



Ivy Preparatory Academy

School Improvement Procedures Using Georgia's System of Continuous Improvement

Georgia's System of Continuous Improvement provides a framework that guides schools and districts in their efforts to enhance educational outcomes for all students. The Data-Driven Decision Making: School Improvement Planning Companion Guide was referenced when creating this document. Staff at Ivy Preparatory Academy will follow these procedures each year as we examine our needs and determine our actions. The procedures followed for the district's school improvement efforts are aligned with steps taken with the five year strategic plan. These procedures shall be reviewed annually and updated as needed. Here are the steps for school improvement for Ivy Preparatory Academy:

Organizational Systems

In keeping with Georgia's Systems of Continuous Improvement, the school improvement procedures include all aspects of the district's organizational systems:

- Coherent Instruction
 - Planning and delivering instruction
 - Progress monitoring
 - Refining the instructional program
- Professional Development
 - Attracting, developing and retaining staff
 - Ensuring staff collaboration
- Supportive Learning Environment
 - Maintaining order and safety
 - Developing and monitoring a tiered system of supports
 - Ensuring a supportive learning environment
- Family & Community Engagement
 - Creating a welcoming environment for families and community
 - Communicating effectively with families and community
 - Continuous collaboration with families to support students' academic success, health and wellbeing
 - Empowering families to advocate for children, ensuring fair treatment and access to learning opportunities
 - Establishing practices to assure that families and communities are equal partners with school staff which results in students' success through advocacy, leadership and collaboration
- Effective Leadership

- Creating and maintaining a school culture and climate that is conducive to learning
- Cultivating and developing leaders
- Ensuring high quality instruction in all classrooms
- Managing the school and its resources
- Driving school improvement efforts

School Improvement Procedures

Step 1: Conduct a Comprehensive Needs Assessment (CNA)

Purpose: Identify strengths, weaknesses, opportunities, and threats.

Actions:

- Data Collection: Gather quantitative and qualitative data from various sources, including scholars' academic performance, attendance, behavior, teacher qualifications/certification/experience, and stakeholder surveys.
 - Examine scholars' performance on selected standardized academic measures, such as:
 - Milestones
 - iReady Reading and Math
 - DRC Beacon
 - GKIDS
 - MAPS
 - Illuminate
 - ACCESS
 - Conduct surveys
 - Mid-year and end-of-Year parent surveys
 - Staff surveys
 - Georgia Student Health Survey
 - Georgia Parent Survey
 - Georgia School Personnel Survey
 - Program specific surveys
 - Establish focus groups to meet during the school year
 - Parent
 - Staff
 - Student

- Data Analysis: Analyze the data to identify trends, gaps, and root causes of issues. Use SWOT analysis to assess the school's current status.
 - Evaluate Trend Data
 - Examine scholars' academic performance from assessments
 - Scale scores
 - Achievement levels
 - Lexile scores
 - Growth
 - Percentile
 - Identify trends, strengths and areas of improvement
 - Compare academic performance of cohorts, subgroups, and grade levels
 - Compare performance of students across the state, districts from charter attendance zones, identified comparative charter schools
 - Note disparities, if any, with the district and student subgroups (SWD, ED, ESL, etc.)
 - Examine data by subject, domain, achievement levels, and growth
 - Determine supports for all scholars and address subgroups
 - Analyze attendance data
 - Monthly by grade level
 - Annually by grade level
 - Trend data
 - Analyze discipline (Classroom infractions, ISS, OSS) data
 - Types of infractions
 - Number of infractions
 - Number of days
 - Trend data
 - Review perception surveys and identify trends
 - Review TKES Data
 - Stakeholder Involvement: Involve a wide range of stakeholders, including teachers, parents, students, and community members, to ensure a holistic understanding of the school's needs.
 - CLIP Stakeholder Meetings
 - Conduct two annual stakeholder meetings for parents, business and community members (virtual and in-person)
 - Use input to develop the Parent Engagement Policy

