



# Comprehensive Needs Assessment 2023 - 2024 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)	Scheqwanis Copeland
Multiple Program(s)	Teacher Representative (#1)	Crystal Silver
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	Paula Harris-Harvey
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, Scheqwanis Copeland
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	Robin Heath
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	NA
Multiple Program(s)	ESOL Coordinator	Robin Heath
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	Tanisha Johnson
Title II, Part A	Bilingual Parent Liaisons	Robin Heath
Title II, Part A	Professional Organizations	Georgia State University, Emory University, MRESA
Title II, Part A	Civil Rights Organizations	NA
Title II, Part A	Board of Education Members	Ronnie Banyard
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	Norm 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)	Samantha Williams
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	Machelle Daniels
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	Yolanda Clark
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 III, Part A	Parents of English Learners	Rosario Quintana-Jurado

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Tynisha Robinson
Multiple Program(s)	Technical, College, or University Personnel	Natalie King, Georgia State University
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Tiffany Williams, Jennifer Ragin, Tammy Greer, Gloria Amey, Erica Moses, Tamara Smith
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

<b>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</b>	Ivy Preparatory Academy identified parents who were actively engaged in parent meetings and trainings 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.
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<b>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?</b>	Ivy Preparatory Academy annually holds stakeholder input opportunities for all parents through an annual virtual input meeting and administering a mid-year and end-of-year survey. Ivy Preparatory Academy invited select members of the community, parents & teacher leaders to join administrators in responding to questions regarding the school's Strengths, Opportunities and Challenges. Data was shared with parents at the beginning of the year and during grade level parent meetings. A Parent Advisory Team has been identified to meet more frequently with the Family Engagement Coordinators to provide feedback and jointly plan events & resources to support families. Also, a Parent Leadership Organization meets with the school administrators regularly.
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## 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		
<b>1. Exemplary</b>	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 capacity of school staff to lead curriculum design efforts.	
<b>2. Operational</b>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
<b>3. Emerging</b>	The district processes for engaging and supporting schools in curriculum design without district process or support.	
<b>4. Not Evident</b>	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.		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
<b>3. Emerging</b>	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
<b>3. Emerging</b>	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
<b>3. Emerging</b>	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

Teacher Keys Effectiveness System- Standard

Standard	Score
<p><b>2. Instructional Planning:</b>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.</p>	
<p><b>3. Instructional Strategies:</b>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.</p>	
<p><b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>. &lt;br&gt;</p>	
<p><b>4. Differentiated Instruction:</b>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	
<p><b>5. Assessment Strategies:</b>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.</p>	
<p><b>6. Assessment Uses:</b>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.</p>	
<p><b>8. Academically Challenging Environment:</b>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	
<p><b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>.&lt;br&gt;</p>	



## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
<b>2. Operational</b>	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	
<b>3. Emerging</b>	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	✓
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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.	
<b>2. School Climate:</b> 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
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> 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.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9. Professionalism:</b> 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.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
<b>3. Emerging</b>	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> 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.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
<b>9. Professionalism:</b> 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.	
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	



## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
<b>3. Emerging</b>	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
<b>2. Operational</b>	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	
<b>3. Emerging</b>	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	
<b>2. Operational</b>	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	
<b>3. Emerging</b>	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	✓
<b>4. Not Evident</b>	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
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

Teacher Keys Effectiveness System- Standard

Standard	Score
<p><b>10. Communication:</b>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	
<p><b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>. &lt;br&gt;</p>	

## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
<b>3. Emerging</b>	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district provides, coordinates, and monitors student support systems and services.	✓
<b>3. Emerging</b>	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
<b>3. Emerging</b>	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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.	
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> 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.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
<b>2. Instructional Planning:</b> 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.	
<b>3. Instructional Strategies:</b> 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.	
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
<b>5. Assessment Strategies:</b> 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.	
<b>6. Assessment Uses:</b> 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.	
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
<b>9. Professionalism:</b> 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.	
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 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).

<p><b>What perception data did you use?</b> [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]</p>	<p>Ivy Preparatory Academy used the GA School Health Survey, the Annual Title I Parent Survey, Staff surveys &amp; anecdotal information and information from the Parent Advisory Team.</p>
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<p><b>What does the perception data tell you?</b> (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?”)</p>	<p>The School Climate Survey revealed that scholars felt connected to school in both the lower and upper academies. Scholars felt that there was someone they could talk to and that school staff cared about them. Overall, they felt respected and that the school had clear rules to support them. According to the Georgia School Wellness Survey, 89% of the lower academy believed that the school wanted them to do well, and 64% of the upper academy scholars felt connected to other peers in their school. Eighty-seven percent of the upper academy scholars believed that they could talk to an adult in the building if they needed assistance. Challenges cited were in the area of peer relations and mental health. Scholars 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.</p> <p>Each year a parent survey is administered to determine parents' experience with the school and their needs. Surveys were administered mid-year and at the end of the year. 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 into school. 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. Parent, however, also reported that they believe they were inundated with Parent Square messages and suggested that the school limits who has access to Parent Square for the entire school. Specifically, they would like notifications that are whole school to come from the Head of Schools or the Director of Operations. Parents report overall satisfaction with teachers and instruction.</p> <p>The staff of Ivy Preparatory Academy completed rubrics, participated an input session and completed a survey in the Spring. Most staff report feeling</p>
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	<p>supported with coaching and professional development. Staff indicated that the training helped them with the delivery of instruction. Yet, they also stated that they wanted to continue the receiving professional learning and feedback on the implementation of what was learned. Some staff reported wanting 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.</p>
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<p><b>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)</b></p>	<p>The following process data was evaluated: Parent and instructional staff surveys, Georgia Student Health Survey, process protocols, attendance and discipline data.</p>
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<p><b>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?”)</b></p>	<p>There were many opportunities for stakeholders to be involved at Ivy Preparatory Academy. In examining a variety of data sources, school officials were able to draw conclusions regarding school strengths, challenges and opportunities for improvement. Regarding parent participation, Ivy utilizes a Parent Advisory Council, Parent Leadership Organization, All Pro Dads, provides numerous ongoing training opportunities and school events. Parents also responded to mid-year and end-of-year surveys. The PAC met monthly and expressed having a very positive experience at Ivy Preparatory Academy. They appreciated all that the school did to support scholars. All Pro Dads and the Parent Leadership Organization were in the developmental stage and will be fully implemented during FY 24. Based on surveys and input from stakeholder meetings, parents felt that there was a good variety of activities offered at Ivy Preparatory Academy and were relatively pleased with the methods of communication. Most parents felt that there were sufficient activities planned that would help them understand the school's programs, goals and activities. Parents expressed the need to have more opportunities to understand the academic progress that their child was making, namely wanting more opportunities for parent-teacher conferences. Additionally, parents wanted more opportunities to be voice their opinion and be heard. While Parent Square was an excellent tool for communication, information needed to be streamlined so that parents were not overwhelmed and missed important events. As a result of the input, Ivy will streamline communications through the use of a monthly newsletter that includes a schoolwide calendar. While there is a process in place for parents to express concerns or grievances in a formal manner, consideration will be given to an informal parent-led process where input can be gathered throughout the year. According to parents, there were no noticeable challenges related to school operations. Parents applauded the school's use of technology, cleanliness of the facility,</p>
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inviting d&eacute;cor, efforts to maintain a positive school climate, "delicious" food/nutrition program, presence of a safety officer, and transportation system.

Students are provided many opportunities to engage in extracurricular activities as well as having meaningful intra curricular courses. Because of the success of extracurricular programs at Ivy and feedback from scholars and parents, Ivy will continue to offer programs in lower academy scholars such as the Coding, Art club where they create wearable art and the Donut Shark Tank. Scholars have also been selected as puppy pals for the new emotional support puppy that the school purchased with grant funds from the State Charter Schools Foundation. Etiquette classes proved to be very successful and will continue for some scholars in lower and upper academy.

