



Ivy Hill Preparatory Academy SCHOOL IMPROVEMENT PLAN REPORT 2023.2024

SCHOOL IMPROVEMENT PLAN 2023.2024

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	K-3	501-404-0012
Address:	2410 S. Battery	Fax Number:	501-244-9097
	Little Rock, AR 72206	School Website:	www.scholarmade.org
Principal Director of Achievement		Eltrudia Toliver	
Superintendent		Dr. Phillis N. Anderson	

Committee Position	Name	Email Address
Principal Director of Achievement	Eltrudia Toliver	Eltrudia.toliver@scholarmade.org
Assistant Principal	Kelsey Dellinger	Kelsey.dellinger@scholarmade.org
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Student Support Services	Shaquille Spearman	Shaquille.Spearman@scholarmade.org
Family Representative	Frederick Clark	Frederick.clark@scholarmade.org

MISSION STATEMENT

Our mission is to prepare scholars through Emotional Intelligence and Personalized Learning to be self-confident, intellectually inquisitive, emotionally intelligent, and academically accomplished beings. Our Scholars will become leaders and problem-solvers who will improve conditions wherever they choose to work and live.

ASSESSMENT DATA SNAPSHOT [2021.2022]

Ivy Hill: Reading: 17% of the students met the Readiness Benchmark; 16% scored Close and 68% of the students scored in the Need Support category. English Language Arts: 37% of students met the Readiness benchmark; 46% scored Close and 18% scored in the Need Support category. Math: 33% of the students met the Readiness Benchmark; 44% scored Close and 23% scored in the Need Support category. Science: 17% of the students met the Readiness Benchmark; 12% scored Close and 68% scored in the Need Support category.

Nichols Intermediate: Reading: 13% of the students met the Readiness Benchmark; 19% scored Close and 68% of the students scored in the Need Support category. English Language Arts: 32% of students met the Readiness benchmark; 21% scored Close and 48% scored in the Need Support category. Math: 13% of the students met the Readiness Benchmark; 49% scored Close and 38% scored in the Need Support category. Science: 15% of the students met the Readiness Benchmark; 20% scored Close and 66% scored in the Need Support category.



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Prodigy: Reading: 19% of the students met the Readiness Benchmark; 24% scored Close and 57% of the students scored in the Need Support category. English Language Arts: 45% of students met the Readiness benchmark; 35% scored Close and 19% scored in the Need Support category. Math: 3% of the students met the Readiness Benchmark; 38% scored Close and 59% scored in the Need Support category. Science: 9% of the students met the Readiness Benchmark; 24% scored Close and 68% scored in the Need Support category.

SCHOOL PROFILE

ScholarMade Achievement Academy of Arkansas is located in Little Rock, Arkansas and Ivy Hill Academy serves grades K-3. Our projected student population is 175 students with demographics are 98% African-American, 1% Hispanic, 2% Other. 10% of our students are considered academically gifted. Approximately 15% identified are identified as students with disabilities 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 fourth grade classes, two fifth grade classes and two sixth grade classes. Support staff members include art, music, physical education, media, and technology as special area teachers. The average teaching experience for our staff is approximately 3 years with 70 % of our staff having zero to 3 years of experience.

STRATEGIC IMPROVEMENT PLAN: FOR A BETTER TOMORROW

<p>Goal 1: Students scoring in the lowest performance category in each content area as measured by state testing will decrease by 5%</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> ▪ Basic Skills development in math, science, reading, and ELA ▪ Academic growth/high academic achievement ▪ Personalized Learning 	<p>Goal 2: As measured by state testing, students scoring at the readiness level will increase by 5% in each content area.</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> ▪ Basic Skills development in math, science, reading, and ELA ▪ Academic growth/high academic achievement ▪ Personalized Learning
<p>Goal 3: Students will grow from Fall to Spring by a minimum of 8 points in math and reading measured by NWEA or meet that grade level target.</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> ▪ Basic Skills development in math, science, reading, and ELA ▪ Academic growth/high academic achievement ▪ Personalized Learning 	<p>Goal 4: 75% of students will rate their SEL competencies level positively in the spring of each year as measured by emotional wellness surveys..</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> ▪ Physical safety ▪ Social and emotional health ▪ Emotional Intelligence competencies development ▪ Self Efficacy
<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: Scholarmade teachers and staff members will participate in 50 hours of professional development annually to build capacity and effectiveness.</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> ▪ Leader and Teacher Efficacy ▪ Individualized professional development ▪ Content Competent ▪ Leader and Teacher Credibility



