IVY PREP
ACADEMY

SISTERHOOD. SCHOLARSHIP. SERVICE.

2019-2023
Strategic Plan

Governance Board

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Our Vision

Ivy Preparatory Academy cultivates leaders who manifest change in the world.

Our Mission

Ivy Preparatory Academy fosters a culture of collaboration, passion for learning, integrity, and servant leadership.

Our Motto

Sisterhood, Scholarship, and Service

Our Beliefs

Commitment to excellence
Trust and honest communication
Transparency and accountability
Scholarship and talents
Willingness and responsibility
Safe, nurturing, and respectful environments
Many voices supporting one network

"Scholars Today. Sisters Tomorrow"

Our Principles

Sisterhood

✔ Our school values the simple, honorable premise of unity and uplifting of young women in order to teach and assist them with building higher levels of self-worth, self-respect, self-esteem, self-awareness, and self-confidence

Scholarship

✔ Our scholars are well-rounded young women who possess the necessary academic skills and knowledge and are excited about learning

Service

✔ Our network serves and helps our scholars and their families, faculty and staff, and volunteers and community partners through mutually beneficial arrangements. We recognize that our continued success is dependent on serving our stakeholders effectively

The Fabulous Four

At Ivy Preparatory Academy (IPA) we are dedicated to our mission to foster a culture of collaboration, passion for learning, integrity and servant leadership. We are also committed to our vision of cultivating leaders who manifest change in the world. This strategic plan provides a focus of our network's efforts to support our mission and vision by identifying top priorities for the next several years. We know that we must prepare our scholars to be the change in the world. With that in mind, we will ensure that scholars at IPA understand the value of Sisterhood, Scholarship, and Service.

We know that a high school diploma is critical for today's scholars; however, a diploma alone is not enough to ensure success after high school. With that in mind, we will ensure that IPA scholars are prepared to pursue their chosen paths—whether college, career, or military—and to succeed on those paths after high school. To support this goal, we will focus deeply on scholar achievement, develop effective school and district cultures, engage families and community members, promote fiscal responsibility, and focus on effective communications with all stakeholders. These are our top priorities and they are accomplishments for which IPA will be known in the years to come.

LEADRight—a leadership coaching organization that provides support to leaders and learners—conducted a Comprehensive Review of our policies, protocols, practices, processes, and systems to assist us in determining needs and setting priorities for the future including recommended targets and action items. The Leadership Team selected four of LEADright's ten Essential Dimensions of Continual Improvement (EDCI) as a focus: (1) Shared Learning Expectations, (2) Culture and Climate of Collaboration and Service, (3) Recruitment and Retention and (4) Network Operations, Systems, and Processes. Collectively, these selected list of Essential Dimensions of Continual Improvement are known as the Fabulous Four.

OUTCOMES
What do we wish to achieve?

We have identified the outcomes and initiatives to drive our work as we implement our strategic plan.

Shared Learning Expectations

- Increase percentage of scholars reading at or above grade level in Grade 3 by at least 3%.

- Increase the percentage of "economically disadvantaged scholars demonstrating mastery in mathematics by meeting or exceeding the target (2018 target was 50.34%; 2018 result was 46.91%).

- Increase the percentage of scholars scoring proficient on nationally norm-referenced assessments in core areas by Grade 8.

- Increase the percentage of scholars enrolled in high school courses by at least 3%.

Culture and Climate of Collaboration and Service

- Increase percentage of employees recommending IPA to others as a good place to work by at least 5% each year.

- Increase percentage of families and scholars recommending IPA to other families as a good place to attend school by at least 3%.

- Increase the College and Career Ready Performance Index (CCRPI) School

- Climate Star Rating from 3 stars to 5 stars.

Recruitment and Retention

- Increase number of professionally qualified staff members from 14 to 21.

- Increase number of scholars enrolled by at least 3% each year.

- Increase number of partnerships that align to network goals by at least 10%.

Network Operations, Systems, and Processes

- Align departmental procedures with board policies.

- Maintain a high percentage of direct instructional program support.

- Decrease the Debt to Asset Ratio by at least 2% points each year to maintain an appropriate balance between assets and liabilities over time.

