



Comprehensive Needs Assessment 2021 - 2022 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	Pamela Dingle
Multiple Program(s)	Curriculum Director	NA
Multiple Program(s)	School Leader (#1)	Pelita Merideth
Multiple Program(s)	School Leader (#2)	Dr. Francis Mack
Multiple Program(s)	Teacher Representative (#1)	Brianna Smith
Multiple Program(s)	Teacher Representative (#2)	Michelle Ross
McKinney-Vento Homeless	Homeless Liaison	Lucille Harris
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	Pamela Dingle
Title I, Part A	Family Engagement Coordinator	Dionisia Hassan-Ali
Title I, Part A - Foster Care	Foster Care Point of Contact	Lucille Harris
Title II, Part A	Title II, Part A Coordinator	Pamela Dingle
Title III	Title III Director	Glynis Terrell
Title IV, Part A	Title IV, Part A Director	Pamela Dingle
Title I, Part C	Migrant Coordinator	Pamela Dingle

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	NA
Multiple Program(s)	Testing director	Lucille Harris
Multiple Program(s)	Finance director	Laticia Sharp
Multiple Program(s)	Other federal programs coordinators	Paula Harris-Harvey
Multiple Program(s)	CTAE coordinator	NA
Multiple Program(s)	Student support personnel	NA

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	Pelita Meredith, Dr. Francis Mack
Multiple Program(s)	High school counselor / academic counselor	NA
Multiple Program(s)	Early childhood or Head Start coordinator	NA
Multiple Program(s)	Teacher representatives	Amanda Harris, Shala Crews
Multiple Program(s)	ESOL teacher	Glynis Terrell
Multiple Program(s)	Local school governance team representative (charter systems only)	NA
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	Toi McLaughlin
Title II, Part A	Bilingual parent liaisons	Kiara Rosa
Title II, Part A	Professional organizations	NA
Title II, Part A	Civil rights organizations	NA
Title II, Part A	Board of education members	Sonya Okoli
Title II, Part A	Local elected/government officials	NA
Title II, Part A	The general public	NA
Title III	Refugee support service staff	NA
Title III	Community adult ESOL providers	NA
Title III	Representatives from businesses employing non-English speakers	NA
Title IV, Part A	Media specialists/librarians	NA
Title IV, Part A	Technology experts	Mr. Thomas
Title IV, Part A	Faith-based community leaders	Dr. William E. 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)	Alana Hadley
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	Yuli Hinds
Title I, Part A - Foster Care	Local DFCS Contacts	Shantel Tate
Title II, Part A	Principals	Pelita Meredith
Title II, Part A	Teachers	Amanda Harris
Title II, Part A	Paraprofessionals	Elexus Gusta
Title II, Part A	Specialized Instructional Support Personnel	Paula Harris-Harvey
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Emory University
Title I, Part A	Parents of English Learners	Priscilla Rosa

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Denise Huddleston
Multiple Program(s)	Technical, college, or university personnel	David Lopez
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	Mr. Mountain; Yuli Hinds; Shevaughn Thomas
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	NA
Special Education	Parent Mentors	NA
Title II, Part A	School council members	NA

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Ivy Preparatory Academy identified parents who were actively engaged in Zoom meetings or attended virtual meetings throughout the year. Additionally, Ivy worked with community members who were able to engage through virtual measures.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Ivy Preparatory Academy met with all parents in two stakeholder input meetings and gathered survey data to gather more input. A Parent Advisory Team was formed to allow for more in-depth conversation around ways that Ivy Preparatory Academy can better meet the needs of scholars and parents. Assessment data, survey data and anecdotal information was shared to fuel conversations. Ivy Preparatory Academy went through the process to become Nationally Accredited and gathered extensive input from stakeholders through this process.
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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		
Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.67
3.Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.33
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	1.62
3.Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	1.72
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.55
5.Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	1.69
6.Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	1.66
8.Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.45
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.67
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.67
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.33

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.67
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.67
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.67
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	1.97
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.67
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.67
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.67
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	1.93
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	1.97
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.03
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.67
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.67
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.03
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.67
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.67
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.33
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.67
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.67
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.67
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	1.93
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	1.62
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	1.72
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.55
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	1.69
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	1.66
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	1.86
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.45
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	1.97
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.03
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, 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 former School Climate Data, the Annual Title I Parent Survey, Staff surveys & anecdotal information and information from the Parent Advisory Team.</p>
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<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>The School Climate Survey has not been administered for two years. All climate data is survey data or anecdotal. A SWOT analysis was conducted with the staff at the end of the school year. Staff report that efforts to keep everyone safe using COVID protocols, ongoing communication for both staff and families, effective use of technology tools, and the leadership of Academy Leaders in using a data-driven approach are strengths at Ivy Preparatory Academy. Weaknesses include low parental engagement, not enough virtual instructional time, scholar attendance, and implementation of the Balanced Literacy approach.</p>
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<p>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)</p>	<p>The Georgia District Performance Standards Survey Process Protocols-Data Dialogue, SWOT Anecdotal Input Cognia Diagnostic</p>
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<p>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?”)</p>	<p>A Parent Advisory Team has been identified to assist Ivy Preparatory Academy in gaining the perspective of parents and enhance their experience. All meetings at Ivy Preparatory have been held online. There was very low turnout for the full Parent Stakeholder meeting, so the voice of the Parent Advisory Team represents the perspective of parent leaders. Parents report that overall Ivy Preparatory did a good job in engaging their scholars with remote learning and trying to make it fun. They felt that the class blocks were too short to allow for the support scholars often needed but understood that</p>
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the Wednesday additional support was designed to compensate for this. Parents expressed that they did get communication from teachers and the school regularly but wanted more opportunities to communicate with teacher on a personal level.

Overall, there is a perception of parents that Ivy has processes and policies in place but lacks the ability to hold parents accountable due to the dependency on student enrollment to maintain funding. Parents see the need for parents to meet the expectation to volunteer and be engaged in the school and for the culture to be improved through joint partnership, however, they feel largely that parents are not held accountable. Parent leaders are overall happy with the school and feel there is a need to improve communication, parent engagement and support, but they feel a sense of responsibility to be a part of helping this to happen.

Teachers participated in a SWOT analysis to analyze the outcomes of the school year.