Based on the School Health Survey, results revealed that scholars "liked school," "felt connected to school," and were "connected to others at school." Students expressed that they knew what to do in case of an emergency and felt that they were academically challenged. Ivy will need to focus on and improve the adult/scholar relations where students did not rate indicators of this nature as high as other indicators. In FY 23, scholars participated in Sister Circles that were conducted by homeroom teachers. To address the indicator where scholars feel that they have "one adult that they can talk to," staff members will be asked to work with 5 to 6 scholars regularly to build relationships and enhance opportunities for support. After evaluating the SEL program during FY 23, counselors will continue their efforts of planning social emotional lessons for Sister Circles along with classroom guidance sessions that focus on adults and scholars effectively applying knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, and make responsible decisions. Counselors designed grade appropriate lessons for staff based on a different theme each month. To assure consistency in implementation, counselors will also provide training and reminders throughout the school year.

Ivy network leaders met monthly to provide reports for their respective areas of responsibility. During these meetings, information was provided so that leaders could stay abreast of past or current events, items of importance, scholar data such as attendance and discipline data. These meetings allowed leaders to consider effectiveness of processes and practices throughout the year. Student attendance rates were over 90% throughout the year. In comparing FY 22 to FY 23, attendance improved in most months with the exception of May. It was noted that chronic absences were trending higher over a three-year period. In FY 24, the absence protocol will be implemented more consistently and monitored effectively so that Ivy can see improvements in that area.

School staff provided information to school leaders through informal conversations, surveys, and multiple stakeholder meetings. Based on the mid-year survey, the highest ratings of agreement were: Scholars regularly use laptops for instruction and assessments, Parent engagement coordinator plans activities to engage parents and to improve communication, Teachers regularly use scholar performance data to develop lessons, Teachers analyze common

	<p>summative and standardized assessments: iReady, Progress Learning and Milestones, and Counselors provide SEL training&amp;hellip;to support scholars' social/emotional development. The surveys also indicated the following areas in need of attention: Scholar attendance, parent engagement and support, and use of MTSS to effectively identify struggling scholars. End-of-year stakeholder input revealed the following strengths: availability of assessment tools, staff engaged in analysis of data, effective instructional tools such as Thinking Maps, instructional resources and professional development support. Staff felt that the assessment calendar needed to be streamlined; consistency of instructional practices, modeling and timely feedback; concerns with scholar retention, student absences and improve parental engagement.</p> <p>Staff retention has 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. The Governing Board raised certified salaries and therefore should positively impact our retention efforts. Parent satisfaction is high and parents are clamoring to be more engaged in supporting the school.</p> <p>When looking at special populations, Ivy offered a full range of programs to support students: Special Education (20 scholar). ESOL (2 scholars), and Gifted (18 scholars). In math, SWD students had a 33% increase in iReady,50% of ESOL scholars scored in Tier 1 with no increase and 22% of gifted scholars scored in the distinguished category. For ELA, 45% of SWD students scored on Tier 1 with a 33% increase, 50% of ESOL scholars increased performance on Tier 1 of the Milestone and 83% of Gifted scholars scored at the Distinguished level on the Milestone. Parent surveys indicated overall satisfaction with support services for all three special populations. Communications from the school were adequate. 100% of SWD and ESL parents felt that the case manager or teacher was readily available. Gifted parents expressed wanting more project-based learning and interaction with the teacher. Teachers working with special populations felt challenged in serving multiple grade levels and more content subjects.</p>
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What achievement data did you use?	iReady Data
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What does your achievement data tell you?	The iReady data from the 2022-2023 school year show that there is a need for a more laser focus on Mathematics. The goals focused on a 25% increase of scholars in Tier 1 which is scholars on or above grade level. The following chart shows the whether the goal was met for each grade level in ELA and mathematics.				
	ELA	Tier 1		GROWTH	DNM/MEET
		BOY	EOY	%	
	K	43%	82%	+90%	Met

1	23%	36%	+56%	Met
2	12%	32%	+166%	Met
3	33%	52%	+57%	Met
4	14%	50%	+257%	Met
5	8%	38%	+375%	Met
6	30%	33%	+10%	DNM
7	24%	36%	+50%	Met
8	38%	55%	+45%	Met

MATH	Tier 1		Growth	DNM/MEET
	BOY	EOY	%	
K	0%	0%	+1062%	Met
1	3%	29%	+866%	Met
2	2%	29%	+1350%	Met
3	6%	37%	+428%	Met
4	17%	42%	+147%	Met
5	3%	16%	+422%	Met
6	10%	29%	+190%	Met
7	8%	16%	+100%	Met
8	19%	42%	+121%	Met

In comparing scholars' performance in FY 22 with the preliminary GMAS data for the FY 23 revealed that there is need to focus on rigor for the FY 23-24 school year. Several grade levels did not have scholars scoring at the proficient and distinguished level in ELA and Math.

ELA	Levels 3 & 4		
	2022	2023	% of Change
4	25.71%	24.39%	5% decrease
5	27.57%	34.21%	24% increase
6	35.14%	31.25%	11% decrease
7	42.55%	31.43%	26% decrease
8	45.24%	42.1%	7% decrease

MATH	Levels 3 & 4		
	2022	2023	% of Change
4	14.29%	14.29%	0
5	7%	2.70%	61% decrease
6	20%	14.06%	30% decrease
7	15.68%	11.43%	27% decrease
8	24.39%	37.84%	55% increase[1]

Ivy Preparatory Academy saw tremendous gains in scholar 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 writing across the curriculum 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 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 Math FY 22	Whole School	Lower Academy	Upper Academy
Level 1 (Beginning)	35.53%	40%	31.16%
Level 2 (Developing)	46.89%	44.44%	49.28%
Level 3 (Proficient)	15.02%	12.59%	17.39%
Level 4 (Distinguished)	2.56%	2.96%	2.17%
GMAS ELA FY 22	Whole School	Lower Academy	Upper Academy
Level 1 (Beginning)	24.22%	28.57%	19.51%
Level 2 (Developing)	41.02%	42.11%	39.84%
Level 3 (Proficient)	30.08%	24.81%	35.77%
Level 4 (Distinguished)	4.69%	4.51%	4.88%
GMAS Science FY 22	Whole School	Lower Academy	Upper Academy
Level 1 (Beginning)	38.14%	35.09%	42.50%
Level 2 (Developing)	34.02%	35.09%	32.50%
Level 3 (Proficient)	23.17%	28.07%	17.50%
Level 4 (Distinguished)	4.12%	1.75%	7.50%
GMAS Soc. Stud. FY 22	Whole School	Lower Academy	Upper Academy
Level 1 (Beginning)	40.48%		40.48%
Level 2 (Developing)	40.48%		40.48%
Level 3 (Proficient)	19.95%		19.05%
Level 4 (Distinguished)	0		0

Few students are scoring proficient and distinguished particularly in Math, Science and Social studies indicating the need for more authentic learning experiences and increased opportunities for critical-thinking. This could occur with intentionality of the deconstruction of standards with Concept thinking Maps. This process would provide staff with the opportunity to see the thought process, cognitive tasks and the visual pattern that scholars would use to learn various standard. Ivy Preparatory Academy staff can benefit from using the GaDOE resources as tools to raise the level of rigor in instruction.

