	End of the Year	Growth	DNM/Meet
Lower Academy				
Kdg.	47%	69%	22%	Met
1st	20%	32%	12%	DNM
2nd	17%	36%	19%	Met
3rd	10%	36%	26%	Met
4th	20%	22%	2%	DNM
5th	13%	13%	0%	DNM
Upper Academy				
6th	6%	27%	19%	Met
7th	12%	31%	19%	Met
8th	19%	32%	13%	DNM

Data from Remote Learning

Ivy Preparatory Academy saw growth with most of its scholars from the first administration to the final administration. Scholars in the Primary Grades and Middle School made the most gains overall. The upper elementary and 8th graders made the lowest gains. In looking at student performance in the domains, it is noted that the focus in ELA should be to hone in on comprehension skills in both literature and informational text. The review of domain data in Math reveals the need for more fluency with computation and a need to help scholars learn to reason more effectively when applying Math concepts.

Ivy Preparatory Academy Growth Data 2022-2023

Reading	Beginning of the Year	End of the	Growth	Met/DNM

		Year			
Lower Academy					
Kdg.	16%	98%		+82%	Met
1st	13%	40%		+27%	Met
2nd	22%	53%		+31%	Met
3rd	34%	63%		+29%	Met
4th	31%	53%		+22%	Met
5th	15%	41%		+26%	Met
Upper Academy					
6th	15%	39%		+24%	Met
7th	18%	44%		+16%	DNM

Math	Beginning of the Year		End of the Year	Growth	Met/DNM
Lower Academy					
Kdg.	6%	88%		+82%	Met
1st	0%	27%		+27%	Met
2nd	6%	40%		+34%	Met
3rd	0%	49%		+49%	Met
4th	6%	47%		+41%	Met
5th	9%	25%		+16%	Met
Upper Academy					
6th	5%	34%		+29%	Met
7th	8%	28%		+20%	Met
8th	9%	40%		+31%	Met

SWD ELA	BOY	EOY	Growth	DNM/Meet
2nd	0%	0%	0%	DNM
3rd	0%	50%	50%	MEET
4th	50%	50%	0%	DNM
5th	33%	33%	0%	DNM
6th	0%	33%	33%	MEET
7th	0%	0%	0%	DNM
8th	16%	33%	17%	MEET

SWD MATH	BOY	EOY	Growth	DNM/Meet
2nd	0%	0%	0%	DNM
3rd	0%	50%	50%	MEET
4th	0%	100%	100%	MEET
5th	33%	66%	33%	MEET
6th	0%	0%	0%	DNM
7th	0%	0%	0%	DNM

8th	0%	0%	0%	DNM

Data from In-Person Learning

Ivy Preparatory Academy saw tremendous gains in student achievement as measured by iReady Diagnostic from the beginning of the year to the end of the year including students with disabilities. Strategies used were to train teachers to teach Guided Reading in the lower grades and to focus on supporting ideas with evidence and writing in the upper grades. Writing was integrated in the professional learning for Science & Social Studies teachers as well. All staff participated in training with Concept Thinking Maps and focus walks were conducted to monitor implementation. Teachers also participated in Math training to integrate real-world application and reasoning. Teachers participated in a PLC on Math reasoning with MRESA staff from K-8. Finally, staff were required to engage in data analysis and identify strategies to address the needs of struggling scholars. Additionally, sessions were held with parents to learn how to understand how to interpret the iReady report and set goals with their scholars. Sessions were also held to assist parents in Reading and Math strategies to use at home.

GMAS Baseline Data

GMAS FY22	Whole School	Lower Academy	Upper Academy
Math	Total 100%	Total 100%	Total 100%
Beginning	35.53%	40.00%	31.16%
Developing	46.89%	44.44%	49.28%
Proficient	15.02%	12.59%	17.39%
Distinguished	2.56%	2.96%	2.17%

ELA	Whole School	Lower Academy	Upper Academy
Beginning	24.22%	28.57%	19.51%
Developing	41.02%	42.11%	39.84%
Proficient	30.08%	24.81%	35.77%
Distinguished	4.69%	4.51%	4.88%

Science	Whole School	Lower Academy	Upper Academy
Beginning	38.14%	35.09%	42.50%
Developing	34.02%	35.09%	32.50%
Proficient	23.71%	28.07%	17.50%
Distinguished	4.12%	1.75%	7.50%

Social Studies	Whole School	Lower Academy	Upper Academy
Beginning	40.48%		40.48%
Developing	40.48%		40.48%
Proficient	19.05%		19.05%
Distinguished	0.00%		0.00%

Few students are scoring proficient and distinguished particularly in Math indicating the need for more authentic learning experiences and increased opportunities for critical-thinking. Ivy Preparatory Academy staff can benefit from using the GaDOE resources as tools to raise the level of rigor in instruction.

What demographic data did you use?	Student Ethnicity Staff Ethnicity Certified Staff Gender

What does the demographic data tell you?	Ivy Preparatory Academy is about 94% Black and 6% other ethnicities. Ivy Preparatory Academy is an all girls school. The staff of Ivy Preparatory Academy is 99% Black. Only approx. 34% of the staff have professional certificates.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Ivy Preparatory Academy Inc. has made progress with developing coherent instructional practices. Common expectations were established for the delivery of instruction and supported through ongoing professional development. The staff engaged in data analysis in working with the Academy Leaders and Content Leads. Teacher Leaders worked during the summer of 2021 to update the Scope and Sequence for each content and grade level and identify strong curricular resources.
	Ivy Preparatory Academy has worked to ensure that a true teaching and learning cycle has been developed and implemented. Teachers have been trained on the cycle and receive weekly professional development on each part of the cycle. As observations are conducted via TKES, adjustments are made for those teachers that may need additional support. The teachers and district leaders have participated in weekly focus walks, data analysis and disaggregation and weekly assessments are examined by teachers and instructional coaches. Content leads and grade level chairs have worked monthly to review weekly and quarterly assessment data. After the first nine week benchmark results were examined, adjustments were made to the scope and sequence that were developed during the Summer of 2021. The pacing was adjusted as well as content professional development to enhance professional knowledge of teachers by content coaches.
	Each content area had a focus and a school wide focus on Thinking Map was monitored. In the area of English Language Arts, small group instruction was a weekly professional development for K-5 teachers. Sixth through eighth grade teachers focused on differentiation and reading comprehension via novel studies. The data for iReady shows an increase in the percentage of scholars scoring at or above grade level in Reading. In FY 21, only 50% of the scholars scored at or above grade level. However, during the FY 22 school year, 52% of the scholars scored at or above grade level. Approximately 65% of the scholars scored at or above grade level in reading. The Georgia Milestones Assessment reveals that 67% of the scholars in grades 3 through 8 are reading at or above grade level. However, 60% of the scholars scored at the remediate level in the writing domain. Writing must be at the forefront of our focus for the FY 23 school year.

Strengths and Challenges Based on Trends and Patterns

	In Mathematics, the Standards of Mathematical Practice was an instructional focus for K-8 teachers. Teachers in grades 6-8 also focused on effective pacing and the use of manipulatives. The data for iReady shows an increase in the percentage of scholars scoring at or above grade level in mathematics. In the FY 21 school year only 32% of the scholars scored at or above grade level. However, during the FY 22 school year, 40% of the scholars scored at or above grade level. The Georgia Milestones Assessment reveals that only 20% of the scholars scored at or above grade level. Grades 3-5 had 75% of the scholars at remediate on the Numbers & Operations-Fractions domain. In Grades 6-8, the statistics and probability domain had the highest percentage of scholars score at remediate level (75%). More work must be done with teachers to focus on the SMPs and understand the deconstruction of standards to ensure that the teachers and scholars understand what the math is asking them to know and be able to do. Rigor and modeling must be at the forefront of the Math focus for the FY 23 school year. In Science, integrating Thinking Maps and writing across the curriculum were the focus for the FY 22 school year. According to the FY 22 Georgia Milestones' data, only 30% of the scholars in grades 5 and 8 scored at or above grade level. The implementation of small groups, personalized learning and data usage must be the Science focus for the FY 23 school year. This will ensure differentiation is taking place inside the classroom.

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Ivy implemented bi-weekly check ins with administrators to ensure fluid communication and provide relevant professional learning by grade bands. Quarterly town hall meetings were held by academies (K-5 & 6-8) to share updates every nine weeks. A climate survey was conducted three times this year to assess the teacher, scholar and parent perceptions of the school's performance academically and operationally. The head of school met with the academic accountability team monthly to discuss scholar data and utilize the data analysis protocol of Wow, worry, wonder based on observed instructional practices via focus walks. Monthly meetings were held with the academic coaches to disaggregate weekly assessment data and the correlation of performance on quarterly benchmarks. Additionally, one on one meetings were held with the Academy Leaders, Director of Scholar Services and Director of Operations. During these meetings, weekly tasks were discussed along with progress towards department goals that aligned with the overall school goals. Ivy obtain its renewed charter for three years with a two year conditional based on financial metrics needing to be met. Ivy stakeholders provided input on various systems and procedures that supported quality instruction and effectiveness which led to the creation of department playbooks. The playbooks serve as guides for stakeholders with the ins and outs of the instructional and operational programs of the school.