In a mid-year retreat with Network Leaders during the FY19 year, leaders analyzed data using the Data Dialogue and 5 Whys to delve into understanding what the data is saying about Ivy Preparatory but also to drill down to the root causes of the identified concerns with attendance, discipline and academic achievement data. It was concluded that the root causes were linked to issues with the Culture and Climate of the school and teacher quality to address students learning needs. There was a feeling that the community of parents and learners were much more difficult to manage, and this was exacerbated by teacher inexperience of lack of content knowledge. Teachers largely used whole group instruction as a means to manage behavior but failed to meet the individualized learning needs in this model. Strategic actions were put in place for FY20 with increased frequency on analyzing climate, instruction and student data using STAR, USA Test prep and walk-through data using the Wow, Worry, Wonder and Data Dialogue process. It was determined that there needed to be a narrowed focus on supporting specific teachers with a coach, revamping the Professional Development schedule and providing more support around teaching Reading & Writing and implementing Math instruction aligned to the standards and intent of the guidance in georgiastandards.org. The Network team looked at alignment to the strategic plan and assessed the overall impact of PREP Rally's (student & staff recognition celebrations) and positive behavioral feedback for scholars on school climate, discipline and attendance. Additionally, discussions were held about the impact of Leader in Me on school climate. The first year focuses more on the development of the staff and integrating the habits into their classroom structure and applying them personally. The many competing priorities at Ivy Preparatory Academy and the need to shift the Dean of Culture to a classroom teacher and Instructional Coach reduced the impact of this model and the follow-up effort needed to measure evidence of its impact. Teacher Leaders analyzed the factors that support learning and determined that there should be more structure in the scope and sequence of the curriculum, and teacher collaboration in the development of curriculum units. Additionally, a better understanding of how to use data and a rich tool bag of strategies will strengthen learning outcomes. Teacher leaders report that attendance is a factor that negatively impacts their ability to make progress. They also feel that some parents are supportive and involved and some are disengaged. Teachers report that student behavior has been more challenging

to manage which makes interrupts the flow of learning. Additionally, teachers expressed frustration with too little focused Professional Development and too little time for them to feel like they were effective in the implementation. Teacher walk-through data reveals teachers need a toolbox of instructional strategies to assist in improving student engagement and time-on-task. Additionally, teachers need tools to move from whole group to small group instruction which will allow greater impact on students personalized learning growth. Finally, it was noted that teacher skill with teaching students to read and write in the lower grades while growing was inconsistent in some areas. This led to limited progress noted in these grades. Where there was fidelity of implementation, there was notable growth.

What achievement data did you use? iReady Data

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

Ivy Preparatory Academy Growth Data

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

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

	8th	19%	32%	13%	DNM
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What demographic data did you use?	Ethnicity 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.
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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>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</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.</p> <p>The COVID-19 shelter-in-place period revealed the need to turn the focus towards developing proficiency with virtual tools and instruction. This aligned to Ivy's pursuit of STREAM Interdisciplinary learning to engage 21st century competencies. During the 2020-2021 school year, teachers engaged in training on planning curriculum in an interdisciplinary manner around the standards. They successfully integrated two units and subsequently learned how to add rigor. This work needs to continue for FY22. Raising rigor is a key lever to improving student outcomes at Ivy Preparatory Academy.</p> <p>There is strong support in the guidance of curriculum and planning by the Academy Leaders. Teachers are afforded feedback through the TKES process and ongoing meetings with Academy Leaders as a follow-up to classroom observations. Teachers worked throughout the year with the Academy Leaders and Instructional Coaches to look at data and engage in professional learning to strengthen their ability to plan effectively for Scholar achievement. Ivy is mostly operational in its self-assessment in this area but sees the need for growth in planning particularly in increasing rigor, seamlessly integrating virtual tools, and differentiating instruction.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Ivy strengthened its leadership practices by incorporating increased monitoring and feedback to teachers through quarterly meetings. Stakeholders are being engaged more frequently through surveys and feedback opportunities. Throughout the year, the Head of Schools met with district and local school leaders and Instructional Coaches to monitor student learning and growth. Additionally, Ivy pursued national accreditation through Cognia and earned a score that exceeded the national average much attributed to its Leadership, planning and monitoring practices.</p> <p>Ivy Preparatory Academy spent the year establishing systems and procedures that support quality instruction then monitoring their effectiveness. The staff</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>engaged in reflection at the end of the year in planning for the upcoming year. This was cited as an area to increase in FY22 through more reflection sessions. The leadership staff met in a retreat to revisit the goals, review the current performance, the strategic plan focus and the goals for the upcoming year. This is a consistent practice at Ivy. Ivy has a new an expanded leadership team though the Head of Schools and one Academy Leader are returning. District Leaders in School Governance, Operations, Federal Programs & Finance are also returning creating a strong leadership system upon which to grow practices.</p> <p>Parent Input meetings indicate that parents are largely pleased with the leadership and understand the vision and mission of Ivy Preparatory Academy, Inc. Survey results indicate parents feel interventions and supports are effective at Ivy.</p>
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>There is a strong culture of professional learning at Ivy Preparatory Academy. Staff participate in job-embedded professional learning for Literacy, Math, Technology Integration, and other critical areas. The staff call for a streamlined plan that allows them to develop expertise in teaching Literacy and Math A continued focus on aligning to the DOK level of the standard and increasing rigor is needed in instruction. The staff is highly reliant on whole group instruction.</p> <p>Ivy has struggled with staff turnover and finding experienced teacher, however, through a rigorous interview process, this has improved. There is some turnover this year, though limited, however, additional Federal Funds allow for increased hiring. The greatest challenge is finding qualified candidates after COVID realities have impacted the availability in the pool as Ivy competes with larger, higher paying districts.</p> <p>Ivy has hired an Instructional Coach who is very experienced in ELA and can help move the needle on quality literacy instruction especially with a small group focus. Ivy will continue to work with MRESA and math contracted coaches to embed more rigor in math.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Parents report that they feel like they understand the expectations of the school. They report that they feel like Ivy expects scholars to learn, prepare for college and be successful on the state test. They feel largely supported by their teachers and that there is a positive climate at Ivy.</p> <p>Parents expressed concern with the strength of staff when students are struggling and see the need for students to be challenged more and have opportunities beyond the walls of the school. Parents indicate the school provides opportunities for parents to learn how to support their scholar. The Parent Advisory Team reported that they felt parents should be more accountable to fulfill their volunteer hours and participate in learning opportunities. They report that there are adequate streams of communication that allows them to support the school.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Overall the supports to the learning environment were deemed strong. The Director of Special Student Services focused on supported learning throughout the virtual school year offering after school tutoring and sometimes tutoring on Saturdays through the ESOL program. At the close of the year, the need was still great for scholars that showed deficits and gaps during the year and one-on-one tutoring was provided for scholars that qualified for Extended School Year services based on their specific needs and the skills that are critical to their overall educational progress as determined by their IEP team. Interventions were met through iReady and teacher-led instruction designed to meet the critical skills. Student data was collected and analyzed after each session to ensure growth and needs were being met. At the end of the ESY, a report was developed for the IEP team to be admitted into the IEP records. There were 16 scholars served in ESY, however, only 8 participated in the pre/post assessments administered for ELA. Of this group, 6 met their independent goals. Only 7 scholars participated in the Math pre/post assessment and 5 of the 7 met their goal or showed significant increase in meeting the goal through the assessment. All of the scholars were referred to participate in virtual summer tutoring for the month of June. There were 5 participants. Better participation and performance was noted for those who met face-to-face.</p> <p>Approximately 1/3 of SWD scholars made gains through iReady Assessments from the beginning of the year to the end of year.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The enrollment trends at Ivy Preparatory Academy has been relatively steady though families often make decisions very close to the beginning of the school year about returning or leaving making it difficult to plan effectively for staffing.</p> <p>Ivy Preparatory Academy continues to work to improve its financial processes and the timely completion of financial reporting. Ivy Preparatory Academy has operated in the black throughout the year. Continuous improvement has resulted in timely completion of audits, dismissal of IRS citations and reduction of the debt incurred through a bond referendum. The finance team prides itself in meetings timelines early where possible.</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Approximately 1/3rd of Ivy Preparatory Scholars scored in Tier I at the end of the year in both K-5 and 6-8, up from 1/4th of the scholars at the beginning of the year. Scholars are showing growth though they may not be reflected in Tier I. The lower grades K, 2-3 and upper grades 6-7 showed the strongest growth rates. The results apply to both ELA and Math.</p> <p>There is an indication through perceptual input and observation that teachers need more training in small group instruction and using the personalized learning toolbox in iReady to gradually increase rigor in instruction. Great strides were made in increasing rigor through STREAM and scholars and staff learned to use technology resources efficiently. Staff are learning to</p>

