

Ivy Hill Prep Board of Trustees

Head of School REPORT

January Board Meeting

IVY HILL PREPARATORY CHARTER SCHOOL

Submitted By: Diana Williams

Data as of 12/31/2021

I. Enrollment Report

2021 – 2022 Enrollment and Recruitment

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Target	60	60	88	32
Enrollment	67	62	76	27
Waitlist	0	0	0	0
Total Enrollment			232	
Authorized Enrollment			240	
Budgeted Enrollment			216	
Per Pupil Funding Student Count			229	

2022 – 2023 Enrollment and Recruitment (Upcoming Year)

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
Seats Available	60	0	0	13	0
Application Goal	180	4 <small>(For Cushion)</small>	4 <small>(For Cushion)</small>	15 <small>(Ambitious)</small>	0
Applications Received	33	6	1	1	0

II. COVID Report

	Staff Positive Count	Student Positive Count	Classes Transitioned to Remote Instruction	Additional Notes
August	2	0	0	
September	0	2	2	2 Positive cases in only 1 classroom. Transition to remote in Classroom 2 as a precautionary measure due to sibling.
October	1	1	2	Positive adult and student case were in separate classes.
November	0	1	2	Both classes closed as precautionary measure due to Thanksgiving Holiday
December	3	0	0	Positive Cases occurred at the start of Winter Break
Staff Vaccination Rate: 100%				

III. Hiring Report

SY 2021-22 Hiring

Updates Denoted with **

Position	Total Needed	Hired	Remaining	Goal of Hire	Current Status
Dean of Stu. Support			Hired		
Director of Finance			Hired		
Ops Manager			Hired		
Office Coordinator			Hired		
Dance & Art Instr.			Hired		
Martial Arts Instr.			Hired		
Speech Therapist			Contracted with DOE		
Occupational Therapist			Contracted with DOE		
Physical Therapist			Contracted with DOE		
Paraprofessionals			Contracted with DOE		
HOS	1	0	1	ASAP	In Progress
DCI	1	0	1	ASAP	In Progress
DOO	1	0	1	ASAP	In Progress
SPED Teacher	2	1	1	ASAP	In Progress
Teaching Fellow	3	2	1	01/04/22	In Progress
Teacher	14	13	1	ASAP	In Progress
Bus Matrons	3	2	1	ASAP	In Progress

2022 – 2023 Hiring (Upcoming Year)

Position	Total Needed	Hired	Remaining	Goal of Hire	Current Status
Instructional Leaders	4	0	4	Promote Within	Not Yet Started
Dean of Students*	1	0	1	Promote Within	Not Yet Started
Teachers	16	12	4	SY 2022-23 Promote 2 Teaching Fellows	Not Yet Started
Teaching Fellow	3	0	3	SY 2022-23	Not Yet Started
Martial Arts Instructor	2	1	1	SY 2022-23	Not Yet Started
Elective Dance, Art, Foreign Language**	3	2	1	SY 2022-23	Not Yet Started

IV. Recent Month (December): Attrition Updates

Staff Name	Staff Department	Primary Reason for Leaving	Secondary Reason for Leaving	Overall Rating of Ivy Hill	On Track for Contract Renewal
AJ	Leadership	Confidential	Confidential	N/A	N/A

V. Academics Update

Literacy

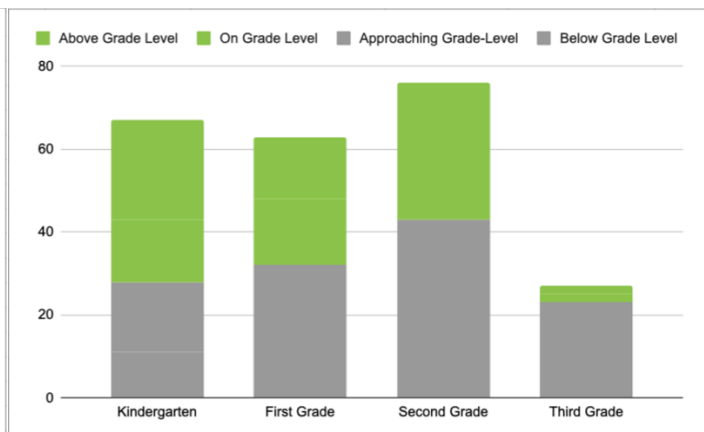
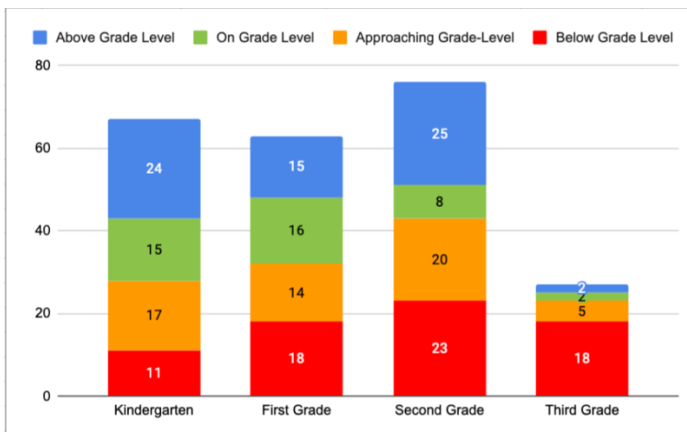
STEP Round 2 Performance