Strengths and Challenges Based on Trends and Patterns

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<td>A focus group of scholars, parents and staff reviewed quarterly climate data twice per quarter. The focus groups provide solutions to identified areas of concern for each part of the survey. The climate surveys revealed that scholars did not feel comfortable talking with their teachers and did not feel comfortable making mistakes or soliciting help. Restorative practice is needed to ensure relationships are developed with scholars by school staff. Stakeholders noted in surveys and the accreditation visit more input in decision making for the school. Via the parent survey, it is noted that 66% of the parents strongly agreed that they are well informed of their scholar's progress on assessments. The need for parent workshops on scholar progress is needed. Ivy being a safe and effective learning environment was strongly agreed upon by 84% of the parents. The district leadership team met three times in the Winter to revisit the district's strategic plan, ascertain the root causes of areas needing improvement. Ivy district leaders held think tanks during the academic and governance committee meetings around areas of improvement based on quarterly academic and climate data. Based on mathematics' data, a full-time Math coach was recommended and more support for scholars and teachers regarding climate. All members of the district leadership team (Academics, Operations, Finance) are returning to continue and enhance the current practices.</td>
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<td>**Professional Capacity:**Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</td>
<td>Job embedded professional learning is a habit of mind for all at Ivy Prep. Teachers are involved in weekly professional development in one of four areas: Differentiation, Content Development, Organizational Effectiveness and Data Analysis. During Summer 21, a group of teachers provided instructional feedback and asked that the professional development be tiered based on the needs of teachers. A plan was developed by the Academic team to hold Professional Learning in four areas and assign the PL by performance observations via focus walks, Teacher Keys and Academy Leader Check-Ins.

Based on the observation data, it is revealed that instructional pedagogy inclusive but not limited to instructional delivery, instructional strategies, and assessment uses were areas of concern. Weekly assessments were implemented and content coaches provided content support and PL to support and enhance teacher instructional practices. Small group instruction was a large focus with the lower academy and the Literacy Coach provided weekly professional learning on the use of data to develop and implement small groups. Math coaches and representatives from Metro RESA provided professional learning on deconstructing strategies, rigor and Standards of Mathematical Practices (SMPs). For the FY 23 school year, there is a 75% retention rate for staff. During the FY 22 school year, only 31% of the staff was certified. Of the 31% of the certified teachers, 77% of them are returning for the FY 23 school year.</td>
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Strengths and Challenges Based on Trends and Patterns

	Due to the number of teachers leaving due to compensation, the finance team and governing board developed a competitive pay scale for certified teachers. As a result of this, 25% of the non-certified teaching staff has enrolled in the Georgia Alternative Teacher Preparation Program. By completing this program, the teachers will be fully certified in the state of Georgia.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Parents expressed an overall satisfaction with the instruction and support afforded to scholars and families at Ivy Preparatory Academy. Parents indicate they feel Ivy Preparatory Academy offers strong support for enrichment but wish for more community engagement and real-world experiences. Parents indicate that communication of events and what is happening is good. They feel as if Ivy Preparatory Academy could provide more timely notification of events particularly those with a monetary impact to allow for more planning. Parents expressed a desire to have more direct interaction with their teachers. Parents are requesting parent conferences throughout the year and more communication on what scholars are learning each quarter, so they can more effectively support the school. Parents feel like more parents should be engaged in the learning process, so overall achievement can grow at a faster rate. Parents want to be more involved in volunteer opportunities and return to in-person meetings.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Overall the supports to the learning environment were deemed strong. The Director of Special Student Services focused on closely monitoring instruction and providing support to the staff of students with disabilities to learn how to effectively meet their needs in conjunction with core staff. The staff of SWD scholars works closely with parents to help them navigate the needs of their children through parent training sessions and one-to-one conversations. The teacher for ESOL scholars works with families to engage in the school and access learning while assisting teachers in learning how to serve these scholars. Interventions were met through iReady and teacher-led instruction designed to meet the critical skills in an after school tutorial program. Data from iReady was analyzed to provide learning support. An after school enrichment program complimented the after school tutoring program to provide a safe and engaging learning experience involving fitness, technology & hands-on learning.

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The enrollment trends at Ivy Preparatory Academy has been relatively steady though families often make decisions very close to the beginning of the school year about returning or leaving making it difficult to plan effectively for staffing. Ivy Preparatory Academy had a huge drop in enrollment as scholars returned due to parents' fears of COVID. This was addressed through adding a virtual learning option that was closely monitored. This helped to restore the enrollment and stabilize the budget. Ivy Preparatory Academy continues to work to improve its financial processes and the timely completion of financial reporting. Ivy Preparatory Academy has operated in the black throughout the year. Continuous improvement has resulted in timely completion of audits, dismissal of IRS citations and reduction of the debt incurred through a bond referendum. The finance team prides itself in meetings timelines early where possible.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	An analysis of the iReady data from beginning of the year to the end of the year showed great progress in most grades regardless of teacher loss and absences. Scholars gained ground in both reading and math. Ivy met its target growth of 20% increase in ELA and Math. Students with disabilities made great progress as well. Teachers received individualized coaching and group training that led to increased efficacy in instruction. There is still a need to increase a focus on rigor in instruction. Scholars are making great progress, yet there needs to be more scholars reaching proficient and distinguished through a more intense focus on application and reasoning. The analysis of data shows where their is growth with the staff and where there are still needs. There is a stronger level of instructional planning, however, there is a need for more focus on differentiation and assessment of learning.

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the **Identifying Need webinar** for additional information and guidance.

Strengths	The Special Education Department has set out to be intentional in individual scholar growth. The past four years, the focus has been specifically on growth of the individual scholars particularly in the areas of Reading/ Comprehension and Math foundations. The previous school years were a huge success in scholars meeting different IEP goals, meeting grade-level expectations on classroom benchmarks assessments.

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

	This year the department not only focused on scholar growth but also meeting and exceeding the grade level standards presented for the 2021-2022 school year. Preliminary data shows that 87% Co-taught Special Education scholars passed the Georgia Milestones in Reading and 50% of our Special Education scholars passed the Georgia Milestones in Math
Challenges	Although 50% of the SWD scholars scored at the developing and proficient levels on the math section of the Georgia Milestones' Assessment, Ivy still must move all SWD scholars to a level of proficiency within Mathematics. Based on current analysis, of the domains, statistics & probability were an area of challenge in middle school school. Numbers & Operations with fractions posed a 82% remediate scoring for scholars in elementary school. The domain disaggregation provides detailed focus areas for teachers and professional learning in the content areas.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Ivy Preparatory Academy is led by a strong leadership team that has a rich knowledge of research-based strategies to improve learning. Ivy Preparatory Academy has a strong system for identifying students with the greatest need through the triangulation of data elements. There are multiple assessments used for progress monitoring purposes. There are two EIP teachers to provide services to early learners that are experienced instructors.
	Ivy Preparatory Academy has a focus on providing ongoing professional learning to build teacher efficacy. Teachers are served by Instructional Coaches for Literacy and Math as well as coaches with content knowledge in Science and Social Studies. Ivy Preparatory Academy uses iReady targeted lessons to provide personalized learning for scholars. The focus on Concept Thinking Maps in instructional delivery helped to provide brain-based strategies to help with the retention of concepts. The PLC process on small group reading and reasoning in math helped teachers to identify strategies to meet the individual needs of scholars.
	Ivy Preparatory Academy uses their federal funds strategically to address the needs of the whole child. Strategies such as large group social-emotional learning and etiquette training were coupled with morning meetings to help scholars interact positively within the learning setting. The school counselor holds small groups with specific scholars to help address their needs and

Title I - Part A - Improving Academic Achievement of Disadvantaged

	remove barriers to learning.

Challenges	Ivy Preparatory Academy lost 4 teachers in the Upper Academy this year and one in the Lower Academy. There was a new Upper Academy Leader, and the new leader had to work to gain rapport with the staff while increasing accountability for implementing quality instruction. Enrollment dropped at the beginning of the year and was restored through virtual learning, however, the scholars who learned through remote learning did not have the same benefits of in-person learning through small groups. Teachers did their best to teach scholars both in-person and remotely.

Title I, Part A - Foster Care

Strengths	Ivy Preparatory Academy has no scholars in Foster Care, however, should any be enrolled, Ivy Preparatory Academy has a quality education program with which to assess the needs of the scholar and ensure that she receives the services needed to address her needs. Ivy Preparatory Academy has a school counselor that provides one-on-one and small group services, engages scholars in morning meetings to set the tone for the day. Ivy Preparatory Academy as a part of its focus on developing female scholars offers Wednesday sessions in which scholars engage in experiences designed to build their self-image and develop personal management skills.