Strengths and Challenges Based on Trends and Patterns

	<p>let scholars own more of their learning and are shifting gradually to assigning the right resources and providing targeted instruction.</p> <p>The TKES ratings demonstrates the need for continued improvement in instructional planning, assessment practices and and instructional implementation. This was also supported through instructional rounds and observations by the Instructional Coaches. Ivy Preparatory has identified Ten for Ten, Ten strategies to employ that will improve instructional delivery. Some of these strategies include using flexible grouping and differentiation of instruction while building a rich tool bag of instructional strategies.</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>Strengths</p>	<p>The Special Education Department has set out to be intentional in individual scholar growth. The past three years, the focused has been specifically on growth of the individual scholars particularly in the areas of Reading/ Comprehension and Math foundations. The 2018-2019, 2019-2020 school years were a huge success in scholars meeting different IEP goals, meeting grade-level expectations on classroom benchmarks assessments. A community was built amongst the team that are scholars felt important and utilized their teachers for support. The team continued to try to keep the same momentum during the virtual school year of 2020-2021.</p> <p>Scholars that were co-taught in ELA and Math made some progress. 60% of our scholars made growth. 40% of our scholars did not meet their typical growth mark in their ELA and Math benchmarks.</p> <p>Middle school Math making the greatest impact with 50% of 6thgraders meeting typical growth expectations, 44% of 7thgrade making typical growth and 11% meeting their stretch growth by going beyond what was expected in an academic school year, finally 75% of 8thgraders made typical growth while 50% met their stretch growth.</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.

Challenges	The virtual school year became a huge challenge in trying to continue the collaborated success that the team has worked to build. During the 2020-2021 school year, very few of our self-contained scholars made little or growth most no growth at all for the school year. Although typical growth and stretch growth was made within the Special Education Department, we still have over 75% of our scholars that are behind 1 or 2 more grades.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Ivy Preparatory Academy is led by a strong leadership team that has a rich knowledge of research-based strategies to improve learning. Ivy Preparatory Academy has a strong system for identifying students with the greatest need through the triangulation of data elements. There are multiple assessments used for progress monitoring purposes. There are two EIP teachers to provide services to early learners that are experienced instructors.</p> <p>Ivy Preparatory Academy has a focus on providing ongoing professional learning to build teacher efficacy. Teachers are served by Instructional Coaches for Literacy and Math. Ivy Preparatory has the resources to provide personalized learning for scholars.</p> <p>Ivy Preparatory Academy uses their federal funds strategically to address the needs of the whole child. Strategies such as large group social-emotional learning and etiquette training were coupled with morning meetings to help scholars interact positively within the learning setting. The school counselor holds small groups with specific scholars to help address their needs and remove barriers to learning.</p>
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Challenges	<p>Teaching through online instruction throughout the year resulted in a loss of direct instructional time due to the need to keep scholars from being online for extended periods of time. It was also difficult to execute small group instruction for staff who were not accustomed to this model of instruction. There were limitations to the Instructional Coach providing modeling since she was in a part-time status. The Math Coach served grades 6-8 but needed to span earlier grades for support.</p> <p>Teachers were inconsistent in their efforts to implement effective practices being taught and modeled by Instructional Coaches such as small group instruction as they were grappling with learning to teach in an online environment. Teachers acknowledge the struggle with a steep learning curve</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

	and multiple trainings made it difficult to become proficient in any one area.
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Title I, Part A - Foster Care

Strengths	Ivy Preparatory Academy has no Foster Care scholars, however, should any be enrolled, Ivy Preparatory Academy has a quality education program with which to assess the needs of the scholar and ensure that she receives the services needed to address her needs. Ivy Preparatory Academy has a school counselor that provides one-on-one and small group services, engages scholars in morning meetings to set the tone for the day. Ivy Preparatory Academy as a part of its focus on developing female scholars offers Wednesday sessions in which scholars engage in experiences designed to build their self-image and develop personal management skills.
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Challenges	Ivy Preparatory Academy scholars come from all over Dekalb County and varied parts of Atlanta, however, there is no transportation. The costs of transportation far exceed the resources that exist as charter school funding has its limitations. As a result, creative measures and limited resources are the only tools available to Ivy Preparatory Academy to sustain the attendance of a potential Foster Care Scholar.
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Title I, Part A - Parent and Family Engagement

Strengths	<p>Parent and Family Engagement activities are data-driven and designed to support the existing goals. Ivy Preparatory Academy moved the times of meetings around to provide access for parents with diverse schedules. Ivy Preparatory Academy has a Parent Facilitator that is in touch with the needs of parents and has good rapport with them.</p> <p>Parents report that they feel largely welcomed and supported through communication and learning opportunities. Information is sent out weekly via an emailed newsletter. Events are announced in a timely manner to allow parents time to plan to attend events. Text and email messages go out regularly as reminders of upcoming events.</p> <p>Additional support was put in place during the shelter-in-place period through phone calls for wellness checks and distribution of devices. Parents reported appreciation for this level of support. Ivy Preparatory Academy's Parent & Family Engagement Coordinator is skilled with technology and built a Google Classroom with Social-emotional learning support and parent tips for managing a digital classroom.</p>
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Title I, Part A - Parent and Family Engagement

Challenges	<p>Ivy Preparatory Academy did not return to in-person instruction on a large scale making it very challenging to reach parents. Parent turnout was very low with online meetings and support sessions. Though several online meetings were held this year and surveys were distributed to monitor the effectiveness of online instruction, it is difficult to get parents to respond thus making it hard to make decisions on behalf of the majority of families.</p> <p>Ivy holds sessions to help parents learn strategies to work with their scholar. Often parents of the most struggling students do not attend these meetings designed to target their growth. Parents report a desire to have more information delivered via a digital method for better access, however, the meetings that were held virtually were still not well attended.</p>
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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	<p>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.</p>
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Challenges	<p>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.</p>
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

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

<p>Strengths</p>	<p>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 and Math. Ivy Preparatory Academy's Academy Leaders are very knowledgeable about Literacy and Math and are able to provide instructional coaching through their quarterly meetings.</p> <p>Ivy Preparatory divided its Academic Leaders and Instructional Coaches up to provide small group coaching. This gave teachers a more frequent touch in support.</p>
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<p>Challenges</p>	<p>Ivy Preparatory Academy could benefit from more job-embedded professional learning that is focused to allow for mastery of implementation. Professional Learning that supports use of data to provide flexible groups and more targeted support for scholars is needed. Teachers need to be held accountable for fidelity in implementation of identified strategies. The ability of Ivy Preparatory Academy to attract the highest qualified teachers is limited by the pay schedule. This leads to the need for increased support in implementing quality instruction.</p>
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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 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.