INITIATIVES
What will we do to achieve our desired outcomes?

We have identified the outcomes and initiatives to drive our work as we implement our strategic plan.

Shared Learning Expectations

Provide scholars the tools, strategies, and learning environments to
build the essential skills necessary to pursue their paths of choice.

Culture and Climate of Collaboration and Service

Coach and train staff on culture and climate via A.R.R.O.W.

- Accountability
- Responsibility
- Respectfulness
- Ownership
- Willingness

and develop strategies and practices to sustain a "strong and welcoming culture" as measured by
locally-developed climate and culture surveys and the CCRPI School Climate Star Rating system.

Recruitment and Retention

Expand scholar enrollment and faculty and staff recruiting strategies including developing a long-term competitive
approach to salary and compensation and a plan to support pathways to professional qualification for staff members.

Network Operations, Systems, and Processes

Review existing departmental practices and procedures;
align the network budget to the Fabulous Four;
and make principal payments of $200,000 each year over the next five years.

INITIATIVES
What does this mean for the school and the network?

Ivy Preparatory Academy cultivates leaders who manifest change in the world.

Shared Learning Expectations
- Our scholars will be well-rounded individuals who possess the necessary academic skills and knowledge and are excited about learning.

- Our scholars, staff and families share high levels of achievement as the same goal for all stakeholders.

Culture and Climate of Collaboration and Service
- We provide a welcoming environment and positive school and network culture for scholars, families, staff, and community stakeholders.

- Foster a caring culture of trust, service, accountability, and collaboration. We will build trust with the community.

- We will have engaged stakeholders who are invested in the mission and vision and who support the creation of scholar-centered learning communities.

Recruitment and Retention
- We will recruit and retain an energetic and inspiring team of faculty and staff who are capable of advancing high levels of achievement for scholars who value Sisterhood, Scholarship, and Service.

- We will continually develop, recognize, and compensate staff as they produce improved outcomes for scholars.

Network Operations, Systems, and Processes
- We will improve efficiency (i.e., productivity, cost) while also making decisions (including resource allocations) that are grounded in a strategic academic program and data.

- Maintain a high percentage of direct instructional program support.

- Decrease the Debt to Asset Ratio by at least 2% points each year to maintain an appropriate balance between assets and liabilities over time.

Shared Learning Expectations

BOARD GOVERNANCE	
Academic SMART Goals	Increase College and Career Ready Performance Index from 67.4 to 75 by Spring 2023 Increase the CCRPI School Climate Star Rating from 3 stars to 5 stars by Spring 2023
Finance SMART Goals	Decrease the Debt to Asset Ratio by at least 2% points each year to maintain an appropriate balance between assets and liabilities over time as measured by the Comprehensive Performance Framework by Spring 2023. Increase Governance Board member annual giving from 73% of goal of $600 cash and $400 in-kind per member to 100% by Spring 2023. Increase Governance Board member "getting" goal to $5,000 per member from Governance Board member connections and efforts by Spring 2023.
Finance SMART Goals	Complete annual Governance Board Self-Assessment, analyze associated evidence, and use findings to guide Professional Learning and Development and revise SMART goals once per year by spring 2023. Participate in Quarterly Professional Learning and Development on A.R.R.O.W. (Accountability, Responsibility, Respectfulness, Ownership, Willingness) by Spring 2023. Participate in quarterly Professional Learning and Development on Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations and Walking the Equity Talk: A Guide for Culturally Courageous Leadership in School Communities. Develop a Balanced Scorecard of Results (e.g., Scholar learning, scholar- and family-focused, budgetary and financial, faculty and staff, organizational effectiveness, governance and social responsibility) and a process for monitoring Balanced Scorecard of Results to include Comprehensive Performance Framework (CPF), CCRPI, A.R.R.O.W., and EDCI by Spring 2023.

Ten for Ten

Effective Lessons: Lesson planning is about faculty developing a set of *habits of thought*, not filling in a lesson plan template.

Differentiated Instruction: Faculty tailor their responses to the academic, social, and emotional needs of scholars.

Effective Instruction: Engaged scholars are curious about and invested in their learning. Scholar make choices about what and how they learn and can explain the relevance and importance of their work.

