

2018-2019 Ivy Hill Academy of Scholarship School Improvement Plan Report



School Improvement Plan 2018-2019

School Improvement Plans remain in effect for two years, but the School Leadership Team may amend as often as necessary or appropriate.

ScholarMade Achievement Place of Arkansas Contact Information			
School:	Ivy Hill Academy of Scholarship	Phone Number:	501-404-0012
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	Little Rock, AR 72206	School Website:	www.scholarmade.org
Principal:	Terri Guy		
Director of Achievement	Eltrudia Toliver		
Superintendent:	Dr. Phillis N. Anderson		
Committee Position	Name	Email Address	
Director of Achievement	Eltrudia Toliver	Eltrudia.toliver@scholarmade.org	
Principal	Terri Guy	Terri.guy@scholarmade.org	
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Mission Statement

Our mission is to prepare scholars through innovative leadership and effective teaching to be self-confident, intellectually inquisitive, emotionally intelligent, and academically competent beings. Our Scholars will become leaders and problem-solvers who will improve conditions wherever they choose to work and live.

Ivy Hill Academy SMART Goals

- 75% of students in testing grades who have been enrolled in the school for 3 years will meet the readiness benchmark on the ACT Aspire math, science, English, writing and reading.
- TAGG students will meet or exceed all State Performance Targets in math and reading.
- All Faculty will progress at least one level each year as measured by the SM Talent Development Teaching Fellow system by providing duty-free instructional planning time for every teacher by providing an average of at least five hours of planning time per week for targeted professional development through PLCs and webinars.
- Each year all students will gain at least 1.25 grade levels (125% of typical growth according to national norms) in Math
- Each year all students will gain at least 1.25 grade levels (125% of typical growth according to national norms) in Reading
- 100% of instructional staff members will use a learning management system that monitors student performance to help identify deficiencies in academic progress and then provide the appropriate instructional remediation.

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- Each year students referred for disciplinary actions will decrease by 7% by promoting a positive school climate and a safe learning environment free of bullying and harassing behaviors and to develop Social Emotional Intelligence competencies through the implementation of RULER, Conscious Discipline and Playworks.
- Parents will participate in the Academic Parent-Teacher Team

Ivy Hill Academy Assessment Data Snapshot

At this time, state student performance data is not available for Scholarmade Scholars as we are in our first year of operation.

Ivy Hill Academy Profile

Ivy Hill Academy is located in Little Rock, Arkansas Our current student population is 275 students in grades K-5. Our demographics are 2% White, 90% African-American, 2% Hispanic, 2% Other. 3% of our students have limited English proficiency. 7% of our students are considered academically gifted. Approximately 17% identified are identified as students with disabilities or a handicapping condition. Approximately 88% of our students are considered economically disadvantaged this year.

This current school year, our grade levels consist of three Kindergarten classes, two first grade, two second grade, two third grade, two fourth grade classes, and two fifth grade classes. Support staff members include art, music, physical education, media, and technology as special area teachers. The administrative team includes the principal and one Academy Director. We have Apprentice Teachers available to support our instructional program. The average teaching experience for our staff is approximately 5 years with 70 % of our staff having zero to 3 years of experience. The school also has a After School Academy that hosts approximately 150 students.

Ivy Hill Academy staff effectively integrates technology in effort to help students innovate and inquire through project-based learning tasks as a key component of our personalized learning approach. ScholarMade has state of the art technology in each classroom with wireless projectors and a one to one technology component for staff and students. This allows our school to lead in innovation with access to and the integration of technology into the classroom.

Strategic Improvement Plan 2018: For a Better Tomorrow

<p>Goal 1: 75% of students in testing grades who have been enrolled in the school for 3 years will meet the readiness benchmark on the ACT Aspire math, science, English, writing and reading.</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> • College- and career-readiness • Academic growth/high academic achievement • Access to rigor • Closing achievement gaps 	<p>Goal 2: TAGG students will meet or exceed all State Performance Targets in math and reading.</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> • College- and career-readiness • Academic growth/high academic achievement • Access to rigor • Closing achievement gaps
<p>Goal 3: All Faculty will progress at least one level each year as measured by the SM Talent Development Teaching Fellow system by providing duty-free instructional planning time for every teacher by providing an average of at least five hours of planning time per week for targeted professional development through PLCs and webinars.</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> • Proactive recruitment of mission minded staff • Individualized professional 	<p>Goal 4: Each year students referred for disciplinary actions will decrease by 7% by promoting a positive school climate and a safe learning environment free of bullying and harassing behaviors and to develop Social Emotional Intelligence competencies through the implementation of RULER, Conscious Discipline and Playworks.</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> • Physical safety • Social and emotional health • Social Emotional Intelligence competencies development • Cultural competency