<p>Strengths</p>	<p>Ivy Preparatory does not receive Title III Funds but provides support for ESOL students using a blended model of Lexia and teacher support. 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.</p>
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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 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.

Challenges	Ivy Preparatory Academy needs more ESOL trained staff. 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

Strengths	Students experiencing homelessness performed commensurate with their same-grade peers.
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Challenges	Resources for serving homeless children are limited.
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Title I, Part A - Equitable Access to Effective Educators

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

Strengths	<p>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 them socially-emotionally. Some teachers incorporated morning meetings to help scholars incorporate the skills they were learning. Ivy staff participated in the Leader In Me training and were equipped to deliver morning meetings.</p> <p>Ivy increased the access of technology for scholars and training for teachers even prior to the shelter-in-place period. Ivy has extensive enrichment offerings beyond the school day and that recognize both staff and students for their achievement and positive behavioral engagement. The enrichment program offers students top-notch performing arts, dance and visual arts.</p>
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Challenges	<p>Budget resources are limited and only allowed for a few sessions of personal development and etiquette for students. Staff need to understand how they should incorporate what scholars are being taught into their ongoing daily interactions with scholars. Staff culture has greatly improved, however, the consistency of providing morning meeting sessions needs to be improved particularly as students rejoin school virtually and have suffered trauma and loss.</p>
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Title I, Part A - Equitable Access to Effective Educators

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

Strengths	Ivy Preparatory Academy has no Rural Children.
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Title V, Part B - Rural Education

Challenges	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?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	<p>Ivy Preparatory Academy has had approximately a 30% turnover in staff. Primary staff have more professional development and coaching on ELA than Intermediate and Middle School staff in teaching ELA. Teachers in all grades received Reading resources and training on the use of these resources. The Pedagogy of teaching reading in flexible groups using these resources is currently taking place. Most of the lower grade teachers are responsive to this training, and there are improvements noted as measured by STAR Reading on the growth of scholars.</p> <p>Teachers of ELA are growing in their pedagogy but still require more extensive training on the Balanced Literacy Model or using flexible grouping to address personalized learning needs. Teachers need professional learning accompanied by modeling and coaching at all levels. A scope and sequence for teaching ELA concepts was developed in the previous year and was revamped this year to incorporate new curriculum materials. Teachers called for more strategies through teacher input sessions. PLCs are being established in order to increase their skill level to provide effective Literacy instruction and use of the resources.</p>
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Overarching Need # 2

Overarching Need	Improve Student Proficiency in Math through Improved Content & Pedagogy
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Overarching Need # 2

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
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	<p>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 incorporating flexible grouping in Literacy and Math at the Middle School level is limited. Teachers in grades 3-8 have not had the level of training or the coaching as those in the earlier grades. There was training at the beginning of the year for teachers to understand the ELA Instructional Shifts and learn to integrate Literacy across subject areas, however, teachers in grades 3-8 need training in Guided Reading, Flexible Grouping and other aspects of Literacy instruction to strengthen their effectiveness. With a 30% turnover of staff, it has been difficult to get schoolwide implementation of quality literacy instruction. Training in the use of new Literacy resources and teaching literacy occurred throughout the year, yet teachers struggled to make gains with struggling students.</p> <p>Of particular concern is the performance of SWD and teachers ability to be effective in teaching them based on their processing deficits. Co-teaching training was put in place for a few sessions to train all staff in ways to provide a collaborative approach to addressing processing deficits. The Special education teachers who assisted with the training are no longer employed at Ivy requiring a reset on training the SWD staff then building the Co-teaching relationships to support students and the new teachers were not trained.</p>
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Root Cause # 2

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

Additional Responses	
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Overarching Need - Improve Student Proficiency in Math through Improved Content & Pedagogy

Root Cause # 1

Root Causes to be Addressed	Teacher Efficacy & 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 I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Teacher retention and teacher turnover during the FY18 school year impeded growth in developing content & pedagogy. There was largely a new staff to teach math during the 2019-2020 school year. This group did not have training in using Eureka math which had some disconnect with the GA standards. Ivy worked with MRESA to increase teacher content knowledge and pedagogy. Teacher efficacy in this area is of particular concern and more intensive training with coaching is needed.
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District Improvement Plan 2021 - 2022



Ivy Preparatory Academy, Inc

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Ivy Preparatory Academy, Inc
Team Lead	Pamela Dingle

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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 checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)Ivy Preparatory Academy had 78% of its population meet the criteria for Free & Reduced Price Meals.

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 as the bottom quartile through a multiple-selection criteria. The intensity of need will determine the level of intensity in services- virtual one-on-one, after school one-on-one or small group, or Saturday Academy. A pre/post test will be administered to measure baseline and growth. A goal based on assessments will be developed with action steps or an IEP goal will be selected. Targeted scholars will move from one Tier to the next in 1-2 administrations of iReady.
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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 20% additional scholars scoring in Tier I on iReady Assessments by Spring 2022.
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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
Root Cause # 2	Teacher Efficacy
Goal	By Spring 2022, Ivy will increase the percentage of students scoring on Tier 1 on iReady ELA Assessments by 20%.

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 train teachers to implement effective Balanced Literacy practices using student assessment to guide instruction in (#1) Guided Reading (August-November), (#2) Comprehension Strategies (August-November), (#3) Writing (January-April), and integrating Literacy across the curriculum(January-April). The coach will provide training, modeling, coaching and feedback. Teachers will be trained to use iReady Reading Resources, digital & print Literacy resources, Concept Thinking Maps, and leveled texts in face -to-face and virtual instruction Balanced Literacy Instruction as a part of a PLC Model.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Agendas, Sign-In Sheets & Teacher Reflection;
Method for Monitoring Effectiveness	Instructional/Virtual Walk-throughs & Coaching Logs iReady Assessment Data
Position/Role Responsible	Academy Leaders, Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	E2I Education Consultant, LLC Heinemann Publishers
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Action Step # 2