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SMART Goal (1):	Students scoring in the lowest performance category in each content area as measured by state testing will decrease by 5%		
Strategies	Point Person	Personnel Involved	Timeline
<ul style="list-style-type: none"> ▪ Build basic skills in math, reading and science, through implementation of AVID. ▪ Full implementation of the Science of Reading using Benchmark Literacy as the primary instructional resources. ▪ Implement a Spelling B initiative to build Scholars phonics, syllable, word understanding ▪ Establish classroom libraries and set aside specific time for read louds; ▪ Monitor Scholars mastery of key benchmarks goals for Map, Sight Words, and Fluency as measured by Sonday System Mastery Check System, MAP, and online platforms 	<ul style="list-style-type: none"> ▪ Assistant Principal 	<ul style="list-style-type: none"> ▪ Principal, ▪ Teacher Leader Fellow ▪ Teachers 	8/14/2023 to 5/30/2024
<ul style="list-style-type: none"> ▪ Use data from online platforms to drive instructions and generate support plans for interventionists in literacy 	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ Principal, ▪ Assistant Principal ▪ Teacher Leader Fellow 	8/14/2023 to 5/30/2024
<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; formative assessments, Lexia, Zearn 	<ul style="list-style-type: none"> ▪ Student Support Coordinator ▪ Teacher ▪ Apprentice Teachers 	<ul style="list-style-type: none"> ▪ Principal, ▪ Assistant Principal ▪ Teacher Leader Fellow 	8/14/2023 to 5/30/2024

SMART Goal (2):	As measured by state testing, students scoring at the readiness level will increase by 5% in each content area.		
Strategies	Point Person	Personnel Involved	Timeline
<ul style="list-style-type: none"> ▪ Require Teacher use of Standards Based Pacing Guides with fidelity. ▪ Brain Breakfast, Brain Lunch, extended learning opportunities will be held for all students who are economically disadvantaged and who have scored below proficient. ▪ Intensive support for 3rd, 4th, 5th, 6th, 7th, 8th grade students below grade level/subject through the Intervention program ▪ Frequently assess students understanding of standards taught through a variety of online platform including Edmentum, formative assessments, Virtual Arkansas, Khan Academy, Eureka Math. Use data to drive instructions and generate support plans for interventionists 	<ul style="list-style-type: none"> ▪ Assistant Principal 	<ul style="list-style-type: none"> ▪ Principal ▪ Student Support Teacher ▪ Case Managers 	8/14/2023 to 5/30/2024
<ul style="list-style-type: none"> ▪ Small Group Instruction ▪ Flexible grouping ▪ During daily enrichment block, change groups 	<ul style="list-style-type: none"> ▪ Teacher ▪ Teacher Leader Fellow 	<ul style="list-style-type: none"> ▪ Principal, ▪ Assistant Principal Teachers 	8/14/2023 to 5/30/2024



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monthly or as needed based on skills Differentiated skill groups focus time			
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SMART Goal 3:	Students will grow from Fall to Spring by a minimum of 8 points in math and reading measured by NWEA or meet that grade level target.		
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) ▪ Train additional staff in the implementation Reading Intervention (<i>Sunday Systems</i> as a short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching.) 	<ul style="list-style-type: none"> ▪ Asst. Principal ▪ Teacher Leder Fellows ▪ Teachers 	<ul style="list-style-type: none"> ▪ Principal ▪ Student Support Coordinator ▪ Special/Case Managers teachers 	8/14/2023 to 5/30/2024
<ul style="list-style-type: none"> ▪ Develop an intervention block to be used in all grade levels for re-teach and enrichment/extension 	<ul style="list-style-type: none"> ▪ Principal 	<ul style="list-style-type: none"> ▪ Assistant Principal 	8/14/2023 to 5/30/2024