Challenges	There are currently no Foster Care scholars at Ivy Preparatory Academy, however, transportation access is limited and may be difficult to provide.

Title I, Part A - Parent and Family Engagement

Strengths	Parent and Family Engagement activities are developed based on the needs expressed by parents through surveys and in input meetings. Ivy Preparatory Academy moved the times of meetings around to provide access for parents with diverse schedules. Ivy Preparatory Academy had a new Parent Facilitator that built rapport with parents and established a Parent Advisory Council to serve as parent advocates. Parents report that they feel largely welcomed and supported through communication and learning opportunities. Information is sent out weekly via Parent Square which also allows for the storage of parent resources within. Events are announced frequently to allow for reminders of upcoming events. Parents express the desire to serve as volunteers and demonstrated this

Title I, Part A - Parent and Family Engagement

	whenever their were volunteer opportunities.

Challenges	Though parent sessions are offered at varied times, parent participation is still low with an average of 15-20 parents attending meetings. Ivy Preparatory Academy has 400 scholars and should have a much higher level of participation. The rise and fall of surges with COVID, has limited parents being able to reenter the school for meetings. Parents have grown fatigued with virtual meetings.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Ivy Preparatory Academy has no Migrant Children, however, a plan is in place to support any scholars that may enroll at Ivy Preparatory Academy that fit the criteria of Migrant.

Challenges	Ivy Preparatory Academy has no Migrant Children, however, resources to provide translation to scholars and their families is very limited. If Migrant families do enroll at Ivy that have limited English-speaking skills, it will be a challenge to serve them with translation of information.

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Ivy Preparatory Academy has no Neglected and Delinquent Children.

Challenges	Ivy Preparatory Academy has no Neglected and Delinquent Children.

Title II, Part A - Supporting Effective Instruction

Strengths	Ivy Preparatory Academy has a strong culture of providing professional learning and PLC support for teachers. The Academic Coaches are highly skilled and knowledgeable about Literacy, Math, Science & Social Studies. Ivy Preparatory Academy's Academy Leaders are very knowledgeable about Literacy and Math and are able to provide instructional coaching through their quarterly meetings with staff. Ivy Preparatory divided its Academic Leaders and Instructional Coaches up to provide small group and individual coaching. This gave teachers a more frequent touch in support.

Challenges	Ivy Preparatory Academy struggles to attract the highest qualified teachers though the salary schedule has been revised to allow for more competitive pay and teachers have received bonus pay. Too few teachers, 31%, are certified, and the experience of teachers is low.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	Ivy Preparatory does not receive Title III Funds but provides support for ESOL students through services provided by an experienced teacher. Ivy Preparatory has an ESOL teacher who once served as an ESOL Coordinator and is highly skilled and knowledgeable about the services that would prove effective for second-language learners.

Challenges	Teachers at Ivy need more instructional strategies to effectively accommodate and teach ESOL students. Due to the inexperience of teachers in working with this population, job-embedded training and support needs to be put in place to understand "Can Do" Descriptors, alternative tasks to demonstrate understanding and to measure student growth in all areas on the ACCESS Assessment.

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Students experiencing homelessness performed commensurate with their same-grade peers. Ivy Preparatory Academy has increased resources to serve families experiencing homelessness. Additional Ivy Preparatory Academy has begun to build relationships with local non-profit organizations that provide additional services to homeless families. The after school tutorial program and enrichment program is accessible for these families as well.

Challenges	Families are often reluctant to share when they are experiencing challenges.

Title I,Part A - Equitable Access to Effective Educators

Strengths	All students have access to educators that meet the Professional Qualifications of Ivy Preparatory Academy and who participate in ongoing professional learning to strengthen their teaching. Teachers even attend outside training or work with field specialists to improve their instructional delivery. The Governing Board recognized that increasing teacher pay scales and establishing a salary schedule is integral to improving teacher quality and retaining qualified staff.

Challenges	Teacher pedagogy still needs to be strengthened schoolwide. Ivy Preparatory has challenges in hiring and retaining qualified teachers who are certified. Efforts to hire these teachers are thwarted by the level of pay. For the first time, Ivy Preparatory has been able to hire teachers who are certified, but so many quality applicants were lost during the interview process and even after committing have rescinded their offer.

Title IV, Part A - Student Support and Academic Enrichment

Strengths	Students receive ongoing support for personal development through etiquette/social-emotional development sessions. Ivy Preparatory Academy brought in someone to work with scholars to build their self-image and develop their social-emotional learning skills. Teachers incorporated Sister Circle using the Second Step Curriculum to help scholars with self-image, peer and social skills, and conflict resolution. Ivy Preparatory Academy was able to provide enrichment during summer intervention to help develop the skills of scholars in a real-world context. Student engagement increased with more hands-on learning.

Title IV, Part A - Student Support and Academic Enrichment

Challenges	Staff at Ivy Preparatory Academy felt overwhelmed managing the learning gaps that emerged due to remote learning and provide Sister Circle for scholars. There were inconsistencies in implementation across the school, however, most staff were able to build supportive relationships with scholars.

Title V, Part B - Rural Education

Strengths	Ivy Preparatory Academy has no Rural Children.

Challenges	Ivy Preparatory Academy has no Rural Children.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase Student Proficiency in Literacy through Improved Teacher Efficacy
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Teachers of ELA are growing in their pedagogy but still require more extensive training. They received professional development and coaching in the Balanced Literacy Model with an emphasis on small group Guided Reading in the lower grades and small group instruction in the upper grades. Teachers in Science and Social Studies received professional learning and coaching to integrate Literacy in these subjects. This was combined with training on the use of Concept Thinking Maps. There is a need for a more intensive focus on helping teachers learn to teach writing across all genres and content areas.

Overarching Need # 2

Overarching Need	Improve Student Proficiency in Math through Increased focus on Reasoning
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Ivy Preparatory has struggled to find teachers who are equipped to raise the thinking level in mathematics. Though there was coaching in Math this year to learn to use the new curriculum and develop an understanding of the standards, teachers still need to learn how to teach reasoning in mathematics and application of concepts. The rate of student proficiency and the absence of students at the distinguished level reveal this is an area of priority.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Increase Student Proficiency in Literacy through Improved Teacher Efficacy

Root Cause # 1

Root Causes to be Addressed	Low teacher efficacy
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	There are a couple of concerns that impact student performance with Literacy -teacher retention and teacher efficacy. The experience level of teachers in teaching Balanced Literacy and writing is limited. The turnover of staff in the upper grades continues to contribute to the slowed growth in these areas. Co-teaching training has contributed to improved instruction with SWD but ongoing development is needed with teaching SWD scholars literacy skills.

Root Cause # 2

Root Causes to be Addressed	Teacher Content & Pedagogy
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 2

Additional Responses	As teachers gain confidence in understanding the standards, their efficacy will increase.

Overarching Need - Improve Student Proficiency in Math through Increased focus on Reasoning

Root Cause # 1

Root Causes to be Addressed	Teacher Content & Pedagogy Knowledge Teacher Efficacy, Student Achievement
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Teacher retention and teacher turnover have impacted math instruction over time. As Ivy Preparatory Academy has stabilized its staff, teacher knowledge of content and pedagogy will improve through continued coaching and engaging in the PLC model.

District Improvement Plan
2022 - 2023

Ivy Preparatory Academy, Inc

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Ivy Preparatory Academy, Inc
Team Lead	Pamela Dingle
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver?	Yes

Flex Waiver # 1 - LocalProgrammaticWaiver

A. A waiver is requested of an ESSA statutory or regulatory requirement applicable to the following program(s) (Please select all that apply):	
✓	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
	Title IV, Part A

B. Define the specific statutory or regulatory requirement to be waived.	Carryover more than 15% of the budget

C. If waived, what will be done that is different from what is currently required under the statute or regulation cited?Note: The LEA response must include a statement/evidence that the underlying purposes of the statutory requirements will continue to be met.	Ivy Preparatory Academy will focus on Scholar Intervention through after school, virtual and/or summer personalized learning. Scholars will be identified as the bottom quartile through a multiple-selection criteria. The intensity of need will determine the level of intensity in services- virtual one-on-one, after school one-on-one or small group, or Saturday Academy. A pre/post test will be administered to measure baseline and growth. A goal based on assessments will be developed with action steps or an IEP goal will be selected. Targeted scholars will move from one Tier to the next in 1-2 administrations of iReady.

D. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver?(Please include both districtwide and/or local school level results or measurable goals)	There will be an increase of 20% additional scholars scoring in Tier I on iReady Assessments by Spring 2023.