ELA	2016	2017	2018	2019	2020	2021		ELA	2016	2017	2018	2019	2020	2021
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(Level 2-4)	-2017	-2018	-2019	-2020	-2021	-2022		(Level 3-4)	-2017	-2018	-2019	-2020	-2021	-2022
3rd	60%	62.8 0%	56.6 0%	COVID	COVID	63.4 0%		3rd	23%	32.6 0%	22.6 0%	COVID	COVID	34.1 0%
4th	78.7 0%	65.2 0%	68.9 0%			65.7 0%		4th	42.6 0%	32.6 0%	42.2 0%			25.7 0%
5th	80%	84.8 0%	78%			80.4 0%		5th	48.9 0%	41.3 0%	44%			28.6 0%
6th	84%	76.5 0%	77.3 0%			66.7 0%		6th	44%	43.5 0%	42.4 0%			31.1 0%
7th	81.4 0%	75%	76.1 0%			67.3 0%		7th	44.2 0%	27.3 0%	39.4 0%			38.5 0%
8th	96.2 0%	88.4 0%	86.4 0%			92.9 0%		8th	34.6 0%	60.5 0%	45.5 0%			45.2 0%
Math (Level 2-4)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022		Math (Level 3-4)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
3rd	65%	67.4 0%	58.5 0%	COVID	COVID	90.2 0%		3rd	18.3 0%	25.6 0%	18.9 0%	COVID	COVID	29.3 0%
4th	74.5 0%	69.6 0%	68.9 0%			71.4 0%		4th	21.3 0%	19.6 0%	17.8 0%			14.3 0%
5th	82.2 0%	78.3 0%	50%			32.1 0%		5th	20%	32.6 0%	12%			7.10 %
6th	68%	76.5 0%	69.7 0%			64.4 0%		6th	22%	28.2 0%	18%			20%
7th	72.1 0%	63.6 0%	67.6 0%			70.6 0%		7th	25.6 0%	20.5 0%	23.9 0%			15.7 0%
8th	84.6 0%	69.8 0%	63.6 0%			69%		8th	34.6 0%	20.9 0%	15.9 0%			23.8 0%
<p>While the pandemic proved to be challenging for scholars, parents and staff. Overall, Ivy addressed the learning gaps caused by COVID-19. While there is some fluctuation, growth is seen when comparing grades and cohorts of scholars. Ivy will continue to focus on increasing scholars performing at or above proficient levels on standardized scores and work to eliminate any learning loss that occurred as a result of the pandemic.</p>														

What demographic data did you use?	Student Ethnicity Staff Ethnicity Certified Staff Gender
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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. There has been no significant change with the demographics with the exception of enrollment. Ivy's enrollment has declined from 518 in FY 20 to 452 in FY 22. Enrollment at the end of FY 23 was 410. Bus transportation was provided to stabilize enrollment. Attention has been devoted to this area and will continue. Regarding teacher retention, 27% of the staff had professional certificates at the end of FY 22 and 35% being certified for FY 23.

### 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

<p><b>Coherent Instructional:</b> 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?</p>	<p>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. After GMAS FY 22 and FY 23, staff members reassembled and reviewed the current scope and sequence to determine the alignment of the pacing. Due to the challenges with pacing, teacher and staff made changes to the pacing guides and the common assessments.</p> <p>Ivy Preparatory Academy has worked to ensure that a true teaching and learning environment 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 include weekly assessments and then bi-weekly assessments. The administrative team reviews the weekly and bi-weekly meetings and hosts data team meetings where they review the data and assist with re-teaching as well as teach backs.</p> <p>Each content area had a focus and a school wide focus on Thinking Map was monitored. Training was conducted three times during the school year on Thinking Maps and focus walks were also implemented to ensure the fidelity of the implementation. The frame of reference was the focus for the second semester to ensure citing evidence was implemented and stressed inside the classroom. In the area of English Language Arts, small group instruction was a weekly professional development for K-5 teachers and genre writing in 6-8. 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</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>FY 22 school year, 52% of the scholars scored at or above grade level. There was a slight decrease for the FY 23 school year. Only 51% of the scholars were reading on or above grade level. The Georgia Milestones Assessment reveals that 67% of the scholars in grades 3 through 8 are reading at or above grade level. However, 58% of the scholars scored at the remediate level in the writing domain which is 2% better than FY 22. Writing must be at the forefront of our focus for the FY 24 school year and writing must continue to permeate the classrooms of Science and Social Studies. A heavy emphasis must be on Informational text to build vocabulary and key ideas.</p> <p>In Mathematics, at the K-5 level, scholars continue to score low at the Geometry domain and base 10. This has been the case for the last three years. However, during the FY 23 Summer, new standards for Math will be reviewed and deconstructed. The scope and sequence will also be revamped to spiral the high weighted standard of base ten. At the 6th and 7th grade level, The Number System and Statistics &amp; Probability had 84% of the scholars at remediate learning. The idea of applying the information to real world situations could assist with the achievement of the standards in these domains. Therefore, problem-based learning could be an instructional strategy to use to ensure scholars apply their learning. 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. During the FY 23 school year, only 37% of the scholars scored at or above grade level in Mathematics on iReady. The Georgia Milestones Assessment reveals that only 17% of the scholars scored at or above grade level. 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. Increasing rigor and modeling must be at the forefront of the Math focus for the FY 24 school year.</p> <p>The Science data revealed that 74% of the scholars struggled in Physical and life science. Vocabulary is a large part in the success of the standards in Science therefore, literacy strategies must be implemented for the scholars in order to attain the material and understand the words within the subject areas. The 8th grade scholars took the high school physical science course and therefore, their remedial learning is across all domains and there is no comparative data. The continuous implementation of small groups, personalized learning and data usage must be the Science focus for the FY 24 school year.</p>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Effective Leadership:</b> 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?</p>	<p>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 &amp; 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 obtains 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.</p> <p>A focus group of scholars, parents and staff reviewed quarterly climate data. 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. Scholar discipline decreased due to the implementation of the Restorative Practices implemented during the FY 23 school year. Stakeholders noted in surveys the need for more in person meetings for parent conferences and Parent Leadership Organization meetings. Parents also wanted to have more workshops on understanding academic terminology and assessments that are given to their scholars throughout the year. 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. At the end of the 2022-2023 school year, 45% of parents felt that their scholar 'was' making sufficient academic progress (27% were neutral) so very few actually disagreed. "60% felt that there are "sufficient activities planned for parents to help them understand the school's programs, goals and activities (Again, 27% were neutral.). At the mid-year point 55.2% agreed or strongly agreed "that scholars were challenged by the curriculum." (24% were neutral). Better communication and improving engagement will address this. 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. School leaders review data to determine needs. They are proactive and respond to parents, staff and scholars when a concern is noted.</p> <p>The Governing Board is working with The Georgia State Charter Schools Association to develop the next five-year strategic plan. Ivy district leaders held think tanks during the academic and governance committee meetings around</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>areas of improvement based on quarterly academic and climate data. All members of the district leadership team (Academics, Operations, Finance) are returning to continue and enhance the current practices. Yet, a new organization structure is being implemented to provide more advancement opportunities within the organization at the Head of School level.</p>
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<p><b>Professional Capacity:</b> 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?</p>	<p>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 the FY 23 school year, a group of teachers provided instructional feedback and asked that the professional development be tiered based on the needs of teachers with more intentionality. They would love to see more teachers lead Professional Learning. 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 24 school year, there is an 80% retention rate for staff. During the FY 22 school year, only 27% of the staff was certified but Ivy ended the year with 35% certified due to the strategy of using federal funds to assist staff with certification. Of the 27% of the certified teachers, 82% of them are returning for the FY 24 school year. Due to the number of teachers leaving due to compensation, the finance team and governing board developed a competitive pay scale for certified teachers. We had three people enroll in the Georgia Teacher Alternative Prep Program and two completed their certification. For the FY 24 school year, we will have three enrolling in a Teacher Prep program at a partnering university. By completing this program, the teachers will be fully certified in the state of Georgia.</p>
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<p><b>Family and Community Engagement:</b> 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,</p>	<p>Parents expressed an overall satisfaction with the instruction and support afforded to scholars and families at Ivy Preparatory Academy. End of year survey noted that 47% were pleased with the "methods and levels of communication (25% neutral). "With the mid-year survey 81.2% of parents feel that the school does a very good job of staying in touch with me." Also, 70% felt that the school officials responded to parents' questions and concerns in a timely manner. Parents felt that 77% felt that "scholars have opportunities</p>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>teacher, and leader needs?</b></p>	<p>to be engaged in various extracurricular activities at Ivy." Overall, parents indicated they feel Ivy Preparatory Academy offers strong support for enrichment but wish for more community engagement and real-world experiences. Parents indicated that communication of events and what is happening was good. They felt 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.</p>
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<p><b>Supportive Learning Environment:</b> 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?</p>	<p>Overall, the supports to the learning environment were deemed strong. The Director of Scholar 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 teachers and 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 &amp; hands-on learning.</p>
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<p><b>Demographic and Financial:</b> 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?</p>	<p>The enrollment trends at Ivy Preparatory Academy have declined over the past few years, with families often make decisions very close to the beginning of the school year about returning or leaving. This makes it difficult to plan effectively for staffing. This FTE period, we saw an increase in scholar withdrawal which resulted in scholars returning to their zone schools due to their transportation concerns. For the FY 24 school year, more stops for transportation will be added to ensure a variety of transportation hubs for scholars. 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 meeting timelines early where possible.</p>
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Strengths and Challenges Based on Trends and Patterns

<p><b>Student Achievement:</b> 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?</p>	<p>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. Ivy has definitely closed some learning gaps from pre-pandemic timeframe to the current school year. Improvements can be noted across most grade levels and with cohorts.</p> <p>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 there 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. Personalizing learning and increasing the staff's understanding of how to teach at higher DOK levels increase scholars scoring in the Proficient and Distinguished levels.</p>
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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.