Meaningful Feedback: Feedback is ongoing with frequent and consistent checkpoints. Significant milestones are discussed and documented. Feedback is essential to growth in learning and is responsive to these core questions: *Where are we headed? Where are we now? How will we get there?*

Data Analysis Process: Collecting and analyzing data supports teacher inquiry. Faculty gather and analyze data to identify scholars needing support to inform teacher practices, and determine the impact the interventions.

Quality Work: Faculty improve education by improving the quality of scholar work. The ten tenets of Quality Work are used to evaluate scholar work and assessments.

Single Gender Instructional Focus: Faculty learn approaches and strategies about the best ways to teach girls. They use promising practices and engage classes in activities that accomplish specific measurable goals.

Content Knowledge: Content knowledge includes facts, concepts, theories, and principles taught and learned in specific academic courses.

Professional Learning Communities (PLC): The PLC model ensures scholars learn what they are taught as faculty design lessons that respond to these core questions: *Where are we headed? Where are we now? How will we get there?*

Assessment Literacy: Faculty and administrators under the fundamental assessment concepts and procedures deemed most likely to improve educational outcomes for scholars.

Five for Five

Utilize a Common Language for Learning-Thinking Maps

Thinking Maps help scholars express their thoughts and ideas non-linguistically. Scholars use a graphic representation of their thought processes. Thinking Maps differ from graphic organizers because they are used to promote "more strategic thinking".

CUBES Problem Solving Method

Word-problem mnemonics provide scholars with a framework for solving word problems. Mnemonics remind scholars to work step-by-step through word problems. This method asks scholars to Circle important numbers, Underline the question you need to answer, Box key Math words, Evaluate and eliminate unnecessary information, and Solve and double check your work.

Master Daily Learning Target

Learning targets and performance scales are tools that help scholars become more efficient and effective in mastering standards.

Use of High-Level Prompts and Responses

Scholars use structured prompts (i.e., Talk Moves) when engaged in discussion, with other scholars, and with faculty. Talk Moves guide them in taking ownership of their thinking and meeting conversation goals. Scholars are able to develop logical reasoning and learn how to make and support arguments.
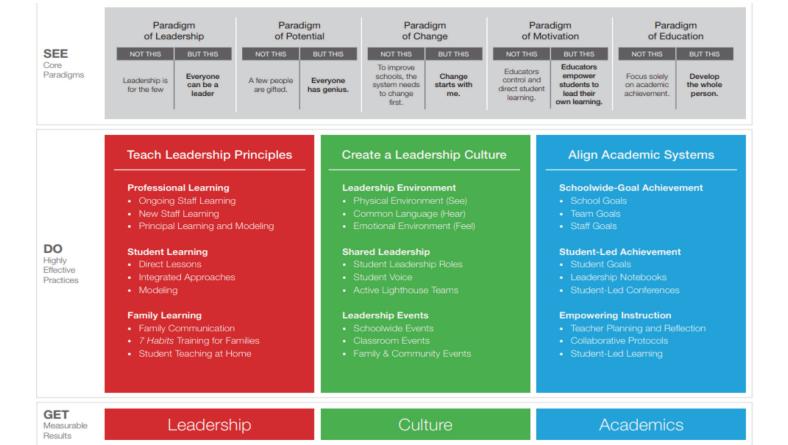
IPA Writing Process

Scholars compose text using our writing process. Writing is not a linear process; it is flexible, and scholars need to learn to move easily back and forth between components of the writing process.

Culture and Climate of Collaboration and Service

At IPA we believe our scholars and staff are leaders. We will use *The Leader in Me*, a whole school transformation process by Franklin Covey. *The Leader in Me* teaches 21st century leadership and life skills to scholars and creates culture of scholar-empowerment based on the idea that every child is a leader. *The Leader in Me* is aligned with best-in-class content and concepts practiced by global education thought leaders. It provides a logical, sequential, and balanced process to help schools proactively design the culture that reflects their vision of the ideal school.

