



Mission & Key Design Elements

Mission

Through high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, Ivy Hill Preparatory Charter School educates Kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice, and access lives of promise and opportunity

6 Key Design Elements

<u>KDE</u>	<u>What does this mean?</u>	<u>Our Charter Promise</u>
KDE 1: The road to college begins in kindergarten.	COLLEGE: Ivy Hill Prep is college focused. We aim for students to be equipped with the academic and character skills necessary to thrive here, in middle school, high school, and in college. Our classes are named and decorated after colleges and universities. Scholars learn a chant/cheer for their school to drum up excitement about college. Scholars also learn our Ivy League values (Leadership, Excellence, Academic Growth, Unique, Confidence)	All children, regardless of demographics, will rise to the expectation set for them. Currently, one in ten students from low-income communities will graduate from college. We believe all children, regardless of race or zip code, should be prepared to succeed academically in the college or university of their choice, and the foundation for that choice starts in early elementary school. Our scholars should have the opportunity to attend a high-quality school in their neighborhood that prepares them for college; it is their civil right. We will introduce college to our students from the first day of kindergarten. College pennants will decorate walls, classrooms will be named after a college or university, classrooms will adopt the mascots of their namesake colleges and universities, school chants and expressions will reflect college matriculation and graduation expectations, students, with their families invited to join, will attend trips to colleges and universities, and Ivy Hill Prep leaders and teachers will speak often of their higher education experiences. When scholars enter our building, we will welcome them into an environment that has been proven successful in other high-performing schools: one that is predictable, structured, encouraging, rigorous, and joyful. 5 Within this environment, students will be equipped with the academic tools and character foundation necessary to thrive in high school and succeed in college. We believe in the impact of high expectations and that every minute matters. To ensure that we are maximizing time, we implement an extended school day that includes double blocks of math and literacy. Scholars learn to build mathematical skills and conceptualize the tasks at hand. Our K-5 scholars will be able to read at or above grade level, with the ability to analyze, think critically, and discuss challenging texts. At Ivy Hill Prep, the environment will be predictable, the work will be challenging, and the supports in place will provide our scholars with an experience that develops them academically and professionally.
KDE 2: Reading is	LITERACY: We focus on high-quality literacy instruction. We have 3 reading block rotations. Students receive instruction in	Kofi Annan said, “Literacy is a bridge from misery to hope.” Children from low-income homes enroll in school at a significant disadvantage, due to their exposure to approximately 30 million fewer words than experienced by their more affluent peers. ⁶ The “word gap” plays a large role in the achievement gap, in school and in life. ⁷ We will close this “word gap” starting in kindergarten.



<p>fundamental. Literacy is power.</p>	<p>guided reading and phonics (Reading Mastery/Wilson). Students follow their individualized learning paths during independent work time utilizing Epic, iReady, and Splash Learn. During guided reading, all students receive instruction in small groups, with a teacher, on their level. We also provide reading intervention based on scholar skill level and performance. Our goal is to ensure all students are making significant growth.</p>	<p>Robust literacy instruction will be the tool that will allow scholars to compete with their wealthier peers, and gain access to lives of promise and opportunity. Scholars will have 225 minutes of literacy instruction Mon-Thu and 135 minutes on Fridays as they master decoding, fluency, accuracy, and comprehension. Literacy instruction is coupled with teaching the majority of that in small groups. Scholars are grouped by literacy levels to ensure all scholars, including those with special needs and ELLs, receive the targeted skills necessary for their independent development. With a prioritized focus on literacy, we ensure that by the end of second grade, scholars are reading at grade level, able to engage in content across subject areas and communicate and defend their thoughts effectively and confidently.</p>
<p>KDE 3: Student success requires a data-driven approach and a relentless commitment to results.</p>	<p>DATA: We use data in all that we do. Collecting and analyzing data helps us to monitor student progress and achievement. We regularly look at student work to understand what students have mastered and where they still need support. We use Multi-Tiered Systems of Support (MTSS) to put additional support into place as needed for all scholars. Additionally, we have three data days when staff come together to review student data and action plan to ensure continuous growth and improvement.</p>	<p>With uncompromising attention to data-driven instruction, we will use a proven system to collect and analyze different types of data throughout the academic year. We will use data to evaluate the effectiveness of every aspect of our program and evaluate our performance against the goals defined in Section I.A. We will use daily exit tickets, internally created interim assessments, STEP assessments, standardized exams, and nationally norm-referenced assessments to evaluate scholars' progress toward ambitious goals. We will administer STEP every six weeks. Interim assessments, aligned to the NYS Common Core Learning Standards, will be administered six times per year. Students will take the nationally-normed NWEA MAP assessment at the beginning, middle, and end of each year. Once we enroll students in third grade, we will administer state assessments according to the New York state assessment schedule. We will use collected data to evaluate student achievement, identify appropriate interventions for struggling students, and inform our whole-class curriculum and instruction. Teachers and staff will consistently collect and analyze meaningful data points on student academic progress and achievement, which will allow for effective instructional oversight and impactful individualized support every day.</p>