- and the School-Parent Compact
 - Consider input to determine topics for Building Staff Capacity or parent training
 - Conduct two stakeholder meetings for school staff to provide input
 - Share key data and findings with all stakeholders
 - Provide opportunities for questions and input
 - Preserve results, input and use sign-in sheets
- Share initiatives being considered
- Share federal funding sources
- Data Analysis Key Questions
 - What does the data reveal?
 - What additional (leading, real-time) data should the leadership team consider when identifying school-wide overarching needs?
 - Are all subgroups of students performing at the optimal level?
 - What specific trends and patterns are observed for all students and each subgroup?
 - What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
- Summarize data
 - Identify strengths, challenges, and implications for work
 - Guiding questions
 - What needs were identified during the data analysis?
 - What specific data supports the identification of each overarching need?
 - What needs are the most urgent?
 - Is each need trending positively or negatively over time?
 - Could a root cause be identified?
 - What do our students need to be successful?
 - Is each need an equity gap?
- Prioritize and Identify needs
- Analyze the root causes (Select one of the following methods)
 - 5 Whys Analysis
 - Cause and Effect (Fishbone)
- Continuous analysis of performance
 - Evaluate practices as outlined in the school improvement plan

(action steps and timelines)

Step 2: Develop a District Improvement Plan (DIP)

Purpose: Create a strategic plan to address identified needs and improve student outcomes.

Actions:

- **Set SMART Goals:** Establish Specific, Measurable, Achievable, Relevant, and Time-bound goals based on the CNA findings.
 - Create goals that will address the needs of the district based on the Root Cause Analysis
 - Specific - Define the goal concretely
 - Measurable - Quantify goals, identify data sources
 - Attainable - within your control and realistic but challenging
 - Results-based/Relevant - relevant to the school's mission and vision; connected to the overarching equity gap
 - Time-bound - timeline and deadline for implementation and results of the goal
 - Create action steps that will be implemented to reach the goals; assure alignment to the goal
 - Specific actions for interventions
 - Responsible parties for implementing the action step
 - Timeline for implementing the action steps
 - Monitoring schedule
 - Artifacts to be completed/collected
 - Resources, including funding source
 - Identify subgroups to be targeted
- **Select Evidence-Based Strategies:** Choose interventions and strategies that are supported by research and proven to be effective.
 - Evidence for ESSA
 - What Works Clearinghouse
 - Best Evidence Encyclopedia
 - Determine the evidence level: Strong, moderate, or promising
 - Use Logic Model if scientific studies are not available or have not been conducted
- **Resource Allocation:** Identify and allocate the necessary resources, including funding, personnel, and materials.
 - Determine resources needed to implement action steps or support staff
 - Determine cost

- Determine funding source (QBE, Title I, Title II, Title IV, IDEA, other grants)
- Action Planning: Develop detailed action plans for each goal, specifying tasks, responsible persons, timelines, and evaluation methods.
 - Communicate the plan and method of evaluation to all responsible persons

Step 3: Implement the School Improvement Plan

Purpose: Put the plan into action with fidelity and integrity.

Actions:

- Professional Development: Provide training and support to staff to ensure they have the skills and knowledge to implement the strategies effectively.
 - Create a professional development plan to include monitoring implementation
 - Ensure alignment to the goals and action steps
 - Determine costs for training, if needed
 - Create sign-in sheets and evaluation form
- Monitoring and Support: Establish a system for ongoing monitoring of the implementation process. This may include regular check-ins, classroom observations, and data reviews.
 - Create monitoring check points (milestone markers) and place on calendar
 - Determine supports and include staff feedback opportunities
 - Determine evaluation for implementation
 - Determine evaluation for effectiveness
- Adjustments and Support: Be flexible and ready to make adjustments to the plan based on feedback and monitoring data. Provide additional support where needed.
 - Identify individual(s) responsible for each action point
 - Create targets used to determine when revisions are needed

Step 4: Evaluate and Reflect

Purpose: Assess the effectiveness of the implemented strategies and make informed decisions for future improvement.