Content from *The 7 Habits of Highly Effective People* is a key component of the overall *The Leader in Me* process. *The 7 Habits* is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are common to all people and cultures. Instead of seeing scholars through the lens of a normal distribution curve—some scholars are naturally smart and others are not—*The Leader in Me* paradigm sees that every child is capable, every child is a leader. This paradigm changes everything. Using *The Leader in Me* curriculum, we want our scholars to be servant leaders in their community. We believe that through community service, scholars learn about their personal strengths and weaknesses. When they are working on campaigns and projects they see real-life results, they get to know how their personal attributes and actions can make a difference. Many of these are qualities that scholars cannot get good feedback on in the classroom. Scholars find they are able to develop skills in leadership, communication, teamwork, and problem-solving.

SEE — Core Paradigms

Paradigm of Leadership		Paradigm of Potential		Paradigm of Change		Paradigm of Motivation		Paradigm of Education	
NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS
Leadership is for the few	Everyone can be a leader	A few people are gifted.	Everyone has genius.	To improve schools, the system needs to change first.	Change starts with me.	Educators control and direct student learning.	Educators empower students to lead their own learning.	Focus solely on academic achievement.	Develop the whole person.

DO — Highly Effective Practices

Teach Leadership Principles

Professional Learning
- Ongoing Staff Learning
- New Staff Learning
- Principal Learning and Modeling

Student Learning
- Direct Lessons
- Integrated Approaches
- Modeling

Family Learning
- Family Communication
- *7 Habits* Training for Families
- Student Teaching at Home

Create a Leadership Culture

Leadership Environment
- Physical Environment (See)
- Common Language (Hear)
- Emotional Environment (Feel)

Shared Leadership
- Student Leadership Roles
- Student Voice
- Active Lighthouse Teams

Leadership Events
- Schoolwide Events
- Classroom Events
- Family & Community Events

Align Academic Systems

Schoolwide-Goal Achievement
- School Goals
- Team Goals
- Staff Goals

Student-Led Achievement
- Student Goals
- Leadership Notebooks
- Student-Led Conferences

Empowering Instruction
- Teacher Planning and Reflection
- Collaborative Protocols
- Student-Led Learning

GET — Measurable Results

Leadership	Culture	Academics

Ivy Prep Academy

Recruitment And Retention
Faculty and Staff

To succeed in today's global economy, schools must capitalize on the skills, knowledge, abilities, and experience of their faculty and staff. Research studies report that investments in human capital improve organizational performance—including team effectiveness, employee retention, and innovation—in both the private and public sectors. Schools that attract and develop strong faculty and staff by prioritizing recruiting, investing in professional growth opportunities, and building positive workplace cultures tend to have greater efficiency and better outcomes. IPA faculty and staff must be effective and dedicated:

Ivy Faculty EFFECTIVE	Ivy Staff DEDICATED
Endearing	Dependable
Flexible	Effective
Focused	Driven
Educated	Informed
Coachable	Capable
Talented	Attentive
Innovative	Tenacious
Visionary	Experts
Engaging	Dynamic

![Ivy Prep Academy logo]

Recruitment & Retention
Scholars

Using the P. R. E. P. values (i.e., Professionalism, Responsibility, Enthusiasm and Perseverance), every scholar will prepared and successful in everything they do. Through weekly etiquette sessions, scholars will be poised, communicate effectively, engage with others appropriately, and gain an understanding of their mindfulness about their appearance, posture, and attitude. Effective Faculty and Dedicated Staff help each Ivy Scholar become Successful.

Ivy Scholar SUCCESSFUL
Stellar
Unique
Caring
Courageous
Educated
Standout
Supportive
Fabulous
Unlimited
Leaders

IVY PREP ACADEMY

Network Operations, Systems, And Processes

Effective and efficient network operations require clear systems and processes. IPA uses a project management approach to develop systems and processes. The Cycle of Development begins with "Identifying Needs" and ends with "Monitoring, Reviewing, Revising":

- Identify the Need
- Identify the Lead or Champion
- Gather Information
- Draft a Policy, Procedure, Process, or Protocol
- Consult Appropriate Stakeholders
- Finalize and Approve
- Determine and Draft Required and Supportive Procedures, Processes, and Protocols
- Implement
- Monitor, Review, Revise

Network Operations, Systems, And Processes

Identify the Need: Policies, procedures, processes, and protocols can be developed (a) in anticipation of a need, or (b) in response to a need. The network and schools will assess activities, responsibilities, and the external environment to identify needs for policies, procedures, processes, and protocols.