Action Step	Ivy Preparatory Academy will purchase iReady Assessment and Intervention and professional development services to assist with the implementation and usage to interpret iReady Data, particularly domain and growth reports. The Content Leads will use this data along with USA Test Prep data to assist teams in building reading groups, identify target skills and use the information to develop flexible reading groups. The MTSS, Instructional Coach, Content and Lead teachers will then guide their subject areas and teams through data planning and Rti sessions.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in Sheets, Agendas & Presentation
Method for Monitoring Effectiveness	iReady Data Analysis
Position/Role Responsible	Instructional Coach; Academy Leaders, MTSS
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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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 will conduct a rank and serve method using iReady Data, EIP Placement and F/R Lunch to identify the neediest students who will participate in Saturday Academy & Tutoring sessions. Professional development will be held with staff to use iReady Assessment Data to identify student needs then on how to deliver targeted interventions through online instruction. Tutors will use the student data and target skills to maximize the impact of the tutoring and measure growth.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Rank & Serve; Data Reports or Sign-in Sheets/Google Survey

Action Step # 3

Method for Monitoring Effectiveness	iReady Growth Reports
Position/Role Responsible	Academy Leaders Instructional Coach, Teacher Leaders, MTSS
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? 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)?	Emory Reads Tutors
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Action Step # 4

Action Step	The school counselor will provide training in small groups on SEL topics and assist staff in short lessons to support "Sister Circles" for daily use. The counselor will additionally work with small groups virtually or in person requiring more intensive support as referred by teachers. Finally, an outside consultant will provide lessons to address issues identified through the Climate Survey on building student self-perception, peer relations, conflict resolution and reducing negative peer behaviors.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda, Sign-in Sheets, Walk-throughs/Virtual Visits
Method for Monitoring Effectiveness	Discipline & Attendance Data Climate Surveys
Position/Role Responsible	School Counselor Academy Leaders Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Latasha Davis After School All Stars
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Action Step # 5

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

Timeline for Implementation Others : Six Sessions

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	PLO YMCA
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Action Step # 6

Action Step	Ivy Preparatory Academy will continue to implement a STREAM (Interdisciplinary Learning)/PTLW model to increase rigor and enable scholars to read, research, write and create products. Ivy staff will participate in training to increase rigor using Concept Thinking Maps and Literacy Protocols that promote higher-order thinking and synthesizing information. A Content Leadership Team will develop the leadership skills to facilitate the ongoing planning sessions and identify areas where additional support is needed. Ivy will purchase Near Pod for delivery in hybrid learning and science resources to support implementation of STREAM/PLTW.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teacher Reflection; Unit Plans
Method for Monitoring Effectiveness	Perceptual Surveys
Position/Role Responsible	Head of Schools; Academy Leaders; Teachers Leaders; Instructional Coach
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Action Step # 6

Does this action step support the selected equity intervention?	Yes
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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)?	Dr. Mooring, GA State University E2I Education Consultant, LLC Varied Community Partners
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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 Improved Content & Pedagogy
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teacher Efficacy & Content & Pedagogy Knowledge Teacher Efficacy, Student Achievement
Goal	By Spring 2022, Ivy will increase the percentage of students scoring on Tier 1 on iReady Math Assessments by 20%.

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	Teachers will participate in training to effectively implement math content and pedagogy then reflect on how to apply their learning in practice; An Instructional Coach will train teachers to teach mathematics using hands-on engagement and integrated instruction through STREAM/PLTW. Additionally, teachers will attend external training on high-quality teaching practices that support mathematics. Teachers will attend Co-teaching training to learn to maximize support to SWD learners as well. Teachers will participate in training on Standards of Mathematical Practices to increase a focus on reasoning.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda, Sign-in Sheets, Teacher Reflection; Lesson Plans
Method for Monitoring Effectiveness	iReady Math Assessments Walk-Throughs Walks
Position/Role Responsible	Instructional Coach, Academy Leaders, Math Content Leads
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MRESA
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Action Step # 2

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

Action Step # 2

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

Action Step # 3

Position/Role Responsible	Instructional Coach, Academy Leaders, 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)?	FEV Tutoring
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Action Step # 4

Action Step	Teachers will utilize iReady Data to assign personalized learning skill lessons based on domain weaknesses in the class reports. The Math Coach will provide professional development through a PLC model using a book study, lesson study or teach-backs and data teams to monitor student goals and students who attain the goals. Teachers will engage in Math external training to increase rigor through the use of the Standards of Mathematical Practices and promote increased reasoning.
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	iReady Growth Reports
Method for Monitoring Effectiveness	Software Usage Reports iReady Growth Data
Position/Role Responsible	Instructional Coach, Academy Leaders, Content Leads
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 # 5

Action Step # 5

Action Step	Ivy Preparatory Academy will develop videos to assist parents supporting their scholars in Literacy & Math. The Parent & Ongoing Parent Support online opportunities will be provided to allow parents continuous support.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Survey Results; Sign-in Sheets/Google Sign-in Survey
Method for Monitoring Effectiveness	Quarterly monitoring of data Surveys
Position/Role Responsible	Parent & Family Engagement Coordinator; Academy Leaders, Director of Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation Others : Three times

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Cross & Dot YMCA Boys and Girls Club
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Action Step # 6

Action Step	Ivy Preparatory Academy will implement STREAM (Interdisciplinary Learning)/PLTW that enable scholars to solve math problems and create products. The Math Coach will provide ongoing training to support the interdisciplinary instructional planning. A Content Leadership Team will develop the leadership skills to facilitate the ongoing planning sessions and identify areas where additional support is needed. Ivy will purchase additional Science resources to support the STREAM/PLTW Implementation. Ivy will provide STREAM enrichment through contracting with an after school provider.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Sign-in Sheets/Google Sign-in Sheets
Method for Monitoring Effectiveness	Perceptual Surveys; iReady Data
Position/Role Responsible	Academy Leaders, Instructional Coach, Content Leaders
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 6

<p>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)?</p>	<p>Drs. Mooring, GA State University Spellman E2I Education Consultant, LLC</p>
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4. REQUIRED QUESTIONS

4.1 Stakeholders, Serving Children, 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 Gathering the needs Input is solicited on an ongoing basis from Parent Stakeholders and Community Stakeholders through virtual meetings and perceptual surveys on how we can improve their school support. Parents, teachers, paraprofessionals, leaders and students were given the data and the target areas of concern then asked for ideas of how to increase the percentage of students demonstrating proficiency in ELA and Math. All Stakeholders were given the opportunity to learn the purpose of Federal Funds and how Ivy Preparatory Academy, Inc. used these funds during FY20 to support teacher/paraprofessional growth and development. A Parent Advisory Team was formed to give a representative viewpoint of all families. Ivy specifically invited a diverse group of parents including parents of ESOL and SWD students to serve on the Parent Advisory Team to gain a well-rounded perspective. Parents learned about the STREAM and Blended/Virtual Learning initiatives and how this linked to improving student engagement and growth. Coordination of Services Ivy Preparatory Academy will implement STREAM and a one-to-one initiative this year. Title IA Funds are used to provide STREAM/PLTW resources and devices for the one-to-one initiative as well as intervention for scholars demonstrating learning gaps. Title IIA and CARES Funds are being used to provide the professional development services to help teachers develop proficiency in the planning & differentiation of instruction for STREAM/PLTW and to learn to seamlessly use technology tools for instruction and assessment of student learning. Title IVA Funds will be used to provide Social-Emotional Learning resources and training for teachers to provide daily SEL through "Sister Circle" Community Services & Connections to support enriched learning Ivy Preparatory Academy has built a team of Community Stakeholders who have worked with Ivy or are within the community and have the expertise in the development of academics or Social-emotional learning to give input and help monitor progress. This team of community members are excited about partnering with Ivy Preparatory to increase the relevance of learning through STREAM and Blended learning. These stakeholders have made recommendations that teachers have more strategies to create a more focused approach to addressing scholar needs and parents be afforded support with digital learning. Parents echo the need to remain focused on one initiative and reduce pivoting to new ideas. Ivy Preparatory Academy implements an annual SLAY week, a career week initiative, and brings in community partners who meet with scholars and</p>
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Coordination of Activities