Goal (4):	Goal 4: 75% of students will rate their SEL competencies level positively in the spring of each year as measured by emotional wellness surveys..		
Strategies	Point Person	Personnel Involved	Timeline
<ul style="list-style-type: none"> ▪ Continue to refine implementation of RTI processes for targeted intervention and extension support of students ▪ Schedule regular SST meetings to track student progress and design interventions ▪ Behaviors and SEL competencies will be tracked using Kickboard. 	<ul style="list-style-type: none"> ▪ Culture Coordinators ▪ Teachers ▪ Family Coordinator 	<ul style="list-style-type: none"> ▪ Student Support Coordinator ▪ Assistant Principals 	8/14/2023 to 5/30/2024
<ul style="list-style-type: none"> ▪ Development of Core Competencies to cultivate positive relationships to prevent Bullying ▪ Implement school wide expectations through Townhalls ▪ Reinforce anti-bullying strategies through EI sessions and small groups. 	<ul style="list-style-type: none"> ▪ Culture Coordinators ▪ Teachers ▪ Family Coordinator 	<ul style="list-style-type: none"> ▪ Student Support Coordinator ▪ Assistant Principals 	8/14/2023 to 5/30/2024
<ul style="list-style-type: none"> ▪ Social Emotional Intelligence ▪ Using The Way and the Light Framework, develop teachers will be equipped to teach Scholars to recognize and manage EI Competencies in students. ▪ Full integration of Emotional Intelligence in school community and playground through The Way and the Light Framework ▪ POWER Sessions with students who exhibit challenging behaviors. 	<ul style="list-style-type: none"> ▪ Culture Coordinators ▪ Teachers ▪ Family Coordinator 	<ul style="list-style-type: none"> ▪ Student Support Coordinator ▪ Assistant Principals 	8/14/2023 to 5/30/2024
<ul style="list-style-type: none"> ▪ Provide a minimum of 55 minutes of PE instruction to every class every week ▪ Implement Playworks program which includes 	<ul style="list-style-type: none"> ▪ Physical Education Teachers 	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals 	8/14/2023 to 5/30/2024



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daily PE games during Physical Activity time and classroom brain breaks/games			
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SMART Goal (5):	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 3 times annually. ▪ Professional development on APTT Model ▪ Support from APTT Coach. 	<ul style="list-style-type: none"> ▪ Family Coordinator ▪ Teacher ▪ Culture Coordinator 	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principal ▪ Student Support Coordinator 	8/16/2023 to 5/30/2024

Goal 6:	Scholarmade teachers and staff members will participate in 50 hours of professional development annually to build capacity and effectiveness.		
Strategies	Point Person	Personnel Involved	Timeline
<p>Talent Development:</p> <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. 	<ul style="list-style-type: none"> ▪ Assistant Principal 	<ul style="list-style-type: none"> ▪ Principal 	8/14/2023 to 5/30/2024
<ul style="list-style-type: none"> • Teachers will receive the John Hattie’s Visible Learning training to increase teacher efficacy 	<ul style="list-style-type: none"> ▪ Principal 	<ul style="list-style-type: none"> ▪ Assistant Principal 	8/14/2023 to 5/30/2024
<ul style="list-style-type: none"> • Content Teaches will participate in content bootcamps to become content competent 	<ul style="list-style-type: none"> ▪ Principal 	<ul style="list-style-type: none"> ▪ Assistant Principal 	8/14/2023 to 5/30/2024
<ul style="list-style-type: none"> ▪ Teachers will receive professional development in each content and supplemental online platform to increase teacher efficacy and knowledge. 	<ul style="list-style-type: none"> ▪ Principal 	<ul style="list-style-type: none"> Assistant Principal 	
<p>Professional Learning Communities will be held weekly to increase ability to plan and deliver lessons and to assess and evaluate learning.</p>	<ul style="list-style-type: none"> ▪ Assistant Principal ▪ Teacher Leader Fellow 	<ul style="list-style-type: none"> Principal 	8/14/2023 to 5/30/2024
<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 	<ul style="list-style-type: none"> ▪ Principal 	<ul style="list-style-type: none"> ▪ Managing Director of Achievement ▪ Staff 	8/14/2023 to 5/30/2024