Flex Waiver # 1 - LocalProgrammaticWaiver

E. How was public notice made regarding this waiver? (Please select all that apply)	
✓	LEA Website
	LEA/School Newsletter
	Newspaper
	Other (Please specify)

Please provide any comments received as a result of the public notice here:	NA

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase Student Proficiency in Literacy through Improved Teacher Efficacy
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Low teacher efficacy
Root Cause # 2	Teacher Content & Pedagogy
Goal	Ivy will increase the percentage of scholars scoring at the Tier 1 level for ELA on iReady from 20% to 25% by Spring 2023.

Equity Gap

Equity Gap	Inexperienced teachers (less than four years of experience)

Content Area(s)	ELA Other : SWD
Grade Level Span(s)	K 1 2 3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	An Instructional Coach will train teachers to implement effective Balanced Literacy practices with a focus on reading comprehension and writing. The coach will provide training, modeling, coaching and feedback. Teachers will be trained to use Concept Thinking Maps and leveled texts to provide Balanced Literacy Instruction as a part of a PLC Model.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Agendas, Sign-In Sheets & Teacher Reflection;
Method for Monitoring Effectiveness	iReady Assessment Data
Position/Role Responsible	Academy Leaders, Instructional Coach; Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Clark Atlanta University

Action Step # 2

Action Step	Ivy Preparatory Academy will purchase iReady Assessment and Intervention and professional development services to assist with the implementation and usage to interpret iReady Data, particularly domain and growth reports. The MTSS, Instructional Coach will guide teams through data planning and RTI sessions.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in Sheets, Agendas & Presentation
Method for Monitoring Effectiveness	iReady Data Analysis
Position/Role Responsible	Instructional Coach; Academy Leaders, MTSS
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Ivy will invite scholars to participate in Summer Intervention and After School Tutoring sessions. Tutors will use the student data and target skills to maximize the impact of the tutoring and measure growth.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Rank & Serve; Data Reports or Sign-in Sheets, Student Rosters
Method for Monitoring Effectiveness	iReady Growth Reports
Position/Role Responsible	Academy Leaders Instructional Coach, Teacher Leaders, MTSS
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Emory Reads Tutors

Action Step # 4

Action Step	The school counselor will provide training in small groups on SEL topics and assist staff in short lessons to support "Sister Circles" for daily use. Ivy will purchase Second Step and PBIS Badges to be used as instructional tools to facilitate SEL learning and celebrations. Finally, the Dean of Restorative Practices will provide lessons to address issues identified through the Climate Survey on building student self-perception, peer relations, conflict resolution and reducing negative peer behaviors.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda, Sign-in Sheets, Walk-throughs/Virtual Visits
Method for Monitoring Effectiveness	Discipline & Attendance Data Climate Surveys
Position/Role Responsible	School Counselor Academy Leaders Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Latasha Davis After School All Stars YMCA

Action Step # 5

Action Step	Ivy will hire a Parent & Family Engagement Coordinator provide ongoing parent training to assist families with supporting scholars at home with literacy and math. Additionally, Ivy will utilize Parent Square as a means to increase communication to families on school events, assignments, announcements, etc.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in Sheets/Google Survey Sign-in
Method for Monitoring Effectiveness	Perceptual Surveys
Position/Role Responsible	Parent & Family Engagement Coordinator, Academy Leaders, Director of Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation	Others : Six Sessions

Action Step # 5

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	PLO

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Student Proficiency in Math through Increased focus on Reasoning
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teacher Content & Pedagogy Knowledge Teacher Efficacy, Student Achievement
Goal	Ivy will increase the percentage of scholars scoring at the Tier 1 level for Math on iReady from 20% to 25% by Spring 2023.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

Content Area(s)	Mathematics Other : ESOL & SWD
Grade Level Span(s)	K 1 2 3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Teachers will participate in training to effectively implement math content and pedagogy then reflect on how to apply their learning in practice; An Instructional Coach will be hired to train teachers to teach mathematics using hands-on engagement and reasoning. Additionally, teachers will attend external training on the new GaDOE math standards.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda, Sign-in Sheets, Teacher Reflection; Lesson Plans
Method for Monitoring Effectiveness	iReady Math Assessments
Position/Role Responsible	Instructional Coach, Academy Leaders, Math Content Leads
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MRESA

Action Step # 2

Action Step	Ivy Preparatory Academy will purchase iReady Assessments and Intervention Resources then schedule iReady training for new staff or staff who need a refresher to implement the program effectively using personalized learning and toolbox resources, interpret data to identify target skills that need to be addressed in stations and develop small flexible math groups. The MTSS, Content and Lead teachers will then guide their subject areas data team and RtI planning through planning sessions selecting appropriate practice tasks and assessments.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in Sheets, PLC Logs
Method for Monitoring Effectiveness	iReady Growth Assessments
Position/Role Responsible	Instructional Coach, Academy Leaders, Content Leaders; Teachers
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MRESA

Action Step # 3

Action Step	Ivy will conduct a rank and serve method using iReady Data, EIP Placement and F/R Lunch to identify the neediest students who will participate in Summer Intervention and After School Tutoring (F2F or Virtual) sessions. Tutors will use the student data and target skills to maximize the impact of the tutoring and measure growth.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Platform Data or Sign-in Sheets/Google Survey Sign-in; Goal-Setting
Method for Monitoring Effectiveness	iReady Math Growth Assessments

Action Step # 3

Position/Role Responsible	Instructional Coach, Academy Leaders, Tutoring Lead; Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Ivy Preparatory Academy will develop sessions and resources to help parents support scholars with Math instruction. The Parent & Ongoing Parent Support online opportunities will be provided to allow parents continuous support. Parent Square will be purchased to facilitate parent communication and sending out resources.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	Survey Results; Sign-in Sheets/Google Sign-in Survey
Method for Monitoring Effectiveness	Quarterly monitoring of data Surveys
Position/Role Responsible	Parent & Family Engagement Coordinator; Academy Leaders, Director of Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation	Others : Three times

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	YMCA After School Allstars

Action Step # 5

Action Step	A contract will be made with the Student Leadership Network to develop whole-girl strategies to support overall academic and social development of scholars. Staff will be trained in instructional strategies and how to create an environment that helps girls attain confidence in Math and other areas where girls are underrepresented.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster

Action Step # 5

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	sign-in sheets Agendas Handouts
Method for Monitoring Effectiveness	Scholar Perceptual Surveys
Position/Role Responsible	HOS/Principal Academy Leaders All Staff
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Student Leadership Network

4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

| Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B). | **Ongoing and continuous coordination of services**
Gathering the needs
Input is solicited on an ongoing basis from Parent Stakeholders and Community Stakeholders through virtual meetings and perceptual surveys on how we can improve their school support. Parents, teachers, paraprofessionals, leaders and students were given the data and the target areas of concern then asked for ideas of how to increase the percentage of students demonstrating proficiency in ELA and Math. All Stakeholders were given the opportunity to learn the purpose of Federal Funds and how Ivy Preparatory Academy, Inc. used these funds during FY20 to support teacher/paraprofessional growth and development.
A Parent Advisory Team was formed to give a representative viewpoint of all families. Ivy specifically invited a diverse group of parents including parents of ESOL and SWD students to serve on the Parent Advisory Team to gain a well-rounded perspective. Parents learned about the STREAM and Blended/Virtual Learning initiatives and how this linked to improving student engagement and growth.
Coordination of Services
Ivy Preparatory Academy will implement STREAM and strengthen instruction through a partnership with MRESA to serve more teachers in the TAPP program. This will raise teacher content knowledge and teacher efficacy. Title IA Funds will be used to provide coaching and support for parents as well as training on serving the whole girl while Title IIA Funds will support teacher and leader development particularly in the TAPP program. Ivy Preparatory Academy will continue to use Title IVA Funds to work with the Etiquette instructor and provide resources for Social-Emotional Learning.
Community Services & Connections to support enriched learning
Ivy Preparatory Academy has built a team of Community Stakeholders who have worked with Ivy or are within the community and have the expertise in the development of academics or Social-emotional learning to give input and help monitor progress. This team of community members are excited about partnering with Ivy Preparatory to increase the relevance of learning through STREAM and hands-on learning. These stakeholders have made recommendations that teachers have more strategies to create a more focused approach to addressing scholar needs and parents be afforded support with digital learning. Parents echo the need to remain focused on one initiative and reduce pivoting to new ideas.
Ivy Preparatory Academy implements an annual SLAY week , a career week initiative, and brings in community partners who meet with scholars and provide a positive climate and vision for future career opportunities for scholars. Ivy has expanded its partnerships to include GA State University and |