	<p>provide a positive climate and vision for future career opportunities for scholars. Ivy has expanded its partnerships to include GA State University and Agnes Scott University to bring in students to mentor and serve as role models as well as community partners in various professional fields. Additionally, Ivy is working to identify female leaders across STREAM fields who will serve as mentors and external partners to establish a future-forward focus.</p> <p>Ivy Preparatory Academy will work directly with the YMCA & Boys and Girls Club to provide after school enrichment that enhances learning opportunities for Ivy Scholars. Community groups come into the school to offer STEM & Tennis to expose scholars to activities that lead to lifelong learning. Ivy also partners with Agnes Scott College</p> <p>Ongoing Feedback for Services Through ongoing Parent & Community Stakeholder Meetings, Ivy will share the status of the initiatives and solicit feedback on ways to improve services.</p>
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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"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>The Ivy Preparatory School District makes every opportunity to begin the hiring process early and implemented 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.</p> <p>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.</p> <p>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</p>
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Serving Low Income and Minority Children

	someone who is more effective or experienced. The scholar is then offered additional support where they have gaps to mitigate the deficits.
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and what measures will be used to determine whether district and school efforts are resting in improvements in teaching and student outcomes.</p>	<p>The Executive Team of Ivy Preparatory Academy including the Head of Schools, Academy Leaders, the Federal Programs' Directors, Instructional Coaches and the school Counselor regularly review student achievement data through progress monitoring tools and standardized achievement tools. Each entity assumes responsibility or contributes from their role to how these data elements can be improved. These meetings are used to also build leader capacity in understanding the interdependence of these roles and plan a strategic strategy for developing teachers</p> <p>Ivy Preparatory Academy, Inc. has a history of providing on-going professional development across many areas. The leadership at Ivy Preparatory consists of experienced and highly skilled leaders who have the capacity to train staff in evidence-based learning. Ivy has recently hired an Instructional Coach who is highly-skilled and participates in high-level training herself. This coach has worked to develop a core of teacher leaders who will assume a leadership role in helping their peers use data to monitor learning, map the curriculum and implement effective instructional practices. Ivy Preparatory Academy's Leadership Team is also very knowledgeable in multiple areas of teaching pedagogy and often provide professional learning and quality feedback through coaching support. Teacher Evaluations and an analysis of student outcomes on Benchmark Assessments and Progress-Monitoring is used to determine the improvements in teacher efficacy. Walk-throughs are also conducted to monitor implementation of Professional Learning.</p> <p>Ivy Preparatory Academy utilizes What Works Clearinghouse to guide the selection of tools and strategies coupled with review of literature supporting evidence-based practices when brainstorming solutions to learning gaps. The measures of success will be perceptual feedback from all stakeholders, benchmark data reflecting growth, informal feedback from staff, parents, students and the community, and improvements in positive participation of scholars (reduction of discipline incidents).</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"> 1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <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. All Title II-A Funds are allocated internally to support quality Professional Development experiences.</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, Inc. is implementing a STREAM (Interdisciplinary)/PLTW Learning Model and a one-to-one laptop Virtual Learning initiative to engage scholars in the 21st century learning competencies and expose them to early career opportunities. Community partners have been engaged to assist with planning and implementation across varied career areas such as architecture, engineering, electricians, Chemistry, Statisticians, and various fields of the arts. Annually, Ivy Preparatory Academy hosts a SLAY week and brings in professionals from many fields with an intentional effort to expose scholars to both technical, professional and service field areas. Ivy will focus more intentionally on its core values of Sisterhood, Scholarship and Service by engaging scholars in service learning. Ivy will build an understanding of goal-setting and planning skills to better equip scholars for future success in college and careers. Students in MS will have the opportunity to participate in field trips in a business or corporate setting.</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 will work with teachers to develop effective strategies to build relationships with scholars and establish a classroom environment that support learning. All staff will participate in training through the Student Leadership Network and with the Second Step Curriculum to gain strategies to teach activities for Sister Circle. A session will be held during the back-to-school teacher preparation to better equip teachers to manage student discipline issues in the classroom.</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 hosts a high school transition night and invites local high school staff to come in to set up booths and talk to scholars. Wednesday sessions are also used to provide learning experiences to organize and develop the self-management skills needed for high school and middle school. Students and staff from the high schools come and interact with 8th grade students and talk to them about the differences between MS and HS and how they can prepare for the transition. MS students go to tour local HS to aid in making selections.</p> <p>Ivy Preparatory Academy seeks to accelerate high-achieving students in varied ways but particularly to offer advanced mathematics. Students are enrolled in Algebra I and will take the Algebra I EOC to gain a math credit and position them to accelerate meeting math requirements in HS. Ivy Preparatory is pursuing National Accreditation through Cognia and is analyzing how to provide quality support for transitions.</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 & 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