<p>KDE 4: Exceptional teaching produces exceptional results.</p>	<p>TEACHER DEVELOPMENT: Ivy Hill Prep focuses on teacher development because we believe great teachers help get great results for scholars.</p> <p>Teachers receive weekly professional development.</p> <ul style="list-style-type: none"> - They receive individualized coaching, planning support, practice, support looking at student work, analyzing data, and more. - Teachers receive development on social emotional learning, in addition to academic topics, in order to learn how to best support the whole child. - Teachers work collaboratively in teams to design academic and culture/behavior support for students. - 	<p>Teacher quality is the single most important factor in student achievement. We hire individuals who are mission-aligned, eager to learn, and devoted to the academic achievement of our scholars. Leaders will deliver purposeful, frequent PD responsive to student and teacher needs. We will execute a continuous teacher observation and feedback loop to foster constant improvement. In Years 1 and 2, the Head of School will be responsible for coordinating, designing and/or delivering all PD, and in subsequent years, the Dean of Curriculum and Instruction will share these PD responsibilities. As described in Section III.D, all teachers will be formally observed by their coach once per week. Coaches will record “glows and grows” observed during each teacher’s lesson and will diagnose the highest lever(s) for feedback that align with each teacher’s current PD goal. Within the same week of being observed, teachers will receive written feedback, have an in-person meeting with their coach to discuss and implement the feedback, and practice in front of their coach an upcoming lesson that incorporates the feedback. In addition to formal observations, it will be customary for the Head of School to give informal feedback daily during walk-ins. Teachers may receive live feedback or in-the-moment silent coaching with the expectation that they can immediately implement the feedback. Through verbal, non-verbal, video, and real-time coaching, teachers consistently work towards achieving individual goals that have a direct impact on student achievement. Note: There’s more about Teacher PD on p60-61 of the Charter Application</p>
<p>KDE 5: Intentional character development creates student leaders.</p>	<p>CHARACTER DEVELOPMENT: We intentionally focus on social emotional learning to help students grow as people and as leaders. We have a Social Emotional Learning Curriculum which students participate in weekly. We also have a Social Worker and Social Work Interns to support students 1-1 and in small groups. All that we do is connected to our Ivy League Values (Leadership, Excellence, Academic Growth, Unique, Confidence).</p>	<p>Dr. Martin Luther King Jr. once said, “Intelligence plus character – that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.¹⁰” It is our responsibility to uplift our scholars, reiterate their worth and capabilities, and build leaders that will be agents of change as they grow and mature. We will support this personal development through intentional character lessons on Leadership, Excellence, Achievement, Growth, Uniqueness, and confidence. Scholars will enter any space with the unwavering belief that they belong. K-5 scholars will develop their leadership presence as well as their leadership voice to prepare them to be the voices that drive change in their communities. Scholars’ success in middle school, high school, college, and beyond is dependent on them having a strong academic foundation coupled with character and leadership skills. According to studies that correlate grit and academic success, results affirm that “grit positively predicts achievement in challenging domains over and beyond mere talent. That grit – the tendency to pursue long-term challenging goals with perseverance and passion – [is] correlated with Black male collegians’ grades, holding all other factors constant, underscores the significance of this trait to achievement.” With our character foci centered around our IVY LEAGUE values, coupled with our Martial Arts curriculum as a schoolwide Character course, we are confident in the development of scholars who are academically equipped to succeed and equipped with the leadership and character tools necessary to face adversity. As a school, we will focus on a different value each month. The creed value, its definition, and a historical figure who exemplifies this value will be introduced at the beginning of each month. In their individual classrooms, teachers will follow internally-created</p>



<p>KDE 6: It takes a village to raise a child.</p>	<p>FAMILY PARTNERSHIP & SUPPORT: The home school connection is vital to student success. Communicating with families is important so that they can support students' growth and progress. IHP communicates with families in a variety of ways regarding academics and behavior. We share weekly communication with updates on whole school events & initiatives. We hold family town hall meetings where families can share candid feedback on their school experience. We are always looking for ways to strengthen partnership with our families to better support our scholars.</p>	<p>Research indicates that parental involvement is associated with higher student achievement outcomes. These findings emerge consistently whether the outcome measures are grades, standardized test scores, or even teacher ratings. As educators, it is our primary goal to ensure that each scholar is equipped with the tools necessary to be successful in middle and high school, and eventually in a competitive college or university. Parent support in and out of school can foster a community that contributes to that goal, which is the academic success of our students. Before the academic year commences, staff will conduct home, engaging parents in conversations about the hopes and dreams they have for their children and share how Ivy Hill Prep will support their children in reaching their goals. We will regularly inform families of their child's behavioral and academic growth. Daily, teachers will communicate with parents using a behavior log that will be on the first page of all scholars' Life's Work (Homework) binder. This behavior log will highlight their behavior for the day along with information about their completion and success rate of Life's Work. Parents will sign this log each night. There will be an additional space for teacher and parent comments as an efficient way for parents and teachers to communicate. Parents will receive a minimum of one phone call each month to be updated on their child's academic and behavioral progress in all classes. All parents are given teachers' phone numbers and email addresses to encourage open and frequent dialogue. We will host multiple Math and Literacy Nights, during which teachers will provide all parents with resources and strategic academic tools to use at home. Parents will be invited to our school on a weekly basis to witness students receiving awards for attendance, academic and character achievement, and academic and leadership growth.</p>
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