

2020-2021

Ivy Hill Academy of Scholarship School Improvement Plan Report



Schools Improvement Plan 2020-2021

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

Ivy Hill Academy of Scholarship Contact Information			
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	Little Rock, AR 72206	School Website:	www.scholarmade.org
Ivy Hill Academy: Principal Academy Director		Crystal McMullen	
Director of School Improvement and Achievement		Eltrudia Toliver	
Director of Leadership and Operations		Brad Burl	
Superintendent:		Dr. Phillis N. Anderson	
Committee Position		Name	Email Address
Director of School Improvement and Achievement		Eltrudia Toliver	Eltrudia.toliver@scholarmade.org
Ivy Hill Academy Principal Academy Director		Crystal McMullen	Crystal.mcmullen@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.

Assessment Data Snapshot

Due to COVID19, there is no summative data for the 19.20 SY. According to the 2018-2019 ACT Aspire Summative, baseline scores for the first year of operation in the areas of ELA and Reading revealed that 41% of the students met the Readiness benchmark and 12% were Exceeding; 37% were Close and less than 1% were in the In Need of Support category. In math 18% of the students met the Readiness category; 33% scored Close and 43% scored in the 'In Needs Support' category. Science results revealed that a little over 1% met the readiness mark; less than scored Close and 86% of the students are in the needs support category.

School Profile

ScholarMade Achievement Academy of Arkansas is located in Little Rock, Arkansas and our projected student population is 340 students with demographics are 1.2% White, 96% African-American, 1% Hispanic, 2% Other. 10% of our students are considered academically gifted. Approximately 12% identified are identified as students with disabilities

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or a handicapping condition. Approximately 94% of our students are considered economically disadvantaged this year and both schools are Community Eligibility Provision.

Our grade levels consist of two Kindergarten classes, two first grade, three second grade, two third grade. Support staff members include art, music, physical education, media, and technology as special area teachers.

Strategic Improvement Plan 2021: 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 development • Leadership development • Multiple career pathways 	<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.</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 		
<p>Goal 5: Parents will be engaged in their child's education through participation in the Academic Parent-Teacher Team</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> • Academic Parent Teacher Teams • Family engagement • Communication and outreach 	<p>Goal 6: Each year all students will meet their growth goals as measured by NWEA in Math and/or Reading.</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> • Critical Thinking • Personalized Learning • Integrated Curriculum 		
<p>SMART Goal (1):</p>	<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 English and reading. 		
<p>Strategies</p>	<p>Point Person</p>	<p>Personnel Involved</p>	<p>Timeline</p>
<ul style="list-style-type: none"> • Full implementation of the Science of Reading through Benchmark Literacy as the primary instructional resource. • Personalized learning and skills gaps through frequently assess students understanding of standards taught through a variety of online platform including Reading A-Z; Vocabulary A-Z for supplemental support to differentiate. • Small group instruction will address 	<p>Principal Academy Director</p>	<ul style="list-style-type: none"> • Director of Achievement Instructional Leadership Team/Admin • Teachers 	<p>8/24/2020 to 5/30/2021</p>

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<ul style="list-style-type: none"> individual needs of Scholars. Classroom libraries and set aside specific time for read alouds; Set benchmarks goals for Sight Words and Fluency as measured by Sonday System Mastery Check System, MAP, and online platforms 			
<ul style="list-style-type: none"> Level Up! Interventions. Students will receive targeted assistance in areas of deficiencies as identified by the several sources of data including NWEA; ACT Aspire Formative Assessments; Moby Max assessments. 	Principal	DSA	10/1/2020-05/15/2021
SMART Goal (2):	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 and science by 2021.		
Strategies	Point Person	Personnel Involved	Timeline
<ul style="list-style-type: none"> Equip teachers to effectively use of Scope and Sequence and Pacing Guides with fidelity to strategically teach standards. Intervention will be provided for all students who are economically disadvantaged and who have scored below proficient. Frequently assess students understanding of standards taught through a variety of online platform including Zearn, Khan Academy, Eureka Math, and Amplify Science. Use data to drive instructions and generate support plans for interventionists 	Principal	Teachers, DSA	07/19-5/2021
<ul style="list-style-type: none"> Flexible grouping During daily enrichment block, change groups monthly or as needed based on skills Differentiated skill groups focus time 	Principal TLF	Teachers	07/19-5/2021
<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 	Principal TLF	Teachers DSA	07/19-5/2021
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. Goal 2020		
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 	Principal TLF	Teachers DSA	8/24/2020 to 5/30/2021

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<p>student outcomes.</p> <ul style="list-style-type: none"> 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. 			
<ul style="list-style-type: none"> Data disaggregation and professional growth Weekly in 60-minute planning sessions Participate in Teacher to Teacher Shadowing and Peer Development Support Ongoing and intensive coaching and development 	Principal TLF	Teachers DSA	8/24/2020 to 5/30/2021
<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 TLF	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 The WAY and LIGHT EI program. Goal 2020 		
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 Behaviors and SEL competencies will be tracked using KickBoard. 	Culture Coordinator	Special Education Staff	8/24/2020 to 5/30/2021
<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 	Culture Coordinator	Principal Academy Director Teachers	8/24/2020 to 5/30/2021
<p>Social Emotional Intelligence</p> <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. 	Culture Coordinator	Principal Academy Director Teachers	8/24/2020 to 5/30/2021

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<ul style="list-style-type: none"> • Healthy Active Child initiative include physical and rest reflection time into daily master schedule • Provide a minimum of 55 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	Principal Academy Director	8/24/2020 to 5/30/2021
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
<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 2 times annually. • Professional development on APTT Model • Support from APTT Coach. 	Culture Coordinator	Principal Academy Director Director of Achievement	8/24/2020 to 5/30/2021
SMART Goal (6):	Each year all students will meet their growth goals in Math and/or Reading.		
Strategies	Point Person	Personnel Involved	Timeline
<ul style="list-style-type: none"> • Develop small groups in math and reading based on DDI (Data Driven Instruction) • Implementation Reading Intervention (<i>Sunday Systems</i> as a short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching.) 	Principal TLF Interventionists	Principal Interventionists Director of Student Support Services	8/24/2020 to 5/30/2021
<ul style="list-style-type: none"> • Implement Corrective Instruction weekly during an intervention block to be used in all grade levels for re-teach and enrichment/extension 	Principal	All staff	8/24/2020 to 5/30/2021