DISTRICT READING SUPPORT PLAN REPORT

2023.2024

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

DISTRICT NEEDS ASSESSMENT

ScholarMade Achievement Place of Arkansas opened in August of 2018 to 275 students from Little Rock, Pulaski County and surrounding areas. The needs assessment process included a detail disaggregation of the ELA and Reading results. 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 while 55% of the students met the Readiness category in ELA and only 5% scoring in the 'in needs support' category; the Reading results revealed that 13% met the readiness mark and 75% of the students are in the needs support category. In 2021, 14% of Ivy Hill students scored at the Ready Level and 24% scored Close; 4% were Exceeding; 62% in need of support. In Nichols Intermediate, 19% of the students met the Readiness Benchmark; 19% scored Close and 62% of the students scored in the Need Support category. In Prodigy Prep, 18% met the Readiness Benchmark; 16% scored Closes; while 66% scored in the Need Support Category. In 2022, Ivy Hill increased it's readiness level by 4% while there was little movement in those levels for NIA and Prodigy Preparatory Academy.

DISTRICT PROFILE AND PRIORITY FUNDING SOURCES

ScholarMade Achievement Academy of Arkansas is in Little Rock, Arkansas and has restructured to one school Ivy Hill Preparatory Academy which serves grades K-8 Our projected student population is 380 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 or a handicapping condition. Approximately 94% of our students are considered economically disadvantaged this year and both schools are Community Eligibility Provision.

Title 1, ESA, ESSER, and Operational Funds will be used to implement the strategies listed below.

The District collects and reviews progress towards goals quarterly.

SCIENCE OF READING

Scholarmade staff members utilize Pathway D to meet the required training and proficiency levels. New hires will follow Pathway D or the Pathway that they transferred to the school with if they are experienced teachers.

Adequate progress is being made and is tracked and entered into Cycle 2 and Cycle 6. Review [here](#):

EVALUATION

The plan will be evaluated based on Scholars mastery of five critical components of reading skills as they progress from non-readers in kindergarten to proficient readers at the end of third grade. Screening tests outlined in the plan will provide an initial indication of which students are entering the school year "at risk" for reading difficulties. Progress monitoring tests are given periodically to determine whether students are making adequate progress. The SBMT will review data bi-monthly and make necessary adjustments as related to strategies and instructional resources.

CURRICULUM

[BENCHMARK LITERACY \[K-5\]](#)



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VIRTUAL ARKANSAS CONTENT: 6-8

[WIT AND WISDOM](#) – SUPPLEMENTAL: 3-8

[Sonday System](#) [K-6]

[Heggerty](#): Phonemic Awareness [K-2]

[Lexia](#): Core Ready and Power UP Supplemental

READING SUPPORT PLAN GOAL 2021: FOR A BETTER TOMORROW

Goal 1: To increase the % of students in the Readiness Level by 5%	Goal 2: To reduce the number of students scoring in the In Needs Support category by 10% in each grade level: 3-8
Goal 3: Professional Development: Teachers will become content competent in reading and literacy.	Goal 4: Establish a strong Family and Literacy Partnership