December 1 – December 17, 2021

Kindergarten – Third Grade

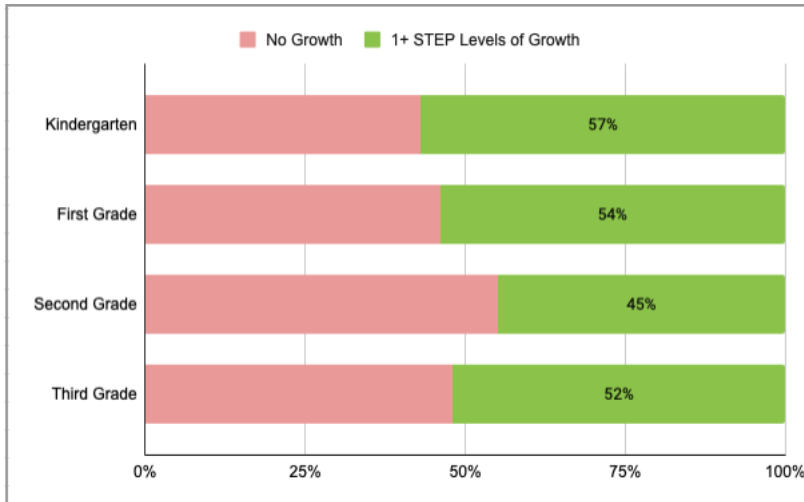
Grade	Target (Round 2)	Total Number Students	Below Grade Level		Approaching Grade-Level		On Grade Level		Above Grade Level	
			Gen Ed	Sped	Gen Ed	Sped	Gen Ed	Sped	Gen Ed	Sped
Kindergarten	1	67	11 (16%)	3 (50%)	17 (25%)	1 (17%)	15 (22%)	2 (33%)	24 (36%)	-
First Grade	4	63	18 (29%)	3 (100%)	14 (22%)	-	16 (25%)	-	15 (24%)	-
Second Grade	6	76	23 (30%)	6 (75%)	20 (26%)	2 (25%)	8 (11%)	-	25 (33%)	-
Third Grade	9	27	18 (67%)	5 (71%)	5 (19%)	2 (29%)	2 (7%)	-	2 (7%)	-

Current Grade	Percentage of Students Performing At or Above Grade Level			
	General Education		Special Education	
	Round 1	Round 2	Round 1	Round 2
Kindergarten	52%	58%	40%	0%
First Grade	70%	49%	0%	0%
Second Grade	69%	44%	25%	0%
Third Grade	30%	14%	33%	0%



Growth Levels Between Round 1 and Round 2

Grade	Total Students	+0		+1		+2		+3	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Kindergarten	67	29 (43%)	6 (100%)	26 (39%)	-	11 (16%)	-	1 (1%)	-
First Grade	63	29 (46%)	1 (33%)	20 (32%)	2 (66%)	11 (17%)	-	3 (5%)	-
Second Grade	76	42 (55%)	6 (75%)	23 (30%)	2 (25%)	7 (9%)	-	4 (5%)	-
Third Grade	27	13 (48%)	6 (86%)	12 (44%)	1 (14%)	2 (4%)	-	0 (0%)	-



Analysis

- After 7 weeks of targeted small group reading instruction,
 - 56% of kindergarten students grew at least 1 STEP reading level
 - 54% of First Graders grew at least 1 STEP reading level
 - 44% of Second Graders grew at least 1 STEP reading level
 - 52% of Third Graders grew at least 1 STEP reading level
- Many students did not pass their assessment due to spelling, a component that was not assessed in the previous round.
- Students in Special Education
 - 4 students great 1+ STEP levels
 - 4 students have been on the same STEP for 4 – 9 rounds
 - Students are making growth within their level (i.e., improved accuracy, comprehension, letter recognition)

Historical Data of Round 1 & 2 Performance by Cohort for Reading						
Current Grade	Y1 Grade (SY 19-20) (Remote Learning 3 months)		Y2 Grade (SY 20-21) (Remote Learning 10 months)		Y3 Grade (SY 21-22) CURRENT	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
Kindergarten	-	-	-	-	52% (Kinder)	58%
First Grade	-	-	57% (Kinder)	78%	70% (1st)	49%
Second Grade	29% (Kinder)	77%	55% (1st)	65%	69% (2nd)	44%
Third Grade	0% (1st)	60%	21% (2nd)	28%	30% (3rd)	14%

Comparison Analysis to Previous Years

- Kindergarten Round 2 performance is trending (-20%) lower than in previous Kindergarten cohorts
 - 11(16%) Kindergarten students (STEP 1 -4) did not pass only for spelling!
- First Grade performance is trending (-16%) lower than in previous First Grade cohorts
 - 3 (5%) First graders did not pass only for spelling!
- Second Grade performance is trending (+16%) higher than previous Second Grade cohorts
- Majority of Third Grade Students are on STEPs 7/8 where the assessment transitions to silent comprehension and retell as passing components for the level.