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development <ul style="list-style-type: none"> • Leadership development • Multiple career pathways 			
Goal 5: Parents will be engaged in their child's education through participation in the Academic Parent-Teacher Team Three focus areas: <ul style="list-style-type: none"> • Academic Parent Teacher Teams • Family engagement • Communication and outreach 	Goal 6: Each year all students will gain at least 1.25 grade levels (125% of typical growth according to national norms) in Math and/or Reading. Three focus areas: <ul style="list-style-type: none"> • Critical Thinking • Personalized Learning • Integrated Curriculum 		
<ul style="list-style-type: none"> • Goal 7: 100% of instructional staff members will use a learning management system (MobyMax) that monitors student performance to help identify deficiencies in academic progress and then provide the appropriate instructional remediation. Four focus areas: <ul style="list-style-type: none"> • Data to drive instruction • Strategic growth of each child through effective and efficient processes and systems • Strategic use of instructional resources • Data integrity and use 			
SMART Goal (1):	<ul style="list-style-type: none"> • 75% of students in testing grades who have been enrolled in the school for 3 years will meet the readiness benchmark on the ACT Aspire math, science, English, writing and reading. 		
Strategies	Point Person	Personnel Involved	Timeline
<ul style="list-style-type: none"> • Full implementation of Benchmark Literacy with an emphasis on Guided Reading. • Provide Guided Reading Training and Next Steps in Guided Reading Text • Organize school-wide resources to support balanced literacy • Purchases additional books as needed to support classroom libraries and read alouds; 	Principal Academy Director	<ul style="list-style-type: none"> • Director of Achievement Instructional Leadership Team/Admin • Teachers 	8/13/2018 to 5/30/2019
<ul style="list-style-type: none"> • Continue to advance Math Instruction in alignment with Arkansas State Standards expectations • Use Eureka math consistently K-5 	Director of Achievement	Principal Academy Directors Teachers	08/2018-2019
SMART Goal (2):	TAGG students will meet or exceed all State Performance Targets in math and reading.		
Strategies	Point Person	Personnel Involved	Timeline
<ul style="list-style-type: none"> • Design Master schedule to include increased planning time for full implementation of Plc. Use literacy software and applications to support literacy growth • Support Teacher use of Scope and Sequence and Pacing Guides. • After School Academy will be held for all students who are economically disadvantaged and who have scored below proficient. • Intensive support for 3rd, 4th, 5th grade 	Principal	Academy Director Director of Achievement	07/18-5/19

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<ul style="list-style-type: none"> students below grade level/subject Train selected staff and Utilize Leveled Literacy Intervention program to support students 			
<ul style="list-style-type: none"> Enhance usage and attainment of Eureka Math online resources and other supplemental resources Utilize ACT Aspire formative assessment and math games to help close mathematical understanding gaps 	Director of Achievement	Principal Academy Director Teachers	07/18-5/19
Goal (3):	All Faculty will progress at least one level each year as measured by the SM Talent Development Teaching Fellow system by providing duty-free instructional planning time for every teacher by providing an average of at least five hours of planning time per week for targeted professional development through PLCs and webinars.		
Strategies	Point Person	Personnel Involved	Timeline
Talent Development: <ul style="list-style-type: none"> ScholarMade will implement a competency-based job-embedded professional development system that engages educators in timely, meaningful learning that meets his or her particular growth needs, improves instruction, and strengthens student outcomes. Through content specialization, teachers will teach two core subject pairs: math/science or language arts/social studies, this approach allows specialized teachers to become masterful at understanding these content standards will provide more time for planning and collaboration. Teachers will have the opportunity to serve as professional development facilitators and will have time in their schedule to research, mentor, and reflect on thoughtful practices. Administrators will provide facilitative leadership, working side by side with teachers and parents. 	Director of Achievement;	Principal; Academy Director	07/18-5/19
<ul style="list-style-type: none"> Data disaggregation and professional growth Weekly in 90-minute planning sessions Participate in Teacher to Teacher Shadowing and Peer Development Support Ongoing and intensive coaching and development 	Director of Achievement	Director of Achievement, Academy Director Staff/PD	07/18-5/19