<p><b>Strengths</b></p>	<p>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. 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.</p>
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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.

<b>Challenges</b>	<p>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 &amp; probability were an area of challenge in middle school. Numbers &amp; Operations with fractions posed an 82% remediate scoring for scholars in elementary school. The domain disaggregation provided detailed focus areas for teachers and professional learning in the content areas.</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

<b>Strengths</b>	<p>Title I funds greatly assisted in supplementing state funds to support the academic program. 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 strategic process for identifying students with the greatest need through the triangulation of data elements. There are multiple assessments used for progress monitoring purposes. There are Early Intervention Program(EIP) teachers designated to provide support services in Reading and Math to K-5 learners. Upper Academy has Remedial Education Program(REP) teachers to provide strategies intervention for students in grades 6-8. Teachers in the EIP and REP programs provide individualized support designed to target specific academic needs for students with the greatest needs, identified through the triangulation of data.</p> <p>Professional Learning Sessions: Ivy Preparatory Academy has a focus on providing ongoing professional learning to build teacher efficacy. Professional learning sessions are aligned to intentional instructional planning and equipping our teachers with the appropriate instructional strategies. The sessions are differentiated based on the Teacher Key Effectiveness System(TKES) trend data. Professional development included: Deconstructing Standards, Using Sentence Stems, Close vs, Cloze Reading Strategies, Teachbacks(Modeling and Receiving feedback on Lesson Plans), Writing to Win(Developing Strategies to Enhance Writing in Different Genres), High Impact Math Strategies for K-12 Math Teachers (Math) and Transforming Concrete to Abstract Thinking(Math).</p> <p>Teachers were served by Instructional Coaches for English/Language Arts, Math, Science, and Social Studies. The instructional coaches meet with teachers based on a needs assessment. Observations occur at least two to three times a week with a strong academic focus. Teachers receive feedback and are</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

	<p>provided with opportunities to model their lessons in the presence of their colleagues and instructional coach. Data analysis occurs weekly to provide evidence of instructional practices impact on student mastery.</p> <p>Ivy Preparatory Academy used 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 supported teachers with identifying strategies to meet the individual needs of scholars.</p> <p>Ivy Preparatory Academy used 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, also known as Sister Circle to help scholars interact positively within the learning setting. The school counselor holds small groups with specific scholars to help address their needs and remove barriers to learning.</p>
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<b>Challenges</b>	<p>Turnover and shortage of teachers impacted academic achievement. Ivy Preparatory Academy lost two teachers in the Upper Academy this year and three in the Lower Academy. Long term substitutes were used one classroom in Upper Academy and three classrooms in Lower Academy. There were four teachers in Upper Academy that were first year teachers, and four teachers in Lower Academy. Intense focus on understanding the standards and DOK levels, instructional strategies, and classroom management was needed over the course of the 2022-2023 school year. During the 2022-2023 school year, Ivy provided support for new staff using the instructional coaches but it was difficult to effectively work with staff with the number of new staff needing to be acclimated throughout the school year. The continuous demands to train new staff while school is taking place hindered the overall effectiveness of implementing instructional strategies.</p>
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Title I, Part A - Foster Care

<b>Strengths</b>	<p>Ivy Preparatory Academy had 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 school counselors that provide 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</p>
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## Title I, Part A - Foster Care

	develop personal management skills.
<b>Challenges</b>	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

<b>Strengths</b>	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 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 allowed for the storage of parent resources. Events were announced and reminders were provided for all events. Parents expressed the desire to serve as volunteers and demonstrated this whenever there were volunteer opportunities.
<b>Challenges</b>	Though parent sessions were offered at varied times, parent participation was 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, originally limited parents being able to reenter the school for meetings. Once school returned, parental engagement at in person events did not reach the pre-pandemic levels. Improving parent visibility on campus is a goal for the next school year.

**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.)**

## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	Ivy Preparatory Academy has no Neglected and Delinquent Children.
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Challenges	Ivy Preparatory Academy has no Neglected and Delinquent Children.
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Title II, Part A - Supporting Effective Instruction

**If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title II, Part A funds."**

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. Ivy Preparatory Academy's Academy Leaders are very knowledgeable about Literacy and Math, both content knowledge and effective strategies. They were 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. With the use of Title II funds, Ivy was able to help a few teachers get their certification. Three teachers completed the Georgia Charter School's certification program.
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title II, Part A funds.”

Challenges	Ivy Preparatory Academy struggled to attract and retain the highest qualified teachers though the salary schedule has been revised to allow for more competitive pay and teachers have received bonus pay. At the beginning of the year, too few teachers, 27%, were certified, and the experience of teachers is low. 35% of staff were certified by the end of the year.
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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.
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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.
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

<b>Strengths</b>	Students experiencing homelessness performed commensurate with their same-grade peers. Ivy Preparatory Academy has increased resources to serve families experiencing homelessness. Additionally, 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 are accessible for these families as well.
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<b>Challenges</b>	Families are often reluctant to share when they are experiencing challenges related to homelessness.
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## Title IV, Part A - Student Support and Academic Enrichment

**If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title IV, Part A funds.”**

<b>Strengths</b>	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. However, for the FY 24 school year, scholars will be divided into cohorts with all staff members for class sizes of only five to seven. Sister Circle will only be once per week (Wednesdays) for one hour. Teachers and scholars will utilize curriculum designed by the two counselors and the culture team. 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.
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<b>Challenges</b>	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.
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Title I, Part A - Equitable Access to Effective Educators

<b>Strengths</b>	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.
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<b>Challenges</b>	Teacher pedagogy still needs to be strengthened schoolwide. Teachers' content knowledge must also be enhanced. 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.
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Title V, Part B - Rural Education

<b>Strengths</b>	Ivy Preparatory Academy has no Rural Children.
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<b>Challenges</b>	Ivy Preparatory Academy has no Rural Children.
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### 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.
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##### 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.
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### 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 in teaching literacy
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

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.
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**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

Additional Responses	As teachers gain confidence in understanding the standards and research-based instructional strategies, their efficacy will increase.
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**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	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.
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# District Improvement Plan 2023 - 2024



**Ivy Preparatory Academy, Inc**

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Ivy Preparatory Academy, Inc
Team Lead	Zinta Perkins
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)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	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
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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 using a rank and serve criteria. A pre/post test will be administered to measure baseline and growth. Intervention strategies will be determined for each scholar based on performance data. This includes service for schools receiving support such as ESL, MTSS or SWD. Ivy's goal is to move scholars from "Developing" to "Beginning" or Proficient"" on standardized measures.
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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 six percentage points of scholars scoring from "Developing" to "Beginning" on the Spring 2024 assessment of the Georgia Milestone.
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Flex Waiver # 1 - LocalProgrammaticWaiver

E. How was public notice made regarding this waiver? (Please select all that apply)	
<input checked="" type="checkbox"/>	LEA Website
<input type="checkbox"/>	LEA/School Newsletter
<input type="checkbox"/>	Newspaper
<input type="checkbox"/>	Other (Please specify)

Please provide any comments received as a result of the public notice here:	NA
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### 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 in teaching literacy
Root Cause # 2	Teacher Content & Pedagogy
Goal	Ivy Preparatory Academy will increase by six percentage points the number of scholars scoring at developing, proficient and distinguished levels on the ELA portion of the Georgia Milestone Assessment by the end of the 2023-2024 school year.