Response to Data: Strategic Planning

- Spelling: Implementing explicit teaching model and practice for students to practice spelling words aligned to STEP level. Sharing video resources with families. Incorporating weekly spelling tests based on the scope and sequence of the spelling components assessed.
- Building Self-Reliance: Pushing students to identify what they can do to help themselves when encountering tricky words or confusing parts in the text without over relying on adult intervention and prompting. I.e., Attempting the first sound of unknown words instead of skipping it, re-reading portions of the book if they cannot immediately think of an answer to the question.
- Running Record & Student Error Analysis: Analyze student tests to identify specific barriers when misreading words to inform instruction. Previously, teachers often made surface level analysis of running records by classifying errors as sight words, words with silent e, etc.
- Character Analysis Professional Development: Teachers will participate in a training to learn how to help students analyze characters that they encounter in texts to understand their feelings and perspective based on their actions, thoughts, and words.
- Reading Progress Reports: Homeroom teachers will send home progress reports to families detailing their student's current performance. They will share concrete strategies that parents can practice and reinforce with students at home to push achievement.
- Mid-Round STEP Assessment: Assess the progress of students that are performing at or below grade level half-way through the instructional period to evaluate their progress before the next formal assessment round.
- Reading Assessment Accommodations: Select STEP approved options aligned to special education student's disability classification. This will prevent students' progress/growth from being stunted based on areas that have been identified as being needs. Options: 1) Do Not Assess, 2) Individualized Letters, 3) Do Not Count Score, 4) Untimed Reading, 5) Written Dictation.
 - o Speech and Language Impairment: Analyze student special education testing to identify the sounds that they have difficulty articulating accurately. Once sounds are identified, not penalizing students for this in their reading accuracy or spelling. I.e., If a student with a speech impairment cannot currently pronounce the "sh" sound, they will consistently misread/spell words with that sound. Going forward, these words will not be accounted for in their scoring. Will collaborate with speech provider.
 - o Fine Motor Difficulties: When deemed appropriate (STEP 5>), students will be able to dictate the spelling of words to their test proctor. The assessment is measuring the student's ability to accurately identify sounds in words, not their ability to write it legibly or at all.

VI. Transition to Remote Instruction

Due to the number of positive cases of Ivy Hill Community members, the Leadership Team made the executive decision to transition to Remote Learning for the two weeks immediately following Winter Break. The Leadership Team and teachers will spend the professional development day on Monday, January 3rd disseminating information to families and coordinating pick-up for Chromebooks and supplies. Ivy Hill will transition back to in-person instruction following the return from the Martin Luther King Jr. Holiday on Tuesday, January 18, 2022. Students will participate in academic and electives instruction virtually via Zoom.

VII. December Highlights

Highlight #1: Round STEP Assessments

Ivy Hill students completed their second round of STEP reading assessments. All homerooms will send home Reading Progress Reports to share with parents their student's performance and concrete strategies that they can implement at home to increase student practice and performance. The next STEP Round for all students is scheduled during the first two weeks of March.

Highlight #2: Winter Holiday Virtual Show

Due to COVID restrictions, the annual Winter Show was held virtually and premiered on YouTube. This year's theme was the Kwanzaa principle, Imani, meaning faith. Ivy Hill students demonstrated their proficiency of Martial Arts, Dance, and Art techniques throughout the show. Students also contributed to the overall presentation with additional performances of songs, an opening message, and a poem reading. While students wore dance costumes that aligned to their song, all students demonstrated their Martial Arts skills in their new uniforms. The all-black gis have the Ivy Hill logo on the back of the tops and represent the official presentation of students having received their white belts.



Highlight #3: Pajama Day, Gingerbread Making, Door Decorating Contests

Before departing for Winter Break, classrooms participated in Pajama Day, a Gingerbread Making Activity and participated in a class wide door decorating contest! Throughout the day, students enjoyed winter activities, games, and an overall fun day with their classmates. Nurse Marcy and Ms. Wanda also organized a Door Decorating Contest for classrooms. Contest winners Hampton University and SpelHouse B enjoyed a popcorn party in addition to the other festivities for the day! *Please note that masks were removed temporarily for the pictures then returned to proper use.*