Coordination of Activities

	Agnes Scott University to bring in students to mentor and serve as role models as well as community partners in various professional fields. Additionally, Ivy is working to identify female leaders across STREAM fields who will serve as mentors and external partners to establish a future-forward focus.
	Ivy Preparatory Academy will work directly with the YMCA & Boys and Girls Club to provide after school enrichment that enhances learning opportunities for Ivy Scholars. Community groups come into the school to offer STEM & Tennis to expose scholars to activities that lead to lifelong learning. Ivy also partners with Agnes Scott College
	Ongoing Feedback for Services Through ongoing Parent & Community Stakeholder Meetings, Ivy will share the status of the initiatives and solicit feedback on ways to improve services.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers **2. out-of-field teachers** **3. inexperienced teachers** **(Please specifically address all three variables)**	The Ivy Preparatory School District makes every opportunity to begin the hiring process early and implement stronger screening practices through HR to identify better candidates. This streamlined the interview process and brought forth a stronger pool of applicants. The HR division also worked with local universities to participate in job fairs and hosted a local job fair to get an early look at applicants. Academy Leaders were able to provide HR with vacancies and then received candidates to take through the interview process which requires teachers to teach model lessons and then participate in follow-up interviews to assess experience and knowledge of content and pedagogy. This process led to students being served by more effective teachers. Ivy Preparatory Academy makes every effort to hire teachers with in-field certification. Where this is not possible, Ivy works with teachers to encourage them to pursue certification or to determine how this can be done. As Ivy Preparatory goes through the data analysis process on a quarterly basis and conducts ongoing classroom observation, decisions are made related to the effectiveness of the instruction scholars are receiving. Where the instruction is not effective, teachers are paired with a coach for more intensive support. Ivy Preparatory Academy incorporates data analysis in all Instructional Leaders Meetings that are held bi-monthly. During these meetings, the Instructional Leaders look at teacher outcomes and student performance using Wow, Worry, Wonder. Teachers requiring more support were assigned a mentor who worked with them more frequently to provide increased support. Where this fails, the scholars are assigned to a more effective teacher or a teaching adjustment is made. As classes are set up for the following school year, there is an intentional effort to assign students taught by an ineffective or inexperienced teacher to someone who is more effective or experienced. The scholar is then offered additional support where they have gaps to mitigate the deficits.

Serving Low Income and Minority Children

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	The Executive Team of Ivy Preparatory Academy including the Head of Schools, Academy Leaders, the Federal Programs' Directors, Instructional Coaches and the school Counselor regularly review student achievement data through progress monitoring tools and standardized achievement tools. Each entity assumes responsibility or contributes from their role to how these data elements can be improved. These meetings are used to also build leader capacity in understanding the interdependence of these roles and plan a strategic strategy for developing teachers Ivy Preparatory Academy, Inc. has a history of providing on-going professional development across many areas. The leadership at Ivy Preparatory consists of experienced and highly skilled leaders who have the capacity to train staff in evidence-based learning. Ivy Preparatory Academy will provide Literacy training for teachers across content areas with a focus on reading comprehension and writing. New staff will be trained to utilize Concept Thinking Maps as an instructional tool Ivy Preparatory Academy will provide math training to assist teachers in teaching reasoning and problem-solving in math. Teachers will also learn to use visual representation and hands-on strategies. Finally, Ivy Preparatory will engage all staff in training on using "whole girl" strategies to develop both the academic and social-emotional learning skills of scholars. Teachers will learn to use strategies that raise engagement and motivate girls.

PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: **1. for all teachers (except Special Education service areas in alignment with the student's IEP), or** **2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).** **[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]**	The district waives certification for all teachers K-8 except Special Education Teachers who must meet the in-field certification requirements for services. Content requirements are waived.

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	All teachers must hold minimally a Bachelor's Degree. Paraprofessionals must hold a paraprofessional certificate.

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Ivy Preparatory Academy, Inc. is a single-school district charter. It is not a federally identified school. However, if it is identified in the future, the district will prioritize Title II, Part A funds to support the school's identified needs.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	Ivy Preparatory Academy implements STEAM learning and a one-to-one laptop Virtual Learning initiative to engage scholars in the 21st century learning competencies and expose them to early career opportunities. Community partners have been engaged to assist with planning and implementation. Annually, Ivy Preparatory Academy hosts a SLAY week and brings in professionals from many fields with an intentional effort to expose scholars to both technical, professional and service field areas. Ivy will focus more intentionally on its core values of Sisterhood, Scholarship and Service by engaging scholars in service learning. Ivy will build an understanding of goal-setting and planning skills to better equip scholars for future success in college and careers. Students in MS will have the opportunity to participate in field trips in a business or corporate setting. Ivy Preparatory Academy is a K - 8th grade charter school and is not identified as a TSI or CSI school. If the status at Ivy changed to a school needing comprehensive or targeted support, the school would determine goals and actions steps based on a comprehensive needs assessment. All stakeholders would be included for input as the school carefully considered effective, research-based strategies that addressed the needs of the learners, staff and school community. The System for Effective School Improvement and the selection of evidence-based interventions would guide our staff in making the best decisions for the school.

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Ivy Preparatory Academy will work with teachers to develop effective strategies to build relationships with scholars and establish a classroom environment that support learning. All staff will participate in training through the Student Leadership Network on strategies to teach the whole girl and with the Second Step Curriculum to gain strategies to teach activities for Sister Circle. A session will be held during the back-to-school teacher preparation to better equip teachers to manage student discipline issues in the classroom. A Director of Restorative Practices will facilitate helping to build a positive climate and support staff in strategies that enhance the culture of the school.

4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Ivy Preparatory Academy hosts a high school transition night and invites local high school staff to come in to set up booths and talk to scholars. Wednesday sessions are also used to provide learning experiences to organize and develop the self-management skills needed for high school and middle school. Students and staff from the high schools come and interact with 8th grade students and talk to them about the differences between MS and HS and how they can prepare for the transition. MS students go to tour local HS to aid in making selections. Ivy Preparatory Academy hosts a rising 6th grade orientation to effectively prepare parents and scholars for the changes of middle school with self-management and organizing time. Ivy Preparatory Academy seeks to accelerate high-achieving students in varied ways but particularly to offer advanced mathematics. Students are enrolled in Algebra I and will take the Algebra I EOC to gain a math credit and position them to accelerate meeting math requirements in HS. Ivy Preparatory achieved National Accreditation through Cognia and is analyzing how to provide quality support for transitions.

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	The Parent & Family Engagement Coordinator will work with the Coordinator of Admissions to reach Pre-Kindergarten Families and day cares to provide virtual tours then plan for Kindergarten orientation through Parent Academy and Open House.

Title I, Part A - Targeted Assisted Schools Description

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	NA

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	Ivy Preparatory Academy will implement interdisciplinary learning and a one-to-one device learning environment for the 2022-2023 school year. Teachers at Ivy Preparatory started the process of understanding the value of increasing engagement and relevance through integrating literacy across the curriculum. Teachers will engage in data teams, RtI and collaborative planning teams to develop highly-engaged lessons that are delivered in a one-to-one laptop initiative or face-to-face. Students will participate in whole group, small group and individual learning based on the data collected through the use of assessments- iReady & USA Test Prep. Teachers will implement personalized learning strategies by assigning text, reinforcement modules and tasks that are aligned to the areas of need for each scholar. Ivy Preparatory Academy provides an instructional program that allocates more time to developing literacy and math skills. Students will be taught Literacy through ELA blocks and in the integrated units. Literacy will be utilized across the curriculum to move scholars to higher levels of proficiency in ELA. Math skills will be developed through increased reasoning and opportunities to apply skills in authentic situations. Ivy will continue to increase rigor in the learning process through the use of Concept Thinking Maps, literacy protocols and reasoning in mathematics. Students' growth in ELA and Math is demonstrated through iReady Assessments. Growth in writing, Science and Social Studies will be measured using USA Test Prep for students in grades 3-8. Students with disabilities, EL students and students who meet the criteria for EIP/REP will receive small group intervention through separate virtual or f2f sessions. An intervention block will be implemented after school to close learning gaps and move more students to Tier I performance on iReady and Proficient/Distinguished on GMAS. Scholars will participate in a variety of tutoring opportunities from one-on-one to small groups before and/or after school or on Saturdays. Ivy will work to meet the needs of the whole girl through developing an understanding of factors that are often limiting or enhancers of success with girls. A schoolwide focus on creating a learning environment conducive to building strong, capable young women will be crafted. Ivy offers scholars enriched learning through the arts which in turn bolsters their academic

Title I, Part A – Instructional Programs

	performance and focus. A Director of Restorative practices will work with staff to implement strategies that enhance school culture through "Sister Circles" and daily classroom instruction. Staff will deliver group sessions that help scholars to develop healthy mindsets and habits of mind to manage stress. Students will participate in monthly sessions to work on etiquette, self-improvement, pro-social skills, goal-setting, and personal management.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).	Ivy Preparatory Academy will administer the Occupational Survey through the application and admissions process as well as send home a copy of the Title I Part C Occupational Survey at the beginning of the school year. If there are any responses of yes or any occupations selected that indicate the family meets the criteria for services, Ivy Preparatory Academy, Inc. (Kirkwood) will fax the surveys to the Regional Migrant Education Program Office then seek support from the Regional Migrant Education Office to access the Migrant Student Information Exchange system to obtain records as quickly as possible to provide services and minimize the interruption in the student's education. All Migrant Occupational Surveys will be retained by the registration office who will track the status of the records and follow-up with the Regional Migrant Education Office until the records have been acquired. The Office of Special Student Services will be notified about the presence of any student who meets the eligibility criteria for Migrant services to ensure that (1) the scholar's teachers are notified and (2) that the records are reviewed to ensure the recommended services, if any, are put into place. If a migrant student transfers out of the school, the school will make every effort to send the student's academic and health records to the new school as well as ensure that they are entered into MSIX. The Director of Federal Programs will be responsible for accessing the MSIX database for new students and to ensure that student's records (health and academic) are updated when a student leaves the school.

Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.) **2. Describe how the district will ensure the**	Ivy Preparatory Academy will maintain a list of community resources with which to support families needs. As Ivy Preparatory Academy engages in developing the surrounding communities understanding of the "child find" requirements under IDEA and recruits from surrounding preschools, it will also work to identify potential migratory preschoolers and connect them with resources. Ivy Preparatory Academy will provide after school tutoring to any Migrant Scholar with education gaps. Through the enrollment and intake process, the registrar will refer families to the school counselor or Parent & Family Engagement Coordinator if there is a perception or need for more support and resources such as dental and health care, social services or other needs.

Title I, Part C – Migrant Supplemental Support Services

local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)	

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity	**What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?** The district will continue to monitor those students identified at risk for dropping out of school. The scholars identified as our at-risk scholars have been assigned a mentor to monitor their grades, completion of classroom assignments as well as school attendance. These scholars will use the check-in check out process with their mentor. The daily accountability agendas will be monitored daily. The accountability/goal piece is completed by the scholar but monitored by the mentor that has been assigned to the scholar. The Director of Scholar Service will serve as the initial mentor to scholars until she assigns case managers as mentors based off of relationships. The scholars will have an accountability daily agenda identifying goals for the week and monitoring with self-evaluation to see if those goals are met and what can be done differently. The 8thgrade scholars will participate in a transitional plan that is monitored throughout the year which will guide them in choosing a career plan to explore in high-school career-ready programs. New Teachers are enrolled in the new teacher inductee program offered through Metro RESA where they will be able to receive professional development geared towards 1st and 2nd year teachers. Ongoing walk-throughs will occur to monitor implementation. The data collected during monthly walk-throughs, classroom observations, and TKES will assist in identifying teachers who need additional technical assistance and the area in which they need the support. The Special Education Director will meet with the teacher and provide additional training in the targeted areas. Finally, teachers will select their own individual areas of growth based on their TKES area.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as	Ivy Preparatory Academy service scholars from grades K-8 so there a very few scholars that may be in the age range of 5. The LEA conducts a child find annually throughout the kindergarten class to identify those scholars that may not have attended a preschool program and have a developmental delay, need for speech therapy or special education services. The Special Education Department has identified one parent who will serve as our parent liaison, and she will participate in the parent academy offered by IVY Prep and disseminate all information to our parents that are unable to attend those academies. Ivy Preparatory Academy will continually work actively to locate all disabled and exceptional children residing in its service area which includes Dekalb and

IDEA Performance Goals:

well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	Fulton Counties, including students in private schools, students who are home schooled, homeless students, or those who are wards of the state. The district collaborates with Head Start, local daycare centers, and other local agencies to identify children that are showing signs of delays academically, socially, emotionally, and in language and provides professional learning to increase their understanding of eligibility criteria. The district conducts Child Find annually for all 3–5-year-old that are in Dekalb-Fulton counties including students in private schools, students who are home schooled, homeless students, or those who are wards of the state. Upon identifying these students, the district will connect them with the resources to initiate identification and services that address their needs.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities?** Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	**How are teachers trained on IEP/Eligibilities Procedures?** Teachers and Parents alike are presented with an informational meeting from our MTSS Coordinator, detailing the whole response to intervention process. Parents receive a brochure as well as Child Find information outlining the procedures of the eligibility process and detailing the process when a child is suspected to have a disability. EIP and REP teachers collect data on scholars moving towards a progression of SST goals. All teachers receive bi-monthly or weekly MTSS meetings to meet a scholar's needs through interventions and the procedures leading up to eligibility. Once a scholar is determined eligible for special education services, the teacher will attend the first IEP meeting where the scholar's IEP will be developed, and each detail of the IEP will be outlined and explained to parents as well as teachers and how to successfully implement the IEP. The Director of Scholar services will conduct 4 Professional Development sessions with Special Education Teachers as well as General Education teachers throughout the school year (1 per quarter). The Professional Developments will consist of Co-teaching Segments, How to Teach Content as well as Implement IEP Goals inside the Co-taught Classroom, what does her "Eligibility" say about Her? Teachers will also have an opportunity to request certain Professional Developments that will center around a scholar's IEP. **How is LRE ensured?** At Ivy, 61% of all SWD students are served in the general education classroom for at least 80% of the day. The district makes every effort to ensure that SWD students have access to the general curriculum and the support needed while in the general education classroom. The Special Education Teachers plan closely with the General Education Teachers to ensure that accommodations are being met inside the classroom. To ensure this success, Special Education teachers attend weekly planning sessions alongside General Education teachers facilitated by the academic coach or grade level chair. During this planning, they review lesson plans, unpack standards, and review learning targets for the upcoming weeks. The Special Education Teachers modify the General Education lesson plans to fit the needs of the Special Education scholars if their IEP calls for modifications/classroom accommodations. The district has Professional Learning Days set for all Co-Teachers and the Special Education

IDEA Performance Goals:

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Teachers to develop a smooth co-teaching atmosphere for all students involved. Teachers are observed on a school and District level for accurate implementation. The Academic Coach, Academy Leaders, Head of Schools, as well as the Special Education Director conduct weekly walk-throughs and observations. The Academic Team reflects on walk-throughs once a week during the academic meeting. The remaining 39% of scholars are being served within their least restricted environment inside the resource setting classroom and are monitored closely for growth. During their annual review data is discussed to see if those students are ready to be integrated into segments where growth was consistent.

How are IEP accommodations/modifications shared with teachers who are working with SWD's

The district has "information days" for Special Education Scholars. These days are set aside for 1. The first day of school 2. Second quarter 3. Third quarter and 4. Fourth quarter. At the start of these days, each SWD teacher must deliver the appropriate accommodations and modifications to any adult in the school building that interacts with the scholars and deliver those accommodations. Each adult in the building must sign for the accommodation/modification page as receipt. Each stakeholder involved in education of the scholar is invited to attend all IEP meetings where they will also receive an updated copy of the IEP/Modifications. If the teacher(s) were unable to attend the meetings, the Special Education Case manager will deliver a copy to the educational stakeholder. New teachers receive copies of the accommodations/modifications plan upon starting.

What supervision and monitoring procedures are being implemented to ensure that FAPE is being provided.

Special education teachers are trained on IEP and eligibility procedures during pre-planning and quarterly meetings are held to ensure understanding and follow-up). LRE is ensured by reviewing each student's data quarterly to determine if their placement remains appropriate. A continuum of services is offered including resource, co-taught, collaborative, consult settings, homebound, hospital homebound, and virtual education. IEP accommodations and modifications are provided to general education teachers by the special education case manager at the beginning of the school year, and accommodations and modifications are explained in detail to all teachers during pre-planning and during annual reviews. The school provides FAPE by ensuring that all students participate in all activities as their general education peers such as connections classes, lunch, recess and all after school activities and sports. Each scholar's IEP is reviewed during their annual review and/or eligibility meeting to monitor FAPE and ensure that the student receives access and support. Also, IEP amendments/meetings are held if a scholar fails to make growth in their current setting or makes a substantial amount of growth in their current setting to discuss FAPE.