Equity Gap

Equity Gap	Inexperienced teachers (less than four years of experience)
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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 provide professional development in using the effective components of a structured literacy block and use of Concept Thinking maps, NewsELA, and novels.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Review of Agendas Sign-In Sheets Use of teacher evaluations
Method for Monitoring Effectiveness	Analysis of iReady growth Analysis of Milestones ELA scores
Position/Role Responsible	Principal Literacy Coach
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)?	
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Action Step # 2

Action Step	Teachers will use iReady to track scholars' growth and use Illuminate Learning to track mastery of content.
Funding Sources	Title I, 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	Review of iReady Usage reports
Method for Monitoring Effectiveness	iReady Data Analysis of ELA scores Analysis of Illuminate scores
Position/Role Responsible	Principal Literacy Coach
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)?	
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Action Step # 3

Action Step	Scholars will have opportunities to respond to writing prompts aligned to GMAS writing domains and scored by independent raters.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review of dates of the schoolwide assessment
Method for Monitoring Effectiveness	Raters' writing results
Position/Role Responsible	Principal ELA teachers
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)?	
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Action Step # 4

Action Step	Ivy scholars will have an opportunity to attend tutoring and summer school based on a criteria performance.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Review of student rosters Review of attendance sheets
Method for Monitoring Effectiveness	Analysis of Illuminate Reading Comprehension Milestones Reading Comprehension results
Position/Role Responsible	Principal Literacy Coach
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 University provides support for Ivy through their summer tutoring program.
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Action Step # 5

Action Step	Ivy scholars will engage in social, emotional and leadership development programs: Imagine Learning SEL program, Student Leadership Network Whole Girl program, etiquette and career development programs. Counselors will attend conferences to be trained on restorative practices and conflict resilience training.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review of SEL calendar Administration of student evaluation surveys Etiquette class agendas BeYOUtifully You schedule
Method for Monitoring Effectiveness	Analysis of perceptual surveys Analysis of discipline trend data Analysis of student health surveys
Position/Role Responsible	Counselors Dean of Restorative Practices
Evidence Based Indicator	Moderate

Timeline for Implementation Others : Semester

Does this action step support the selected equity intervention? No



Action Step # 5

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 trains staff on Whole Girl education which includes Student Voice.
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Action Step # 6

Action Step	Ivy will utilize a Parent Engagement Coordinator to assist families. The Coordinator will use Parent Square for communication and work with the Literacy Coach to train parents.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Event sign-in sheets Administration of parent surveys
Method for Monitoring Effectiveness	Analysis of parent surveys Percent of parent engagement and volunteerism
Position/Role Responsible	Parent Family Engagement Coordinator
Evidence Based Indicator	Moderate

Timeline for Implementation      Others : Per PFE Session

Does this action step support the selected equity intervention?      No

Action Step # 6

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)?

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 Preparatory Academy will increase by six percentage points the number of scholars scoring at developing, proficient and distinguished levels on the mathematics portion of the Georgia Milestone Assessment by the end of the 2023-2024 school year.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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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	An instructional coach will provide professional development in using mathematical reasoning in lessons and using Concept Thinking maps.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review of agenda Review of sign-in sheets Administration of teacher evaluation forms
Method for Monitoring Effectiveness	Analysis of iReady Math Assessments Analysis of Milestones math scores
Position/Role Responsible	Principal Math Coach
Evidence Based Indicator	Strong

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 provides training for math teachers.
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Action Step # 2

Action Step	Teachers will use iReady to track scholars' growth and use of Illuminate to track mastery of content.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review of sign-in sheet
Method for Monitoring Effectiveness	iReady Growth Assessments
Position/Role Responsible	Instructional Coach, Academy Leaders, Content Leaders; Teachers
Evidence Based Indicator	Strong

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)?	
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Action Step # 3

Action Step	Ivy scholars will have an opportunity to attend tutoring and summer school based on a criteria performance.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Review attendance rosters Review tutoring plans
Method for Monitoring Effectiveness	Analyze iReady Math Growth Assessments Analyze Illuminate Results
Position/Role Responsible	Tutoring Lead
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)?	Emory University provides support for math tutoring.
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Action Step # 4

Action Step	Parent Engagement Coordinator will be hired to assist families. The coordinator will work with the mathematics coach to train parents. Parent Square will be used to communicate with parents
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review of sign-in sheets Administration of parent evaluations
Method for Monitoring Effectiveness	Analysis of parent surveys Increased participation of parents and volunteerism
Position/Role Responsible	Parent & Family Engagement Coordinator
Evidence Based Indicator	Moderate

Timeline for Implementation Others : Per Parent Engagement Event

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
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Action Step # 5

Action Step	Ivy will contract with the Student Leadership Network to implement the Whole Girl Program including staff training and resources.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
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 will train staff to use effective instructional practices.
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## 4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

<p>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).</p>	<p>Ongoing and continuous coordination of services Ivy administrators and the Federal Programs Director continuously evaluate practices to consider the needs of the school to make improvements. The Comprehensive Needs Assessment utilized while developing the CLIP allows school leaders and staff to review instructional and operational procedures. Once the School Improvement Plan is created, staff can then review implementation and effectiveness of the goals throughout the school year. This evaluative process also allows for the effective coordination of federal funds to meet the respective purposes of each federal program.</p> <p>Ivy Preparatory Academy used Title I and ARP funds to implement Thinking Maps and strengthen instruction through a partnership with Thinking Maps Learning Community to deconstruct standards and increase rigor and relevance of lessons. Because teacher development is critical, Title II funds were used for teacher development. Ivy partnered with the Georgia Charter School Association to serve more teachers in the TAPP program. This will raise teacher content knowledge and teacher efficacy. Ivy Prep will also partner with Georgia State University to enroll three teachers in the teacher education master's program. Title IA Funds will also be used to provide coaching and support for parents as well as training on serving the whole girl while Title II A Funds will support teacher and leader development particularly in the TAPP program. In addressing the needs of scholars to further develop the whole girl, Ivy Preparatory Academy will continue to use Title IV A Funds to work with the Etiquette instructor and provide resources for career development and Social-Emotional learning.</p> <p>Community Services &amp; 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 Thinking Maps, Whole Girl Instructional strategies 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 BeYOUtifully YOU 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</p>
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Coordination of Activities

	<p>Georgia State University, Estee Lauder and Student Leadership Network. These organizations will bring more awareness for STEM, College and Career Access and Self Identity strategies to 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 STEM fields who will serve as mentors and external partners to establish a future-forward focus. Ivy Preparatory Academy will work directly with the YMCA, After School All-Stars and Girls Inc, to provide after school enrichment that enhances learning opportunities for Ivy Scholars. Community groups come into the school to offer STEM &amp; golf to expose scholars to activities that lead to lifelong learning. Ivy also partners with Emory University. To build the capacity of our mathematics teachers, MRESA has provided training on deconstructing standards, planning engaging lessons that will allow our teachers to better understand and implement the Georgia Standards of Excellence for mathematics.</p> <p><b>Ongoing Feedback for Services</b>          Input is solicited input on an ongoing basis from Ivy stakeholders, including parents, staff, scholars, and community members, 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. 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 Thinking Maps and the Whole Girl Instructional Strategies and how this linked to improving student engagement and growth.</p> <p>Stakeholders were given the opportunity to learn the purpose of Federal Funds and how Ivy Preparatory Academy, Inc. used these funds to support teacher/paraprofessional growth and development. Sharing information with parents multiple times during the school year has become a standard practice for Ivy for several years. Ivy will continue to share the status of the initiatives and solicit feedback on ways to improve services.</p>
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Serving Low Income and Minority Children

Serving Low Income and Minority Children

<p>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:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>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. Ivy also uses Title II funding to assist teachers with professional development and certification.</p> <p>Ivy carefully considers teacher assignments when scheduling scholars. When possible effective teachers are placed with scholars who need more development. 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.</p>
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Professional Growth Systems