REQUESTED SUPPORT

GOAL 1: 51% of score ready or close as measured by the act aspire. Attainment of goal: 2023			
Support Requested/Strategies	Point Person	Monitoring/Evaluation	Status
<ul style="list-style-type: none"> ▪ Full implementation of Benchmark Literacy with an emphasis on foundational skills ▪ Provide Small Group Reading Training. ▪ Organize school-wide resources to support balanced literacy ▪ Purchases additional books as needed to support classroom libraries and read alouds; 	<ul style="list-style-type: none"> ▪ Principal ▪ Asst. Principal ▪ Certified Reading Administrator ▪ Reading Recovery Teacher ▪ Director of Achievement Instructional Leadership Team/Admin ▪ Teachers ▪ Literacy Consultants 	<ul style="list-style-type: none"> ▪ Principals and Instructional staff review lesson plans weekly with teachers for standards alignment and appropriate pacing. ▪ PLCs held weekly to review and build competence in guiding reading strategies. ▪ Reports from online platforms/digital classes are generated weekly to review student progress in mastery. 	
<ul style="list-style-type: none"> ▪ Frequently assess students understanding of standards taught through a variety of online platform including Lexia; Map Skills, Sonday System Mastery Check and Amplify Science. Use data to drive instructions and generate support plans for interventionists 	<ul style="list-style-type: none"> ▪ Teachers ▪ Principal ▪ Director of Achievement ▪ Certified Reading Administrator 	<ul style="list-style-type: none"> ▪ Data walls reflect tracking of student progress towards proficiency and growth. ▪ Reading trackers are maintained by the Certified Administrator ▪ to monitor the progress made towards proficiency goals. ▪ Corrective Instruction Day set aside to address misunderstandings and gaps in learning. 	



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<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. 	<ul style="list-style-type: none"> ▪ Interventionists and Personalized Learning Teacher ▪ Director of Achievement ▪ ASA Teachers 	<ul style="list-style-type: none"> ▪ Standards not mastered on each formative assessment will be identified and teachers will provide corrective instruction to address misunderstandings and gaps in learning. Students receive 60-80 minutes of intervention weekly during the school day. ▪ After School Academy is held weekly to provide additional corrective instruction in math, reading, and science 	
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GOAL (2): To reduce the number of students scoring in the In Needs Support category by 10% in each grade level: Attainment of Goal: 2023			
Support Requested/Strategies	Point Person	Monitoring/Evaluation	Status
<ul style="list-style-type: none"> ▪ Design Master schedule to include increased planning time for full implementation of PLCs. Use literacy software and applications to support literacy growth ▪ Support Teacher use of Scope and Sequence and Pacing Guides with fidelity. ▪ Intensive support for 3rd, 4th, 5th, 6th, 7th, 8th grade students below grade level/subject in Need Support category 	<ul style="list-style-type: none"> ▪ Supt. ▪ Principals ▪ Managing Director of Achievement Instructional Leadership Team/Admin ▪ Teachers ▪ 	<ul style="list-style-type: none"> ▪ Review quarterly effectiveness of the scheduling of classes and adjust as needed. ▪ Through weekly PLCs, lesson plans, grade books, teacher actions plans will be developed and reviewed for appropriate alignment of instruction. ▪ Students scoring in the lowest percentile will receive push in and pull-out support in Reading, English, math and science. 	
<ul style="list-style-type: none"> ▪ Formative data including running record levels, NWEA MAP in reading and Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Mastery Checks, Sight Words mastery, ACT Aspire Formative assessments will be analyzed ongoing, and the results will be used to drive instruction and provide Tiered interventions. ▪ Teachers will analyze summative data of incoming students in August to identify students at risk. A timeline for monitoring the academic progress for each individual student will be created and analyzed every six weeks. Teams will meet to discuss and determine further instructional decisions if necessary. 	<ul style="list-style-type: none"> ▪ Managing Director of Achievement ▪ Principal ▪ Teachers ▪ Interventionists 	<ul style="list-style-type: none"> ▪ Reading Intervention trackers will be maintained by the interventionist and the Literacy Specialist to track the performance and growth of students on each formative assessment. Data will be analyzed and used to guide instruction and determine small group instruction. ▪ Academic teams will review monitoring trackers every six week to make modifications and adjustments and identify correction instruction standards. 	