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IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.** **How procedures and practices are implemented in your district to ensure overall compliance?** **Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance**	The Director of Scholar Support will monitor and supervise all IEP documents, eligibility reports, timelines, transition plans, and transfer students for services compliant with state and federal laws bi-monthly. The district has an updated Special Education Manual which outlines the implementation manual as well as all laws and procedures to ensure compliance. During our 1st quarter Parent meeting, all parents will be provided an electronic copy of our Special Education Implementation Manual. Parents will receive a copy of their parental rights during IEP meetings. All special education staff are trained during pre-planning on the manual and will always have access to it via the One Drive for Special Education Staff. The Special Education Staff will meet weekly to discuss upcoming IEP Meetings and timelines. Professional Development will also be given to the Special Education Team twice a month on different areas involving compliance, procedures, and implementations this delivery will stem from the collaborative planning meetings, GaDOE training, Charter Commission trainings, and director's email blast. The district will also conduct parent training sessions to bridge the school to home communication gap regarding special education policies and procedures once every quarter.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

| Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:
 1. In support of well-rounded educational opportunities, if applicablebrul
 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step
 3. In support of safe and healthy students, if applicable
 ul
 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step
 5. In support of the effective use of technology, if applicable
 ul
 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step | Ivy Preparatory Academy will continue to focus on developing the whole girl with a focus on Sisterhood, Scholarship and Service. This focus came about through the analysis of school climate data, teacher anecdotal data and attendance trends in which Ivy Preparatory Academy noted an overall productive engagement of scholars in virtual learning but some inconsistencies in attendance and student performance. Scholars expressed a desire to return to school through the remote learning period.
 To this end, Ivy Network staff developed initiatives to improve the focus of the culture on the whole girl and transitioning scholars and families back to in-person learning. Ivy will focus in on the social-emotional development of scholars through a daily "Sister Circle", classroom guidance lessons using the Second Step Curriculum, and promoting a culture of good etiquette encompassing self-development and leadership skills.
 Goal: Ivy Preparatory Scholars will develop personal efficacy and leadership skills that lead to both social-emotional and academic growth. Specifically, Ivy will see an 20% increase in the percentage of scholars performing on Tier I of iReady.
 Action Steps:
 1)Teachers will participate in training on how to support the whole girl with the Student Leadership Network. Ivy Preparatory Academy will identify and purchase a Social-Emotional Learning Curriculum that provides structured lessons to use doing the "Sister Circle" time each morning to help scholars launch their day well.
 2) Social-Emotional development will be the focus of "Sister Circle" in the mornings and classroom guidance throughout the year. Targeted areas will include maintaining a positive attitude, resilience, personal management, conflict resolution, positive peer interactions, etc.
 3) Etiquette training in response to the areas of concern noted in the School Climate survey will be addressed quarterly through an outside consultant who will provide lessons focused on Resilience, Compassion & Patience, Effective Communication Strategies, Good Judgement/Values, and Building Connections through service.
 These action steps will supplement the ongoing services offered through the School Counselor who meets with targeted groups of students and plans ongoing celebrations to shape more success-friendly behaviors.
 Desired Outcomes:
 1) The student Climate responses on safety and feeling valued will improve by 10%.
 2) There will be a 20% increase in the percentage of scholars on Tier I on iReady Assessments.
 3) There will be a 25% reduction in classroom disruptions to instruction. |

Title IV, Part A – Activities and Programming

	4) Student attendance will improve by a 5% with a reduction in absences greater than 6-15 days out of school.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	Ivy Preparatory Academy will work with community leaders, particularly female leaders throughout and discuss strategies and opportunities to make a positive impact on Ivy Preparatory Scholars. Ivy Preparatory Academy has identified additional community stakeholders that interact within the Ivy Preparatory community regularly; these include parents who are professors at GA State University, Piney-Grove Baptist Church, the Boys and Girls Club, and the YMCA. These stakeholders will be invited to be a part of our ongoing input feedback sessions three times during the year. The data in our target areas will be shared, and input and recommendations will be solicited. This collaboration will allow for meaningful measurement of growth and improvement in the culture of Ivy.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	The Intervention of Improving teacher efficacy was effective, strategies used should be maintained.

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	The improved performance of scholars as measured by iReady demonstrates the improved efficacy of teachers using the strategies of small group instruction, after school tutoring, concept thinking maps, the PLC and individualized coaching. GMAS performance levels demonstrate a need to continue to maintain these strategies for higher performance.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	The second Equity Gap is in the area of improved Content & Pedagogy. This intervention should be maintained adjustments made through a more intensive focus on rigor.

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Teachers participated in professional development then received modeling and coaching feedback to implement what they have learned. This resulted in a stronger understanding of the content and pedagogy to deliver quality instruction.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman website. (Add "No Participating Private Schools" as applicable.)

Title I, Part A	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.

Title II, Part A	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.

Title III, Part A	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.

Title IV, Part A	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.

Title IV, Part B	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.

Title I, Part C	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.

IDEA 611 and 619	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.

Local Educational Agency (LEA) Ivy Preparatory Academy

Superintendent Name Dr. Charcia Nichols

Mailing Address 1807 Memorial Drive

Physical Address (if different from above) NA

City Atlanta   **Zip** 30317

Foster Care Point of Contact (POC) Name Jamilah Brunson   **POC Email** jbrunson@ivyprepacademy.org

POC Mailing Address 1807 Memorial Drive

City Atlanta   **Zip** 30317

POC Telephone (404) 622-2727   **POC Fax**

Superintendent Signature   6/29/2022
                                     Date

Charcia M. Nichols

Print Name of Superintendent

The Georgia Department of Education (GaDOE) is required to ensure the educational stability of children in foster care. (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the GaDOE must ensure that its LEAs implement the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. §§ 200.331(d), 200.328(a); 34 C.F.R. § 76.770).

On the state level, the Georgia Department of Human Services (DHS), which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged in the GaDOE's student information system for information sharing and reporting purposes. On the local level, LEAs are now able to retrieve a list of children in foster care to better identify and provide services. LEAs are to continue collaborating with their local child welfare agencies and may periodically receive information directly from foster parents, Court Appointed Special Advocates (CASA), DFCS case workers, or Education Support Monitors (ESM), within the Educational Programming, Assessment and Consultation (EPAC) unit of DFCS. Once identified, LEAs must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, LEAs should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, the GaDOE is requiring all LEAs, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact.

Instructions for submission:
- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY23 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY23.

GaDOE
Georgia Department of Education
Richard Woods, Georgia's School Superintendent
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NOTE: *In order to answer the questions below, refer to the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care.*

I. Foster Care Transportation Plan: PLANNING

A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:
     1. Coordinate transportation with the local child welfare agency.
     2. Implement steps to be taken if additional costs are incurred.
     3. Execute the local dispute resolution process.
 	
 Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) *Please limit the response to 1,000 characters.*
 	
 The Foster Plan contact with work with the DHS contact, Mr. Thomas or his designee, to ensure there is a well-developed plan for supporting transporation to Ivy Preparatory Academy. The Academy Leaders and Counselor will be notified if the referral did not come from them regarding the needs of the scholar and how they will be transported to school. Should a dispute occur regarding how costs will be covered, the matter will be referred to the HOS/Principal who will work with the Deputy Superintendent to determine how costs will be shared.

B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? *Please limit the response to 1,000 characters.*   Ivy Preparatory Academy will interview the family to determine their needs and the capacity of the Foster Parent to provide transporation. An assessment of the financial impact and feasibility to continue enrollment in the school will be determined collaboratively with the Foster Parent and the DHS case manager. If there is a challenge in making an agreement, the HOS/Principal will be brought in along with the Deputy Director of DHS to come up with a resolution. Both the LEA and agency are committed to coming to resolution to ensure the needs of the scholar are met. Transporation costs will be immediately paid by the LEA until a resolution is determined.
C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. *Please limit the response to 1,000 characters.*   Jamilah Brunson, the PFE Coordinator serves as the Foster Care Point of Contact and the LEA contact who will work with William Thomas, Deputy Director or a designee, the local child welfare agency assigned case worker, to schedule a meeting with the Foster Parent, the teacher and any pertinent staff to determine the personalized needs of the scholar. Where transportation is a concern, Mr. Williams, the Foster Parent and Ms. Brunson will determine together what is in the best interest of the scholar in regard to the school of origin or a move to another school. Ms. Brunson will notify the HOS/Principal when there is a Foster Care scholar enrolled and any outcomes with planning for the scholar's successful transition at Ivy Preparatory Academy.

		YES	NO	N/A
II. Foster Care Transportation Plan: GUIDING QUESTIONS				
A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:				
	1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	Yes		

2. The LEA agrees to pay for the cost of such transportation.	
3. The LEA and local child welfare agency agree to share the cost of such transportation.	Yes

Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 characters.*

The Deputy Director of DHS agreed that DHS will cover costs associated with transporting the scholar to school and work with the LEA if any additional support is needed.

B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin *(Similar to the McKinney-Vento requirement for students experiencing homelessness)*. Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.	Yes

Please limit the response to 1,000 characters.

Ivy Preparatory Academy has a one-stop pick up that is optional for parent use. This will be increased to two stops in FY23.

ASSURANCES

By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements:

☒   The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.

☒   The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.

☒   The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.

☒   The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.

☒   In accordance with the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification.

Amy Prep Academy
LEA Name

Charcia M. Nichols   _Head of School_
Printed Name of Superintendent   Title

C M Nichols   _June 29, 2022_
Signature of Superintendent   Date
(Please sign in blue ink only)

Ivy Preparatory Academy Charter School
Parent and Family Engagement Policy(2022-2023)
Revised May 4, 2022

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) That parents play an integral role in assisting their child's learning.

(B) That parents are encouraged to be actively involved in their child's education.