<p>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:</p>	<p>The Executive Team of Ivy Preparatory Academy including the Head of Schools, Academy Leaders, the Federal Programs Director, Instructional Coaches and counselors 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</p>
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Professional Growth Systems

	<p>strategic strategy for developing teachers and leaders. Ivy Preparatory Academy 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.</p> <p>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. MRESA provides math training to further develop the skills of mathematics teachers. 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. With all training, Ivy will look at a differentiated approach to better develop the staff.</p> <p>Asynchronous days are built into the school's academic calendar so that training can be uninterrupted and allow time for teachers to process and apply concepts and skills being taught. When training is conducted, coaches and administrators are involved. Collaborative observations are conducted to assess implementation of strategies. Professional development is always evaluated to determine the effectiveness of training.</p>
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PQ – Intent to Waive Certification

<p>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)]</p>	<p>Yes</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or</li> <li>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).</li> </ol> <p>[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)]</p>	<p>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.</p>
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PQ – Minimum Qualification

<p>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)]</p>	<p>All teachers must hold minimally a Bachelor's Degree. Paraprofessionals must hold a paraprofessional certificate.</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>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.</p>	<p>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.</p>
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CTAE Coordination

<p>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; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>Ivy Preparatory Academy implements STEAM learning and a one-to-one laptop 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 BeYOUtifully 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 teaches students etiquette lessons so that they are knowledgeable about social graces in formal and informal settings. 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 action 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.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>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.</p>	<p>Ivy Preparatory Academy utilizes Restorative Practices to address scholar discipline. We engaged all stakeholders to create a Discipline Matrix for all school wide concerns. All classroom teachers will have a small group SEL Sister Circle using Imagine Learning curriculum to build relationships with scholars and establish a classroom environment that supports learning. Staff will participate in training through the Student Leadership Network on strategies to incorporate Whole Girl practices in their classroom learning. Teachers will receive training on strategies for classroom management during Teacher Pre-Planning and will be reminded of effective practices throughout the school year. The Director of Restorative Practices will facilitate building a positive climate and support staff in strategies that enhance the culture of the school.</p>
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## 4. REQUIRED QUESTIONS

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

#### Required Questions

#### Middle and High School Transition Plans

<p>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; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Ivy Preparatory Academy addresses the transition from elementary to middle school and from middle to high school. Lower academy scholars frequently interact with Upper Academy scholars. Ivy 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 hosts a high school transition night and invites local high school staff to come in to set up booths and talk to scholars and parents. Weekly one on one scholar sessions are also held 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 Ivy 8th grade scholars. These talks explain the differences between middle school and high school, and how scholars can prepare for the transition. Ivy middle school scholars tour local high schools to aid in making selections of where they may attend school. 8th grade students participate in a college tour that allows them to understand the connections between educational levels. Emphasis is placed on high school pathways and their connection to college and career opportunities.</p>
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#### Preschool Transition Plans

<p>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.</p>	<p>The Parent &amp; 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.</p>
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#### Title I, Part A - Targeted Assisted Schools Description



Title I, Part A - Targeted Assisted Schools Description

<p>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.</p>	<p>NA</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Ivy Preparatory Academy will implement interdisciplinary learning and a one-to-one device learning environment for the 2023-2024 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. Students will participate in whole group, small group and individual learning based on the data collected through the use of assessments, iReady &amp; Illuminate Learning. Teachers will implement personalized learning strategies by assigning text, reinforcement modules and tasks that are aligned to the areas of need for each scholar.</p> <p>Ivy Preparatory Academy provides an instructional program that allocates more time to developing foundational literacy and math skills. Students will be taught Literacy through structured 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 will be measured by quarterly writing assessments aligned to specific genres as outlined in the GADOE scope sequence. Science and Social Studies will be measured using Progress Learning Assessment results for students in grades 3-8. Students with disabilities, ESL students and students who meet the criteria for EIP/REP will receive small group intervention. An intervention block, You Grow Girl Academy (YGG) 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.</p> <p>The instructional program is evaluated quarterly and a comprehensive evaluation takes place in the spring of the school year. Action steps and data is reviewed, analyzed and shared with staff and leaders. Adjustments to strategies are made in real time if needed. During the comprehensive</p>
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Title I, Part A – Instructional Programs

	<p>evaluation, staff, parents, scholars and community members review all data points (academic, fiscal, attendance, discipline, parent engagement and climate) to determine if action steps were effective and if goals were met.</p> <p>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 school-wide 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 performance and focus.</p> <p>Leadership will work with staff to implement strategies that enhance school culture through "Sister Circles"( Social- Emotional Learning) 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.</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

Required Questions

#### Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate); description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart; description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>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. Should a migratory student enroll, Ivy will partner with MEP staff from Abraham Baldwin Agricultural College (ABAC) (fiscal managers for LEAs consortium) to identify, evaluate, and provide services to K - 8 migratory students. 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.</p>
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#### Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> <li>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</li> <li>2. Direct-funded LEAs describe:</li> <li>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</li> </ol>	<p>Ivy Preparatory does not have OSY/DO or School Readiness students.</p>
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Title I, Part C – Migrant Supplemental Support Services

4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.

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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>                  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</p>	<p><b>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?</b>                  The district will continue to monitor those scholars 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 8th grade 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 first and second 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 Director of Scholar Services 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.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>                  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</p>	<p>Ivy Preparatory Academy service scholars from grades K-8 so there a very few scholars that may be in the age range of five. 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 Department of Scholar Services 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</p>
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IDEA Performance Goals:

<p>offered and provided within your district as 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</p>	<p>exceptional children residing in its service areas, including scholars in private schools, scholars who are home schooled, homeless scholars, 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. Upon identifying these scholars, the district will connect them with the resources to initiate identification and services that address their needs. Ivy Preparatory Academy has one paraprofessional that serves our kindergarten population and two Special Education Teacher that serves our kindergarten population. The paraprofessional will push inside the kindergarten classroom for a total of 60 minutes per day and assist the general education teacher along side the general education para with supporting the scholar(s) with hands-on activities and learning stations. We have a Special Education teacher that will push in during the reading block to support the scholar(s) for approximately 45 minutes as well as a Special Education teacher that will push in during the Math blocks to support the kindergarten scholar(s) for approximately 45 minutes. If any scholar(s) qualify for additional services (ie. Speech, OT, PT, VI, etc) a certified therapist or teacher will support that scholars according to her IEP services.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>          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</p>	<p>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 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. Ivy Preparatory Academy ensures that a continuum of alternative services is available based on the IEP team's decision and needs of our special education scholars with disabilities and related</p>
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IDEA Performance Goals:

	<p>services. These related services include general education classroom with age-appropriate peers that are non-disabled, instruction outside the general education classroom for individuals and small groups, access to separate day school or programs, home-based instruction, residential placement (including in-state and out of state), and hospital homebound instruction program.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>          How procedures and practices are implemented in your district to ensure overall compliance?          Include: LEA procedures to address timely and accurate data submission          LEA procedures to address correction of noncompliance (IEPs, Transition Plans)          Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncompliance          Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The Director of Scholar Services 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 first 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 Google 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 training, 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.</p>
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## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

#### Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p><b>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</b></p>	<p>Overarching Need 1, Action Step 5 All continuing strategies Ivy's goal to improve scholars' performance in ELA and math proficiency relies on the school's ability to create an environment where scholars thrive and are developed academically, physically, socially and emotionally. When focusing on the social emotional development, Ivy has created a plan to increase scholars' awareness of their potential, to remain engaged in school, and to learn self-management behaviors. The effectiveness of this program will be determined by reducing discipline infractions, increasing attendance and improving adult/student relationships as noted on the Student Health Survey. The following strategies will be implemented: Ivy counselors will train staff to use Imagine Learning - a <b>SEL program</b>. Counselors will provide staff. Through this program, scholars will learn to understand and manage emotions, rely on goal setting as a practice for daily living, use empathy skills, maintain positive relationships and make responsible decisions. Teachers will meet with a designated group of scholars, in Sister Circles, each Wednesday. Counselors have prepared a schedule of topics and activities for Sister Circles. During the school year, teachers and scholars will focus on ten themes: School culture, goal setting, drug awareness/peer pressure, bullying prevention, cyberbullying, conflict resolution/diversity/inclusion, kindness/empathy, college and career, test taking, and mental health <b>College and Career Readiness</b> College and career conversations are integrated throughout the SEL program with the counselors including this topic in classroom guidance sessions for Lower and Upper Academy scholars. Sister Circle themes will specifically focus on College and Career Readiness in March. Scholars will participate in college and career weeks where they will learn more about types of colleges, program offerings and history. During Career Week, scholars will attend different sessions where they will learn career options including unique opportunities for girls. Upper Academy scholars will have opportunities to tour local colleges and to attend college fairs. Scholars at each level will understand the connection between their current school performance, college and selection of a career.  <b>Sensory Room - De-escalation</b> Ivy uses a Sensory Room to de-escalate behaviors that prove to be disruptive to the learning environment. The Sensory Room is designed to help scholars calm down, reflect and work on self-management strategies. Counselors work with scholars until they are ready to return to the classroom. <b>Etiquette Class</b></p>
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Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

	<p>Ivy utilizes a contractor to teach etiquette and social skills to scholars. Lessons focus on social graces, appropriate peer interactions, communication and oral speaking skills, as well as behaviors for informal and formal dining experiences. Scholars have an opportunity to meet with executives in a fine dining establishment where they can practice skills acquired: introductions, maintaining appropriate conversations, providing and listening to presentations and dining.</p>
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<p><b>B. Safe and Healthy</b>                  (SH)-Climate/Culture Provide: Overarching                  Need number/Action Step number(s) New or                  Continuing Name/Description of                  Activity Measurable Goal/Intended Outcome</p>	<p>Overarching Need 1, Action Step 5                  All continuing strategies                  As stated above, Ivy's goal is to maintain an environment where scholars can thrive. Doing so requires a safe and healthy school environment. Training staff is the focus for sustaining a climate that fosters a sense of belonging and is absent of threats. The effectiveness of this program will be determined by reducing discipline infractions, increasing attendance and improving self-harming behaviors and levels of stress as noted on the Student Health Survey.</p> <p><b>Small Group Counseling Sessions</b>                  Ivy counselors conduct individual, small group and classroom guidance. Counselors follow the ASCA standards of providing support to scholars in multiple ways. Small group sessions are based on a Needs Assessment. Topics addressed are generally Self- Esteem, Anger Management, Problem-solving, Conflict Management, Trauma and Grief. Small group counseling is for scholars needing more support and who would benefit from conversations with peers.</p> <p><b>Counseling Conference</b>                  Ivy counselors will attend the Georgia School Counselors Associations where they will attend sessions focused on the safety and wellness of students. Focused sessions include Restorative Practices and Conflict Resilience with breakout sessions on similar topics and best practices. Counselors will be better equipped to take proactive measures to identify harmful behaviors, to keep scholars safe and know appropriate steps to follow based on counseling standards.</p> <p><b>Restorative Practice Session</b>                  Administrator and teacher leader will attend the Restorative Conference for Schools where they will learn more about the restorative culture and practices, and mediation techniques. Restorative practices focus on building a sense of community to prevent conflict, to assist scholars in accepting responsibility and rebuilding relationships.</p>
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Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p><b>C. Effective Use of Technology (ET)-Professional Learning</b> Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>IVA funds will not be expended in this focus area in FY24.</p>
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<p><b>D. Effective Use of Technology 15% (ET15)-Infrastructure</b> Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>IVA funds will not be expended in this focus area in FY24.</p>
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**Title IV, Part A – Ongoing Consultation and Progress Monitoring**

<p>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.</p>	<p>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.</p>
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## 4. REQUIRED QUESTIONS

### 4.7 Reducing Equity Gaps

Required Questions

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

<p><b>Equity Gap 1</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>The Intervention of Improving teacher efficacy was effective, Strategies used should be maintained.</p>
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<p>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.</p>	<p>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. Based on iReady ELA results, scholars in grades K, 1, 2, 3, 4, 5, 7, 8 demonstrated growth, 5th grade was the only grade that decreased slightly. Ivy met the ELA goal in this content. GMAS scores, however, revealed that while there was growth only one grade had an increase in the scholars scoring at the proficient and distinguished levels.</p>
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<p><b>Equity Gap 2</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>The second Equity Gap is in the area of student achievement. This intervention should be maintained with an adjustment made to focus on mathematical reasoning.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>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.</p>	<p>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. Based on iReady math results, scholars all grades demonstrated growth.. Ivy met the math goal for FY 23. GMAS scores, however, revealed that while there was growth only one grade had an increase in the scholars scoring at the proficient and distinguished levels. Future analysis indicated that rigor needed to be developed by focusing on mathematical reasoning.</p>
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## 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.
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Title II, Part A	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.
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Title III, Part A	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.
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Title IV, Part A	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.
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Title IV, Part B	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.
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Title I, Part C	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.
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IDEA 611 and 619	Ivy Preparatory Academy is a single-school district and does not serve Private Schools.
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**IVY PREP**  
ACADEMY

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## PARENT AND FAMILY ENGAGEMENT POLICY

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### 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:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education.
- 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.
- 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 (IPAK) 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 engaging families in the education of their children and to build the capacity of 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 ensure that the required school-level parent and family engagement policy meet the requirements of federal law and each includes, as a component, a school-parent compact.

## **JOINTLY DEVELOPED**

During the annual stakeholder input meeting on May 3, 2023, parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2023-2024 school year. The district sent a Parent Square post to all parents informing them about this meeting and posted an announcement the PFE newsletter. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP), the school's Parent & Family Engagement Policy and Compact. Additionally, IPAK used its Parent Advisory Council to review the district Parent and Family Engagement Policy before the end of 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 were 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 9, 2023 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on the school's website and in parent resource centers, disseminate it during the annual Title I school meeting in the fall, and email the link to all parents in a format and language they can understand.

## STRENGTHENING OUR SCHOOL

This year, IPAK's Parent & Family Engagement Coordinator will ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. IPAK's PFEC will participate in trainings and webinars to stay abreast of current practices to engage families. In addition to frequent communication and school visits, the PFEC will hold monthly meetings and training with school administrators to review family engagement plans and activities.

Additionally, the PFEC will conduct staff training to share parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year.



Ivy hosted an annual School Improvement 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 are 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 budget. If you have suggestions, please contact the Parent and Family Engagement Coordinator at IPAK via email at [pfe@ivyprepacademy.org](mailto:pfe@ivyprepacademy.org).



## 2023 - 2024 SCHOOL GOALS

By spring 2024, Ivy will:

- Ivy will increase by six percentage points the number of scholars scoring at developing, proficient and distinguished levels on the ELA and mathematics portions of the Georgia Milestone Assessment by the end of the 2023-2024 school year.
- Ivy will decrease the number of discipline referrals, tardies, and absences by 10%.
- Increase the average number of parents attending workshops and engagement activities by 20%.



## OPPORTUNITIES FOR MEANINGFUL PARENT CONSULTATION

Input and suggestions from parents, family members, and community partners are an essential component of the IPAK'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

August 1 & 3, 2023

Ivy Prep informs parents of Ivy's instructional programs and school operations during Parent Academies. Information regarding Ivy Title programs are discussed. The PFEC shares information regarding volunteer opportunities, key events and trainings. Input is also solicited from parents on ways to increase engagement and improve school practices.

### ANNUAL STAKEHOLDER INPUT MEETING

April 24, 2024

Parents are invited to hear the latest updates from the Ivy Preparatory Academy Charter School as well as review and provide input into the Parent and Family Engagement Policy and the Consolidated LEA Improvement Plan for the 2024-2025 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.

Additional input is welcome at any time but particularly during our Annual Title I Meeting via survey or Parent Advisory Team Ambassadors.

### ANNUAL TITLE I MEETING

September 28, 2023

IPAK will host the Annual Title I 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. IPAK will send invitations home as well as email and text parents to notify them about the date and time. Information regarding the Annual Title I Meeting will also be made available on the school's website.