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<ul style="list-style-type: none"> Provide DDI (Data Driven Instruction) training and support to staff. Support teachers in the development of common and formative assessments for DDI purposes 	Principal	Director of Achievement, Academy Director Staff	07/18-5/19
Goal (4):	<ul style="list-style-type: none"> Each year students referred for disciplinary actions will decrease by 7% by promoting a positive school climate and a safe learning environment free of bullying and harassing behaviors and to develop Social Emotional Intelligence competencies through the implementation of RULER, Conscious Discipline and Playworks. 		
Strategies	Point Person	Personnel Involved	Timeline
<ul style="list-style-type: none"> Continue to refine implementation of RTI/MTSS processes for targeted intervention and extension support of students Schedule regular SST meetings to track student progress and design interventions Support Teachers in the Use Tiered System of Support 	Dean of School Support	Special Education Staff	07/18-5/19
<ul style="list-style-type: none"> Bully Liaison / Bully-prevention Implement school wide expectation TownHalls Reinforce anti-bullying strategies through SEI sessions and small groups. Host monthly unity days in which school wears shirt in solidarity against bullying 	Dean of School Support	Academy Director Principal Teachers	07/18-5/19
Social Emotional Intelligence <ul style="list-style-type: none"> Using RULER Framework, develop SEI Competencies in students. Full integration of SEI in school community and playground through Conscious Discipline Framework and Playworks. POWER Sessions with students who exhibit challenging behaviors. 	Dean of School Support	Academy Director Principal Teacher	07/18-5/19
<ul style="list-style-type: none"> Healthy Active Child 30 min. Include physical and rest reflection time into daily master schedule Provide 45 minutes of PE instruction to every class every week Implement Playworks program which includes daily PE games during Physical Activity time and classroom brain breaks/games 	Physical Education Teachers	Academy Director	07/18-5/19
SMART Goal (5):	<ul style="list-style-type: none"> Parents will be engaged in their child's education through participation in the Academic Parent-Teacher Team 		
Strategies	Point Person	Personnel Involved	Timeline

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<ul style="list-style-type: none"> Implement Academic Parent Teacher Teams to increase meaning parental engagement in the academic performance of their child. APTT Meetings 3 times annually. Professional development on APTT Model Support from APTT Coach. 	Dean of School Culture	Principal Academy Director Director of Achievement	<ul style="list-style-type: none"> 09/18-3/19
SMART Goal (6):	Each year all students will gain at least 1.25 grade levels (125% of typical growth according to national norms) in Math and/or Reading.		
Strategies	Point Person	Personnel Involved	Timeline
<ul style="list-style-type: none"> Utilize Apprentice Teachers and After School Academy, and other support personnel thru strategic scheduling to ensure students are supported K-5 in Language Arts and Math Develop small groups in math and reading based on DDI (Data Driven Instruction) Train additional staff in the implementation Reading Intervention (<i>Fountas & Pinnell Leveled Literacy Intervention</i> as a short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching.) 	Academy Director and Director of Achievement	Principal Special teachers	07/18-12/18
<ul style="list-style-type: none"> Develop an intervention block to be used in all grade levels for re-teach and enrichment/extension 	Principal	All staff	08/18-10/1/18
Strategic Plan Goal:	<ul style="list-style-type: none"> Goal 7: 100% of instructional staff members will use a learning management system (MobyMax) that monitors student performance to help identify deficiencies in academic progress and then provide the appropriate instructional remediation. 		
Strategies	Point Person	Personnel Involved	Timeline
<ul style="list-style-type: none"> Increase student use of technology for innovation and inquiry in the classroom for our 1 to1 technology 	Director of Achievement	Classroom and special area teachers	08/2018-12/2018
<ul style="list-style-type: none"> Flexible grouping During daily enrichment block, change groups monthly or as needed based on skills Focused on Reading and Math Differentiated skill groups during Math and Reading Workshop 	Grade level chairs	Classroom teachers	09/2018-3/2019