<p>If applicable, provide a description of how teachers, in constation 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 mti-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 STREAM (Interdisciplinary)/PLTW in a one-to-one device learning environment for the 2020-2021 school year. Teachers at Ivy Preparatory started the process of understanding the value of increasing engagement and relevance through STREAM/PLTW using virtual tools and integrating literacy across the curriculum. A Content Leadership group was formed to lead the PLC Process and roll-out. Teachers were trained in Project Lead the Way (PLTW) during the summer in preparation for the STREAM implementation.</p> <p>Teachers will engage in data teams, RtI and collaborative planning teams to develop highly-engaged lessons that are delivered in a one-to-one laptop initiative or face-to-face. Students will participate in whole group, small group and individual learning based on the data collected through the use of assessments- iReady & USA Test Prep. Teachers will implement personalized learning strategies by assigning text, reinforcement modules and tasks that are aligned to the areas of need for each scholar.</p> <p>Ivy Preparatory Academy provides an instructional program that allocates more time to developing literacy and math skills. Students will be taught Literacy through ELA blocks and in the integrated STREAM/PLTW units. Literacy will be utilized across the curriculum to move scholars to higher levels of proficiency in ELA. Math skills will be integrated pervasively through PLTW and STREAM to increase opportunities to apply skills in authentic situations.</p> <p>Ivy will increase rigor in the learning process through the use of Concept Thinking Maps, literacy protocols and reasoning in mathematics. Students' growth in ELA and Math is demonstrated through iReady Assessments. Growth in writing, Science and Social Studies will be measured using USA Test Prep for students in grades 3-8. Students with disabilities, EL students and students who meet the criteria for EIP/REP will receive small group intervention through separate virtual or f2f sessions. An intervention block will be implemented each day to close learning gaps and move more students to Tier I. Scholars will participate in a variety of tutoring opportunities from one-on-one to small groups before and/or after school and on Saturdays.</p> <p>Ivy works to meet the needs of the whole girl through developing an understanding of factors that are often limiting or enhancers of success with girls. A schoolwide focus on creating a learning environment conducive to building strong, capable young women will be crafted. Ivy offers scholars enriched learning through the arts which in turn bolsters their academic performance and focus.</p> <p>To address the trauma experienced in their environment and through the pandemic period, students will begin each day in restorative circles called, "Sister Circles". Staff will utilize the trauma informed training and restorative circles training to deliver group sessions that help scholars to develop healthy mindsets and habits of mind to manage stress. Students participate in monthly sessions to work on etiquette, self-improvement, pro-social skills, goal-setting, and personal management. Ivy establishes a culture of expectations to develop young scholars to ascribe to excellence, leadership, and self-regulation through a daily focus on these rituals.</p>
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Title I, Part A – Instructional Programs

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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>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through: the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; the timely transfer of pertinent school records, including information on health, when children move from one school to another; and how the district will use the Migrant Student Information Exchange (MSIX).</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.</p> <p>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

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

<p>local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	
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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: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district’s procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>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?</p> <p>The district will continue to monitor those students identified at risk for dropping out of school. The scholars identified as <i>our at-risk</i> scholars have been assigned a Coach to monitor their grades, completion of classroom assignments as well as school attendance. The daily accountability agendas will be monitored daily. The accountability/goal piece is completed by the scholar but monitored by the Coach that has been assigned to the scholar make sure that the scholars progress is being checked and monitored. The identified scholars have been assigned small group intervention groups for after-school and before-school or a Wednesday virtual tutorial to ensure they are meeting the day to day expectations.</p> <p>The department identified particular 7th and 8th grade scholars that we felt would be in danger of not graduating or attending a post secondary program. The Special Education Department has identified one Case manager to serve as the 8th grade Coach/Mentor. 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 Coach monitor their grades, completion of classroom assignments as well as school attendance. The daily accountability agendas will be monitored daily. The accountability/goal piece is completed by the scholar but monitored by the Coach that has been assigned to the scholar make sure that the scholars progress is being checked and monitored. The identified scholars have been assigned small group intervention groups for after-school and before-school or a Wednesday virtual tutorial to ensure they are meeting the day-to-day expectations.</p> <p>The 8th grade scholars 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.</p> <p>Ivy is fortunate that 4 out of 4 of our special education teachers have been at Ivy between 1-3 year teachers (with last year being 100% virtual) are still learning the job. Teachers are enrolled in the new teacher inductee program offered through Metro RESA where they will be able to receive professional development geared towards 1st and 2nd year teachers.</p> <p>Ongoing walk-throughs will occur to monitor implementation. The data collected during monthly walk-throughs/Virtual classroom observations and TKES will assist in identifying teachers who need additional technical assistance and the area in which they need the support. The Special Education Director will meet with the teacher and provide additional training in the targeted areas. Finally, teachers will select their own individual areas of growth</p>
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IDEA Performance Goals:

	based on their TKES areas.
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are 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 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>Ivy Preparatory Academy will continually work actively to locate all disabled and exceptional children residing in its service area which includes Dekalb and Fulton Counties, including students in private schools, students who are home schooled, homeless students, or those who are wards of the state. The district collaborates with Head Start, local daycare centers, and other local agencies to identify children that are showing signs of delays academically, socially, emotionally, and in language and provides professional learning to increase their understanding of eligibility criteria. The district conducts Child Find annually for all 3-5 year old that are in Dekalb-Fulton counties including students in private schools, students who are home schooled, homeless students, or those who are wards of the state. Upon identifying these students, the District will connect them with the resources to initiate identification and services that address their needs.</p> <p>Ivy Preparatory Academy service scholars from grades K-8 so their a very few scholars that may be in the age range of 5. The LEA conducts a child find annually throughout the kindergarten class to identify those scholars that may not have attended a pre school program and have a developmental delay, need for speech therapy or special education services.</p> <p>The Special Education Department has identified one parent who will serve as our parent liaison and she will participate in the parent academy offered by IVY Prep and disseminate all information to our parents that are unable to attend those academies.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>How are teachers trained on IEP/Eligibilities Procedures?</p> <p>Teachers and Parents alike are presented with an informational meeting from our MTSS Coordinator, detailing the whole response to intervention process. Parents receive a brochure through MTSS as well as Child Find outlining the procedures of the eligibility process and detailing what to do if a child is suspected to have a disability. EIP and REP teachers collect data on scholars in moving towards a progression of SST goals. All teachers receive bi-monthly or weekly MTSS meetings on how to meet a scholar's needs through interventions and the procedures leading up to eligibility. Once a scholar is determined eligible for special education services, the teacher will attend the first IEP meeting where the scholar's IEP will be developed and each detail of the IEP will be outlined and explained to parents as well as teachers and how to successfully implement the IEP. The Director of Scholar services will conduct 4 Professional Development sessions with Special Education Teachers as well as General Education teachers throughout the school year (1 per quarter). The Professional Developments will consist of Co-teaching Segments, How to Teach Content as well as Implement IEP Goals inside the Co-taught Classroom, What does her "Eligibility" say about Her? Teachers will also have an opportunity to request certain Professional Developments that will center</p>
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IDEA Performance Goals:

	<p>around a scholars IEP.</p> <p>How is LRE ensured? At Ivy, 58% of all SWD students are served in the general education classroom for 75% 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. 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. The District has Professional Learning Days set up 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 Special Education Director takes the reflections from the Academic Team and shares them with the Special Education Department to better serve the scholars. The remaining 42% of scholars are being served within their least restricted environment inside the resource setting classroom and are monitored closely for growth and during annual review data is discussed to see if those students are ready to be integrated into segments where the growth was consistent. This number increased from previous years due to the lack of growth during the virtual school year and particular scholars being 2 to 3 grade levels behind.</p> <p>How are IEP accommodations/modifications shared with teachers who are working with SWD's The district has what they will call information days for SWD's. These days are set aside for 1. The first day of school 2. Second quarter 3. Third quarter and 4. Fourth quarter. At the start of these particular days, each SWD teacher has to deliver the appropriate accommodations and modifications to any adult in the school building that has to interact with the scholars and deliver those accommodations. Each adult in the building has to sign for the accommodation/modification page as receipt. Each stakeholder in the education of the scholar is invited to attend all IEP meetings where they will also receive an updated copy of the IEP/Modifications. If the teacher(s) were unable to attend the meetings, the Special Education Case manager will deliver a copy to the educational stakeholder.</p> <p>What supervision and monitoring procedures are being implemented to ensure that FAPE is being provided. Special education teachers are trained on IEP and eligibility procedures during pre-planning and quarterly meetings are held to ensure understanding and follow-up). LRE is ensured by reviewing each student's data quarterly to</p>
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IDEA Performance Goals:

	<p>determine if their placement remains appropriate. A continuum of services is offered including resource, co-taught, collaborative, consult settings, homebound, hospital homebound, and virtual education. IEP accommodations and modifications are provided to general education teachers by the special education case manager at the beginning of the school year, and accommodations and modifications are explained in detail to all teachers during pre-planning and during annual reviews. The school provides FAPE by ensuring that all students participate in all activities as their general education peers such as connections classes, lunch, recess and all after school activities and sports. Each scholar's IEP is reviewed during their annual review and/or eligibility meeting to monitor FAPE and ensure that the student receives access and support. Also, IEP amendments/meetings are held if a scholar fails to make growth in their current setting or makes a substantial amount of growth in their current setting to discuss FAPE.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The Director of Scholar Support will monitor and supervise all IEP documents, eligibility reports, timelines, transition plans, and transfer students for services compliant with state and federal laws bi-monthly. The District has recently finalized and completed an updated Special Education Manual which outlines the implementation manual as well as all laws and procedures to ensure compliance. During our 1st quarter Parent meeting, all parents will be provided an electronic copy of our Special Education Implementation Manual. Parents will receive a copy of their parental rights during IEP meetings. All special education staff are trained during pre-planning on the manual and will have access to it at all times via the One Drive for Special Education Staff. The Special Education Staff will meet weekly to discuss upcoming IEP Meetings and timelines. Professional Development will also be given to the Special Education Team twice a month on different areas involving compliance, procedures, and implementations this delivery will stem from the collaborative planning meetings, GaDOE training, Charter Commission trainings, Director's email blast and information obtained from SELDA meetings. 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

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 	<p>Ivy Preparatory Academy will continue to focus on developing the whole girl with a focus on Sisterhood, Scholarship and Service. This focus came about through the analysis of school climate data, teacher anecdotal data and attendance trends in which Ivy Preparatory Academy noted an overall productive engagement of scholars in virtual learning but some inconsistencies in attendance and student performance. Scholars expressed a desire to return to school through the remote learning period.</p> <p>To this end, Ivy Network staff developed initiatives to improve the focus of the culture on the whole girl and transitioning scholars and families back to in-person learning. Ivy will focus in on the social-emotional development of scholars through a daily "Sister Circle", classroom guidance lessons using the Second Step Curriculum, and promoting a culture of good etiquette encompassing self-development and leadership skills.</p> <p>Goal:Ivy Preparatory Scholars will develop personal efficacy and leadership skills that lead to both social-emotional and academic growth. Specifically, Ivy will see an 20% increase in the percentage of scholars performing on Tier I of iReady.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1)Teachers will participate in training on how to support the whole girl with the Student Leadership Network. Ivy Preparatory Academy will identify and purchase a Social-Emotional Learning Curriculum that provides structured lessons to use doing the "Sister Circle" time each morning to help scholars launch their day well. 2) Social-Emotional development will be the focus of "Sister Circle" in the mornings and classroom guidance throughout the year. Targeted areas will include maintaining a positive attitude, resilience, personal management, conflict resolution, positive peer interactions, etc. 3) Etiquette training in response to the areas of concern noted in the School Climate survey will be addressed quarterly through an outside consultant who will provide lessons focused on Resilience, Compassion & Patience, Effective Communication Strategies, Good Judgement/Values, and Building Connections through service. <p>These action steps will supplement the ongoing services offered through the School Counselor who meets with targeted groups of students and plans ongoing celebrations to shape more success-friendly behaviors.</p> <p>Desired Outcomes:</p> <ol style="list-style-type: none"> 1) The student Climate responses on safety and feeling valued will improve by 10%. 2) There will be a 20% increase in the percentage of scholars on Tier I on iReady Assessments. 3) There will be a 25% reduction in classroom disruptions to instruction.
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Title IV, Part A – Activities and Programming

	4) Student attendance will improve by a 5% with a reduction in absences greater than 6-15 days out of school.
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will const 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>Equity Gap 1 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>Ivy Preparatory targeted Teacher Retention and efficacy and Improving teacher Content and Pedagogy. Teacher retention and teacher efficacy is an ongoing challenge at Ivy Preparatory Academy due to the challenge in recruiting experienced teachers who will accept the lower pay that Ivy Preparatory Academy can offer. Ivy Preparatory Academy engages teachers in professional learning while conducting ongoing monitoring of effectiveness. Teachers are varied in their ability to implement the feedback and strategies. The Intervention of teacher retention and efficacy was effective yet needs to continue. The trend of larger systems offering higher pay makes it difficult for Ivy Preparatory Academy to retain its most effective teachers. The turnover of staff dropped from 50% to 24% with a concerted effort to attract more experienced, effective teachers. In addition to salary increase on the salary schedule, the HR division has increased their recruitment and enhancement of teacher recruitment efforts with the universities which has proven to be somewhat successful.</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>Ivy Preparatory Academy now contracts with a professional Human Resources Group that has experienced personnel who provide strong recruitment and vetting efforts. This allows for a larger more experienced pool of applicants and contributes to the effectiveness in this area. Even with this strategy in place, COVID-19 and supplemental federal funding has made it challenging to find teachers given the increased positions across the metroplex. They FY21 Equity Plan proved to be effective through the HR Departments efforts coupled with the leadership teams use of online classroom observations and feedback sessions. Teachers were pushed to evaluate their effectiveness through monitoring their data and reflecting on how to improve their practice. This strategy will continue in FY22.</p>
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<p>Equity Gap 2 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</p>	<p>The second Equity Gap is in the area of Content & Pedagogy. While teachers at Ivy Preparatory demonstrate a desire to enable scholars to succeed, more content knowledge and pedagogical strategies are needed to increase rigor in instruction. I Positive adjustments were made through ongoing training and developing internal leaders from among the teaching staff to provide increased support and development of curriculum resources & planning. The Academy Leaders engaged in increased classroom walks and virtual classroom visits to gather data and discuss where support can be Tiered for teachers who are struggling.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Effective – Abandon Activities/Strategies</p>	<p>The intervention of Improving teacher content and pedagogy was somewhat successful and incremental gains are being noted particularly in the lower levels of Literacy and Math. As new teachers are entering their second year at Ivy, the need to continue training in content and pedagogy is clear.</p>
<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>During the FY21 school year, all professional development, classroom observations and feedback sessions were delivered in a virtual environment. Ivy Preparatory Academy was effective in the implementation of this plan as noted through the growth of scholars in both ELA & Math as measured by iReady. Continued efforts are noted to continue and meet growth targets by focusing on small group instruction and increasing rigor in learning.</p>

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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