Actions:

- **Data Collection and Analysis:** Continuously collect data to measure progress toward the goals and action steps.
 - Use formative and summative assessments to evaluate student learning and other outcomes.
- **Stakeholder Feedback:** Gather feedback from stakeholders to understand their perspectives on the improvement efforts and their impact.
 - Use surveys, anecdotal notes from observations or conversations
- **Review and Reflect:** Conduct regular reviews of the data and feedback to reflect on what is working and what needs adjustment.
 - Celebrate successes and identify areas for further improvement.

Step 5: Sustain and Scale Up

Purpose: Ensure that successful strategies are maintained and expanded for greater impact.

Actions:

- **Sustain Successful Practices:** Identify practices that have been effective and develop plans to sustain them over time
 - Determine additional needs for success
 - Resources
 - Professional development
- **Scale Up:** Consider ways to expand successful strategies
 - Maintain and replicate
- **Continuous Improvement Cycle**
 - Reinforce the culture of continuous improvement by regularly revisiting the CNA, SIP, and evaluation processes.
 - Encourage a mindset of ongoing growth and development among all staff and stakeholders.

Step 6: Document and Share

Purpose: Create a transparent record of the improvement process and share best practices.

Actions:

- **Documentation:** Keep detailed records of all steps taken, including data analyses, meeting minutes, action plans, and evaluation reports.
 - Maintain all documentation including work samples, photos or other artifacts

- Communication: Regularly communicate progress and outcomes to all stakeholders through newsletters, meetings, and reports.
 - Post on social media or other communication tools
- Sharing Best Practices: Share successful strategies and lessons learned with other schools and districts through presentations, publications, and professional learning communities.

Considerations for Grants from Federal Programs

As a part of the school improvement process, the LEA must consider funding from Federal Programs. After reviewing data for the Comprehensive Needs Assessment and determining the goals and action steps, the district must determine the resources needed and the coordination of funds from federal, state and local sources.

The LEA considers the purpose of each grant (Title I, Title II, Title IV and IDEA) to supplement the efforts already maintained in the district from state or local funding sources. The Federal Programs Director ensures that plans are tightly aligned with and support the District's goals and action steps. Efforts are made to eliminate redundancy when expending funds to allow for an efficient and effective process that results in all students performing at high academic and personal levels

Title I – Improving the Academic Achievement of the Disadvantaged

The Title I plan addresses ways to close the achievement gaps that exist in the district, across content areas, and between subgroups. Title I funds shall be used to “ensure all children have a ‘significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps’ (ESSA, Section 1001).”

Title II – Supporting Effective Instruction

The Comprehensive Needs Assessment should include examination of teacher and leader retention, teacher and leader experience levels, teacher attendance, support of new teachers and student achievement to determine a plan of action to provide equitable access to highly-qualified teachers. The effectiveness of teacher support is measured through ongoing surveys and monitoring of data. The LEA specifically notes progress being made towards identified equity gaps and corresponding equity intervention in the Equity Action Plan. The effectiveness of teacher support is measured through ongoing surveys and monitoring of data. Teacher support is provided based on progress data, TKES data and teacher perceptual data. These data are monitored annually in the preparation of a new comprehensive needs'

assessment and planning cycle. The LEA specifically notes progress being made towards identified equity gap and corresponding equity intervention.

Title III - Language Instruction for English Learners and Immigrant Students

Ivy does not receive funding from Title III, but Ivy's administration follows all laws, guidelines and procedures regarding the identification and support of English Language Learners. Any communications from the school are distributed to parents based on the primary language taught at home. EL scholars should receive a variety of supplemental services and activities provided beyond the schools' legal obligations to English learners and their limited English proficient parents." This also includes support for EL teachers.

Title IV – Student Support and Academic Enrichment

Title IV addresses academic achievement through the following: A well-rounded education, to improve the school conditions for learning, and to improve the effective use of technology and digital literacy of all students. The Comprehensive Needs Assessment should provide information that will be used to determine programs or initiatives that address the purpose of this grant.