*Unable to attend these meetings? Please visit [www.ivyprepacademy.org](http://www.ivyprepacademy.org) to review the meeting documents and minutes and leave your input.*

## BUILDING CAPACITY

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



## OF PARENTS

IPAK will provide families with information about the overall Title I program and its requirements. The PFEC works with IPAK staff to help families understand academic expectations for student learning and progress. IPAK will help families understand the State's challenging academic standards and local and state assessments—including alternative assessment to foster teamwork in supporting scholars. IPAK also offers assistance to parents in understanding use of Infinite Campus & 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, the school's website 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, including copies in Spanish.

The IPAK 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.

IPAK 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 preview, college and career week, BeYOUtiful You week, ( focused on whole girl development), 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

IPAK will conduct four training sessions 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. IPAK will also host training for appropriate 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, IPAK is required to send home and post 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 provide interpreters at parent events and meetings. The 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, IPAK 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 mid year and end of year parent survey and the School Improvement Forums.

Beginning in May, IPAK 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 parent surveys, IPAK will also use the School Improvement Forum 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. IPAK will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, 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 with the 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

**IPA Open House**

August 4, 2023

**Annual Title I Meeting**

September 28, 2023

**Stakeholder Input Meeting**

April 24, 2024

**Parent Survey**

December 2023

May 2024

### SCHOOL EVENTS

**Literacy Events**

October 4, 2023

January 25, 2024

**Parent Conferences**

September 12, 14, 2023

December 18, 19, 20, 2023

February 6, 9, 2023

**Math Events**

October 18, 2023

January 25, 2024

March 19, 2024

**Parent Support Events**

**Coffee and Conversations**

October 25, 2023

November 17, 2023

February 22, 2024

April 10, 2024

## 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 Ivy Preparatory Charter School on May 3, 2023, and will be effective for the 2023-2024 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before the end of September, 2024



Georgia Department of Education

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**FY 24 Local Education Agency (LEA) Equity Action Plan**  
Document must be uploaded as an attachment to the CLIP.

<b>Fiscal Year</b>	2024	<b>LEA Name</b>	Ivy Preparatory Academy	<b>LEA Coordinator</b>	Zinta Perkins
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**Data Profile Variable and Equity Intervention Selected for Equity Gap #1**

<b>Data Variable</b>	<b>INEXPERIENCED TEACHERS</b>
<b>Equity Intervention</b>	<b>EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS</b>
<b>If applicable, student achievement area of focus</b>	<b>ELA</b>
<b>If applicable, grade level spans of focus</b>	<b>ALL GRADE LEVELS</b>
<b>Indicate subgroup focus</b>	<b>ALL SUBGROUPS</b>
<p><b>Required Analysis:</b> Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.</p>	<p>Based on iReady ELA results, scholars in grades K, 1, 2, 3, 4, 5, 7, 8 demonstrated growth, 5<sup>th</sup> grade was the only grade that decreased slightly. Ivy met the ELA goal in this content. GMAS scores, however, revealed that while there was growth only one grade had an increase in the scholars scoring at the proficient and distinguished levels.</p>

**Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).**

Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Data to be collected to monitor the IMPLEMENTATION of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #1.	Describe how the LEA will ALLOCATE/COORDINATE Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
Use of Academic Coach to train ELA teachers on structured literacy block and Concept Thinking Maps;	Review of Agendas Sign-In Sheets Use of teacher evaluations	Analysis of teacher evaluation surveys Analysis of Milestones ELA scores	Title I and Title II funds will be used for compensation for Coach; Concept Thinking Map training and resources	Principal Literacy Coach	Quarterly

**FY 24 Local Education Agency (LEA) Equity Action Plan**  
Document must be uploaded as an attachment to the CLIP.

Data Profile Variable Selected for Equity Gap #2					
Data Variable	STUDENT ACHIEVEMENT				
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS				
If applicable, student achievement area of focus	MATHEMATICS				
If applicable, grade level spans of focus	ALL GRADE LEVELS				
Indicate subgroup focus	ALL SUBGROUPS				
<p><b>Required Analysis:</b> Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.</p>	<p>Based on iReady math results, scholars all grades demonstrated growth.. Ivy met the math goal for FY 23. GMAS scores, however, revealed that while there was growth only one grade had an increase in the scholars scoring at the proficient and distinguished levels. Future analysis indicated that rigor needed to be developed by focusing on mathematical reasoning.</p>				
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).					
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #2.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
Use of Academic Coach to train teachers on mathematical reasoning and Concept Thinking Maps;	Review of Agendas Sign-In Sheets Use of teacher evaluations	Analysis of iReady math growth Analysis of Milestones ELA scores	Title I and Title II funds will be used for compensation for Coach; Concept Thinking Map training and resources	Principal Math Coach	Quarterly

**FY 23 Equity Gap #1**

**Reflect on FY 23 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.**

*Intervention Effective - Maintain Activities/Strategies*

**Explanation:** 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. The focus for ELA will be maintained in using the Literacy Coach but training will focus on structured literacy classroom. Concept thinking maps training will continue.

**FY 23 Equity Gap #2**

**Reflect on FY 23 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.**

*Intervention Effective - Maintain Activities/Strategies*

**Explanation:** 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. A math coach will continue to be used at Ivy with the objective to increase rigor being focused on training teachers in the area of mathematical reasoning.



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

School District: *Ivy Preparatory Academy*

School Year: *2023-2024*

*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. 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*
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*
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*
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*
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 that MEP's contact or a designed will review to ensure that the form in use is the most recently updated version of the form. Include a reference to training local school staff on the process.  
*Not Applicable*
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*

**II. School District/Local Agricultural Information**

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*

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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*
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*
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*

#### **DISCLAIMER**

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

#### **Reminders**

- 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.

#### **Agreement**

I agree that all the information provided in this ID&R Plan is true and up-to-date to the best of my knowledge and will be readily available for the Georgia MEP staff for use, research, resources, and or monitoring purposes throughout the current school year.

Created by: *Zinta Perkins* Submitted by: *Zinta Perkin*

Date created: *June 26, 2023*

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## FY 24 Foster Care Transportation Plan

Local Educational Agency (LEA) Ivy Preparatory Academy

Superintendent Name Charcia Nichols

Mailing Address 1807 Memorial Drive

Physical Address (if different from above) \_\_\_\_\_

City Atlanta, Ga. Zip 30317

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

POC Mailing Address 1807 Memorial Drive

City Atlanta, Ga. Zip 30317

POC Telephone (404) 622-2727 POC Fax (404) 373-6611

  
Superintendent Signature

Click here to enter a date. 06-27-23  
Date

Charcia M. Nichols  
Print Name of Superintendent



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## FY 24 Foster Care Transportation Plan

**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 will work with the OHS contact, Mr. Thomas or his designee, to ensure there is a well-developed plan for supporting transportation 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 transportation. An assessment of the financial impact and feasibility to continue enrollment in the school will be determined collaboratively with the Foster Parent and the OHS 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. Transportation 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.

### 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:

	YES	NO	N/A
1. The local child welfare agency agrees to reimburse the LEA for the cost	Yes		



## FY 24 Foster Care Transportation Plan

Richard Woods, Georgia's School Superintendent

of such transportation.	
2. The LEA agrees to pay for the cost of such transportation.	No
3. The LEA and local child welfare agency agree to share the cost of such transportation.	Yes
<p>Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. <i>Please limit the response to 1,000 characters.</i></p> <p>The Deputy Director of OHS agreed that OHS will cover costs associated with transporting the scholar to school and work with the LEA if any additional support is needed.</p>	
<p>B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin (<i>Similar to the McKinney-Vento requirement for students experiencing homelessness</i>). Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.</p> <p><i>Please limit the response to 1,000 characters.</i></p> <p>Ivy has three transportation stops that can be used.</p>	Yes



## FY 24 Foster Care Transportation Plan

### 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 to 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.

Ivy Preparatory Academy  
LEA Name

Charcia M. Nichols      Head of School  
Printed Name of Superintendent      Title

     June 27, 2023  
Signature of Superintendent      Date  
(Please sign in blue ink only)