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Goal 3: Teachers will become content competent in reading and literacy. Attainment of Goal: 2023			
Support Requested/Strategies	Point Person	Monitoring/Evaluations	Status
<ul style="list-style-type: none"> ▪ All content teachers complete the Science of Reading Rise Training. All ELA and SS teachers will receive professional development and coaching from a literacy specialist throughout the year on the components of the Science of Reading and instructional delivery. 	<ul style="list-style-type: none"> ▪ Principal ▪ Managing Director of Achievement 	<ul style="list-style-type: none"> ▪ Certificates of completion will be collected and maintained. 	
<ul style="list-style-type: none"> ▪ Literacy, Social Studies, Math, and Science teachers will receive Laying the Foundation training to building their capacity to integrate literacy in all content areas and reach higher DOK Levels. ▪ Weekly common planning and PLCs sessions ▪ Participate in Teacher-to-Teacher Shadowing and Peer Development Support 	<ul style="list-style-type: none"> ▪ Principal ▪ School Directors ▪ Instructional Coach 	<ul style="list-style-type: none"> ▪ Lesson Plans will reflect the appropriate DOK Levels and the integration of reading strategies in math, science, and social studies. ▪ Quarterly Professional Development goals will be set and progress towards meeting those goals will be reviewed and evaluated each quarter. Grade levels will have set common planning period that will allow weekly PLCs. 	
Goal 4: Establish a strong Family, Community and Literacy Partnership: Attainment of Goal: 2023			
Support Requested/Strategies	Point Person	Monitoring/Evaluations	Status
<ul style="list-style-type: none"> ▪ Parents will be engaged in their child's pathway to reading proficiency by reading to their child 30 minutes a night. ▪ Celebrate Literacy Events for families ▪ Communicate through electronic or postal newsletters ▪ Schedule and conduct Parent Advisory meetings for Title I, Special Education and Curriculum ▪ Translate documents for families as needed ▪ Provide online supplemental programs including Heggerty, Reading A-Z and Moby Max. ▪ Communicate results of diagnostic assessments to families every 5-6 weeks as progress monitoring occurs ▪ Facilitate Family-School meetings to discuss progress monitoring ▪ Partner with community organizations to read to students and provide volunteer support 	<ul style="list-style-type: none"> ▪ Principal ▪ School Directors ▪ Instructional Coaches ▪ Family Coordinator ▪ Special Education staff ▪ Consultants 	<ul style="list-style-type: none"> ▪ Reading Logs will be completed by parents and collected by the teacher monthly. Students will receive incentives in Kickboard. ▪ Sign In sheets for literacy nights and advisory meetings will be maintained. ▪ Principals send a weekly newsletter to parents and parents will receive weekly School Messenger updates. ▪ Students will practice and review skills during small group instruction and in Tools for Learning. ▪ Academic Parent Teacher meetings and parent conferences will be held frequently to share diagnostic assessments with parents. ▪ Documentation of community readers and volunteer support will be maintained. 	



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<ul style="list-style-type: none"> ▪ 50% of parents will attend and participate in the district’s virtual literacy nights. 	<ul style="list-style-type: none"> ▪ Principal ▪ Instructional Coach 	<ul style="list-style-type: none"> ▪ Parent attendance will be monitored and tracked through participation list Multiple opportunities will be held to reach the goal. 	
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LITERACY ASSESSMENTS

Month	Kindergarten	First -Third Grade	Fourth-Eight Grade
Sept	Book Handling/Concepts of Print DIBELS Writing Sample MAP Online assessments	DIBELS Sight Words Writing Sample MAP Online assessments [Moby Max] Sonday System Mastery Check [Fluency and Vocabulary]	Sight/Vocabulary Words Writing Sample MAP Online assessments [Moby Max] Sonday System Mastery Check Online assessments [Moby Max] Sonday System Mastery Check [Fluency and Vocabulary]
Oct	Running Record (all students)	Running Record (all students)	Running Record (all students) ACT Aspire Formative Assessment
STATUS			
Dec	MAP Sight Words	MAP Sight Words Sonday System Mastery Check [Fluency and Vocabulary]	Sight/Vocabulary Words Sonday System Mastery Check [Fluency and Vocabulary]
STATUS			
Jan	MAP DIBELS	MAP DIBELS	ACT Aspire Formative Assessment
Feb	Running Record (all students)	Running Record (all students) Sonday System Mastery Check [Fluency and Vocabulary]	Running Record (all students) Sonday System Mastery Check [Fluency and Vocabulary]
STATUS			
April-May	MAP RR (all students) Sight Words Final Writing Sample	MAP RR (all students) Sight Words Final Writing Sample	MAP RR (all students) Sight Words Final Writing Sample ACT Aspire Summative