IDEA – Special Education Services and Supports

The Individuals with Disabilities Education Acts provides funding for schools to support leaders, teachers and families to meet the needs of identified scholars regarding whole child development, academic outcomes, and quality of life. Funding is directly related to special education and related services as identified by the IEPs of scholars.

Monitoring of Neglected & Delinquent Students

Currently Ivy Preparatory Academy does not serve students living in Neglected & Delinquent facilities.

Monitoring of Private Schools

Currently Ivy Preparatory Academy does not have any private schools within its boundaries.

Monitoring of the McKinney-Vento Act, Educating Homeless Children & Youth

Technical Assistance is provided to Ivy Preparatory Staff regarding the Identification and Eligibility Requirements for Homeless Children and Youth at the beginning of each

school year. The Federal Program Director ensures that the PFE Coordinator/Homeless Liaison understands the compliance requirements and monitors to see if any enrolled students meet the criteria. Additionally, the Federal Program Director ensures that the enrollment clerk, Executive Director, Principal, and the Counselor monitors the status of students who are enrolled and provides training for staff.

Monitoring of Services to Scholars in Foster Care

Technical Assistance is provided to Ivy Preparatory Staff regarding the transportation requirements for scholars who are in Foster Care. The Federal Program Director ensures that the PFE Coordinator/Homeless Liaison understands the compliance requirements and monitors to see if any enrolled scholars meet the criteria. Additionally, the Federal Program Director ensures that the enrollment clerk, Executive Director, Principal, and Counselor monitors the status of students who are enrolled and provides training for staff.

Ongoing and continuous coordination of services

Ivy administrators and the Federal Programs Director continuously evaluate practices to consider the needs of the school to make improvements. The Comprehensive Needs Assessment allows school leaders and staff to review instructional and operational procedures. This evaluative process also allows for the effective coordination of federal funds to meet the respective purposes of each grant.

For example, following the Comprehensive Needs Assessment and determination of a goal, an action step may focus on improving Tier I instruction. Funds directed towards implementation of Tier I instruction by all teachers would come from Title I for the purchase of programs, resources and/or trainers. Professional development could focus on deconstructing standards, developing assessments and increasing rigor and relevance of lessons. Title II funds would be considered for professional development that aligns with teachers understanding and implementing Tier I instruction. Title IV A Funds would be used to maximize student achievement in Tier I classrooms by focusing on programs for the social emotional development of scholars so that the disruptions to instruction are minimized.

Community Services & Connections to support enriched learning

While coordinating financial resources (federal, state, and local), school leaders should also engage community partners. Connecting with local colleges, universities and non-profit organizations must be explored to support the efforts being made by school

leaders. Ivy has partnered with several organizations: The Georgia Charter School Association and Georgia State University to help with teacher certification; MRESA for teacher development; business partners to provide etiquette and therapeutic gardening; Emory University, YMCA, ALL Stars and Girls, Inc for coordination of summer and after school programs; Student Leadership Network and Estee Lauder for scholar empowerment; and involving parents and community leaders during College and Career Week. As Ivy moves towards STEAM certification, collaboration with Georgia State University should continue. Other college or university connections shall be made and included with strategic planning.

Ongoing Feedback for Services

Input shall be solicited on an ongoing basis from Ivy stakeholders, including parents, staff, scholars, and community members, through virtual meetings and perceptual surveys on how the school can improve their school support. Parents, teachers, paraprofessionals, leaders and students are 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. The Parent Advisory Team was formed to give a representative viewpoint of all families. Ivy shall be specifically invite 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.

Stakeholders shall be given the opportunity to learn the purpose of Federal Funds and how Ivy Preparatory Academy, Inc. used these funds to support teacher/paraprofessional growth and development. Sharing information with families during multiple times throughout the school year is required. Ivy shall continue to share the status of the initiatives and solicit feedback on ways to improve services.

Included with the S-CLIP

Parent and Family Engagement Policy
Foster Care Transportation Plan
Equity Action Plan
Title I, Part C ID&R Plan