Identify the Lead or Champion: The responsibility of the development of a specific policy, procedure, process, or protocol will be delegated to an individual board member, staff working group, a governance board committee or sub-committee, or staff members, according to the expertise required to develop the specific policy, procedure, process, or protocol. Unless otherwise designated by the Chair, the Head of Schools will lead this work.

Gather Information: Considering legal responsibilities and risk mitigation, the individual board member, staff working group, governance board committee or sub-committee, or staff members, gather information about the specific policy, procedure, process, or protocol to ensure the collective understanding is accurate and up-to-date. This includes discovering if other networks or schools are experiencing the same issue to be addressed by the specific policy, procedure, process, or protocol. Existing templates, exemplars, and examples from other networks and schools will be consulted to inform the draft phase of the cycle.

Draft a Policy, Procedure, Process, or Protocol: Write the specific policy, procedure, process, or protocol using clear, concise language. Ensure that the wording and length of the policy, procedure, process, or protocol are understandable to those who will be expected to implement it. The Head of Schools and the Chief Financial Officer will be consulted about risk mitigation, financial implications, and scholar impact of each draft policy, procedure, process, or protocol before they advance to the Consult Stage.

Consult Appropriate Stakeholders: Policies, procedures, processes, and protocols are most effective if those affected are consulted and have the opportunity to consider and discuss the potential implications. A core tenet of Family and Community Engagement necessitates that scholars and their families, faculty and staff, volunteers and community members are appropriately consulted to garner support and ensure effective and efficient implementation once finalized and approved by the Governance Board.

Finalize and Approve: The policies are presented to the committee for a first and second reading and then presented to the Governance Board for a final approval. Procedures, processes, and protocols are vetted and approved by the Head of Schools, the Chief Financial Officer, or their designees.

Determine and Draft Required and Supportive Procedures, Processes, and Protocols: The Head of Schools, the Chief Financial Officer, or their designees determine and develop the procedures, processes, and protocols to ensure policies are followed.

Implement: Policies are posted on the website and shared with network and school staff upon approval. Procedures, processes, and protocols are shared and discussed with scholars and their families, faculty and staff, volunteers and community members as necessary and appropriate to ensure policies are followed.

Monitor, Review, Revise: The Governance Board and its designees (i.e., Head of Schools and Chief Financial Officer) will develop and use (a) a monitoring system to ensure that policies are implemented, (b) a reporting system to assess usage and responses, and (c) a review and revision system to ensure policies, procedures, processes, and protocols are clear, responsive, and effective.

Board Governance

The Governance Board—in collaboration with the Head of Schools and Chief Financial Officer—develops policies to support progress toward district goals, with a focus on alignment with statutory requirements. The Governance Board sets goals that will keep the network in compliance with state and federal requirements. Further, as financial stewards of public resources Governance Board members commit to financially support IPA. The Governance Board develops a clear plan to meet fundraising targets. Governance Board members consistently meet or exceed established individual member giving and "getting" donation goals. Governance Board members introduce potential donors and drives fundraising activities. Indeed, the Governance Board's active involvement in preparing and reviewing a multi-year financial plan results in robust discussion of resource allocation and alignment to the Fabulous Four, the Debt to Asset Ratio, legacy debt, and the usage of real estate holdings.

Our Network Staff

Head of Schools
Charcia M. Nichols, Ed.D.

Chief Financial Officer
Laticia Sharp

Director of Operations
Charles Edgerton

Academy Leaders
Pelita Merideth, Grades K to 5
Mesha Greene, Grades 6 to 8

Director of Scholar Services
Paula Harris-Harris

Director of Federal Programs
Pamela Dingle

Admissions Coordinator & Data Manager
Chiara Richardson

Director of Resource Development
Derrick Hill

Coordinator of Resource Development
Tijuana Carter

Accountability & Improvement Specialist
Dr. Tony Lamair Burks II

For additional questions, please contact ivyinfo@ivyprepacademy.org