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LITERACY PROFICIENCY GRADE LEVEL GOALS/BENCHMARKS

Kindergarten	Beginning-of-Year	Mid-Year	End-of-Year
Instructional Reading Level		B/C	D
NWEA RIT Reading	143 and above	151 and above	158 and above
DIBELS Composite	306	371	
DIBELS -NWF-CLS Letter Sounds	9		
DIBELS NWF-WRC Decoding	1		
DIBELS WRF Word Reading	NA	17 and above	28 and above
Dibels ORF-Accu Reading Accuracy			
ORF Reading Fluency			
Sight Words		15	30

1st GRADE	Beginning-of-Year	Mid-Year	End-of-Year
Instructional Reading Level	D	G	I
NWEA RIT Reading	161 and above	171 and above	177 and above
DIBELS Composite	331	386	441
DIBELS -NWF-CLS Letter Sounds	42	54	60
DIBELS NWF-WRC Decoding	8	10	15
DIBELS WRF Word Reading	15	17	25
Dibels ORF-Accu Reading Accuracy	67%	87%	91%
ORF Reading Fluency	21	35	44
Sight Words	NA	23 and above	47 and above

2nd GRADE	Beginning-of-Year	Mid-Year	End-of-Year
Instructional Reading Level	I	K-L	M
NWEA RIT Reading	176 and above	184 and above	190 and above
DIBELS Composite	330	385	440
DIBELS -NWF-CLS Letter Sounds	55	64	76
DIBELS NWF-WRC Decoding	15	23	24
DIBELS WRF Word Reading	30	37	46
Dibels ORF-Accu Reading Accuracy	92%	97%	98%
ORF Reading Fluency	51	73	94
Sight Words	50	75	100
DIBELS Maze Basic Comprehension	5	10	11

3rd GRADE	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	M	N-O	P
NWEA RIT Reading	190 and above	195 and above	200 and above
NA	NA	NA	NA
NA	NA	NA	NA
Oral Reading Fluency (Words Correct)	70	86	100
Oral Reading Fluency (Accuracy)			



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4th Grade	Beginning-of-Year	Mid-Year	End-of-Year
Instructional Reading Level	M	O-P	T
NWEA RIT Reading	198	203	205 and above
Oral Reading Fluency (Words Correct)	110	124	134 and above
Oral Reading Fluency (Accuracy)	98% and above	98% and above	98% and above e

5th GRADE	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	Q	S-V	W
NWEA RIT Reading	205	209	211 and above
Oral Reading Fluency (Words Correct)	114	119	140 and above
Oral Reading Fluency (Accuracy)	98% and above	98% and above	98% and above

6th GRADE	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	T	W-Y	Z
NWEA RIT Reading	211	214	215 and above
Oral Reading Fluency (Words Correct)	123	134	148 and above
Oral Reading Fluency (Accuracy)	98% and above	98% and above	98% and above

7th GRADE	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	V	W-Y	Z
NWEA RIT Reading	211	214	215 and above
Oral Reading Fluency (Words Correct)	130	140	150 and above
Oral Reading Fluency (Accuracy)	98% and above	98% and above	98% and above

8 th GRADE	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	V	W-Y	Z
NWEA RIT Reading	211	214	215 and above
Oral Reading Fluency (Words Correct)	130	140	150 and above
Oral Reading Fluency (Accuracy)	98% and above	98% and above	98% and above