(C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, Ivy Preparatory Academy Charter School (IPA) has developed this Parent and Family Engagement Policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I school. This plan will describe IPAK's commitment to engage families in the education of their children and to build the capacity in its Title I school to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The IPAK will work with its Title I school to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

During the annual stakeholder input meeting on May 4, 2022, all parents were invited to participate and provide suggestions and ideas to improve this district Parent and Family Engagement Policy for the 2022-20223 school year. The district sent a message through Parent Square to all parents informing them about this meeting and posted an announcement in teachers' Classroom Dojo. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP) and budget, the school's Parent & Family Engagement Policy and Compact and ways to Build Staff Capacity to support families. Additionally, IPA worked with its Parent Advisory Council to draft the district Parent and Family Engagement Policy for the 2022-2023 school year.

Upon final revision, the district Parent and Family Engagement Policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district's website or by submitting written comments to your child's school. All feedback received by June 29, 2022, was considered for revisions to this policy.

The district's plan to distribute this policy is to email it to parents, post it on the school's website, put a copy in the parent resource center, and disseminate it during the annual Title I school meeting in the fall. The plan will be shared in a language parents can understand.

Strengthening Our School

The Director of Federal Programs will provide technical assistance and support to IPA's leadership team and Parent & Family Engagement Coordinator to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. The Director of Federal Programs will support the PFEC with resources to help improve and strengthen family engagement. In addition to frequent communication and school visits, the Director of Federal Programs will meet with the PFEC monthly and with principals during monthly district meetings to review family engagement plans and activities.

Additionally, the district will participate in district retreats and meetings to share parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year.

IPA hosted a virtual School Input Forum in May for parents to provide suggestions on how these family engagement funds could be used in the upcoming year at the school-level. Input and minutes from these meetings were shared with the Parent Advisory Team and the district leadership to determine areas of need for the upcoming school year and consider changes to the family engagement plan and budget.

If you have suggestions, please contact the PFEC a IPA at pfe@ivyprepacademy.org.

2022–2023 School Goals

By spring 2022, Ivy will:
- Ivy will increase the percentage of scholars scoring at the Tier 1 level for ELA & Math on iReady from 20% to 25% by Spring 2023.
- Ivy will decrease the number of discipline referrals, tardies, and absences by 20%.
- Increase 65% of scholars' Lexile scores by 100 points.
- increase the average number of parents attending parent workshops

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A C A D E M Y
Scholars today, *Sisters forever*

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Opportunities for Meaningful Parent Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the IPA's school improvement plan developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the school and students to reach our student academic achievement goals.

Ivy Preparatory Open House ~July 23, 2022
Additional input on the use of Title I funds to support family engagement programs may also be provided through the Annual Title I Survey in May. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments.

Annual Stakeholder Input Meeting ~ *May 3,2023*
All parents are welcome to hear the latest updates from Ivy Preparatory Academy Charter School as well as review and provide input into the Parent and Family Engagement Policy & Compact, the Consolidated LEA Improvement Plan & Budget, and Building Staff Capacity for the 2022-2023 school year. Notices regarding this meeting will be sent out through Parent Square to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school's website and social media. Input is always welcome at any time. Email pfe@ivyprepacademy.org.

Annual Title I Meeting ~ *October 5, 2022*
IPAK will host the Annual Title IA Meeting for parents and community members to share what a Title I School is and how we can work in partnership to ensure scholar success. IPA will send invitations via Parent Square, social media, and post notification on the website to let parents know about the date and time.

Unable to attend these meetings? Please visit
***www.ivyschool.org/Federal Programs* to review the meeting documents and minutes and leave your input.**

Scan the code with your smartphone or tablet to access family engagement information from the ACSD website.

Building Parent Capacity

IPA will build partnerships between the school, its families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, IPA will implement a variety of family and community engagement initiatives. IPA will conduct opportunities for teachers and families to partner to address academic goals through at-home learning activities.

Of Parents - IPA will provide families with information about the overall Title I program and its requirements. The PFE Coordinator will work with IPA staff to help families understand academic expectations for student learning and progress. IPA will help families understand the State's challenging academic standards and local and state assessments-including alternative assessment -to foster teamwork in supporting scholars. IPA also offers assistance to parents in understanding use of Infinite Campus, Schoolmint & Parent Square as well as other digital resources, including the harms of copyright piracy. Notifications about these opportunities will be posted on the district website and shared through Parent Square, newsletters, and social media postings.

In addition, Parent Square contains resources and materials such as parent tips, study guides, practice assessments, and materials for at-home learning. Hard copies of these materials can also be made available at school..

The IPA Parent Advisory Council, made up of parent representatives from each grade band, advises the school on all matters related to family engagement. Community leaders and business partners are also invited to serve on the council. The participation of all our partners is encouraged through video conferencing and recording options to accommodate varying schedules.

IPA will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the area. The district will invite faculty and staff from those programs to attend advisory meetings focused on family engagement activities. In the spring, schools will host Kindergarten Round-up and Middle and High School Transition Nights so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff - IPA will conduct four trainings during the school year for principals and school staff to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. IPA will also host a training for school staff and faculty that will focus on creating welcoming environments.

To ensure that information related to school parent programs and activities is available to all parents, IPA sends home and posts online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events and meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation

Each year, IPA will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the school through an annual parent survey and the School Improvement Forums.

Beginning in May, IPA will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the school's website for parents to complete.

In addition to the annual survey, IPA will also use the School Stakeholder Input Meeting to facilitate group discussions to discuss the needs of parents of children eligible to receive Title I services to design strategies for more effective family engagement.

IPA will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the District Parent & Family Engagement Coordinator will communicate and collaborate with Director of Special Student Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Mark Your Calendars

For Parents

Ivy Preparatory Open House
July 23, 2022

Annual Title I Meeting
October 6, 2022

Stakeholder Input Meeting
May 4, 2023

Annual Parent Survey
May 4-24, 2023

School Events

Literacy Events
September 21, 2022
November 17, 2022
January 26, 2023

Parent Conferences
TBD

Math Events
October 28, 2022
December 14, 2022
January 26, 2023

Friday Fellowship Morning Coffee Meetings
Sept. 9, 2022, Nov. 11, 2022, Jan. 13, 2023, Feb. 10, 2023, March 17, 2023

Adoption

This Parent and Family Engagement Policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual Stakeholder Input Meeting.

This policy was adopted by the Ivy Preparatory Charter School on October 6, 2022 and will be in effect for the 2022-2023 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children the week after its adoption by October 30, 2022.

Georgia Department of Education (GaDOE)
Title I, Part C – Education of Migratory Children
Local Identification and Recruitment (ID&R) Plan

School District: *Ivy Preparatory Academy Charter School*   School Year: *2022-2023*

All school districts in Georgia follow the state and regional GaDOE MEP ID&R plan as outlined in the Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook. The plan below describes how the school district will implement ID&R requirements aligned to the state and regional ID&R plans.

I. ID&R Planning and Implementation
1. 1. How often will the MEP contact meet with local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?
   Not Applicable

1. 2. Describe how will the district manage and coordinate year-round (regular school year and summer) and ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? Describe how staff's schedules will be flexible during peak periods of agricultural activity, visits to seasonal and temporary work sites such as; farms, packing sheds, and meat processing plants; such as poultry, beef, or lumber mills. Include narrative that ensures the use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation.
   Not Applicable

1. 3. How will the district coordinate with regional and state MEP staff for identifying and contacting potentially eligible migratory families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?
   Not Applicable

1. 4. How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
   Not Applicable

1. 5. How will the district ensure the occupational survey (which is completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow up to identify potential migratory children and youth? Include a reference to training local school staff on the process.
   Not Applicable

1. 6. How will the district coordinate with other agencies, organizations, and/or gather resources to build a recruitment network to identify potentially eligible migratory participants?
   Not Applicable

January 28, 2022

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<u>**II. School District/Local Agricultural Information**</u>

1. 1. How will the district create and/or maintain a current local agricultural or employment locations map containing profiles of employers, if applicable, agricultural activities, crops and/or growing seasons in your area? Please explain how this information will be updated during the year (each semester minimum).
   Not Applicable

1. 2. How will the district create and or maintain a local residential map that includes the areas/neighborhoods and labor camps/apartment complexes where migratory families may reside? Please explain how this information will be updated during the year (each semester minimum).
   Not Applicable

1. 3. What is the district's plan for contacting employers within its boundaries regarding hiring practices, crops and growing seasons in order to identify potentially new eligible migratory families?
   Not Applicable

1. 4. The district's list of agricultural activities, local agricultural map, residential map, and list of employers must be readily available to be shared with the GaDOE MEP staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).
   Not Applicable

The Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook is the primary source of information for all aspects of ID&R.

<u>**Reminders**</u>

- All quality control procedures must follow the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* quality control descriptors. Please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/publications.aspx and click on the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* link.

- You may use the Georgia MEP State Agricultural Activities map as a starting point when creating your local agricultural map: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Identification-and-Recruitment.aspx

- Remember that your local agricultural map must include information unique to your area and compliment the Georgia MEP State agricultural map with information not currently identified/found in it.

Created by: *Zinta Perkins*   Date created: *June 17, 2022*

January 28, 2022

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