

**IVY PREPARATORY ACADEMY AT KIRKWOOD  
HEAD OF SCHOOL EVALUATION**

**Purpose:** The Ivy Preparatory Academy at Kirkwood (“School”) shall evaluate the Head of School annually utilizing the evaluation instrument approved by the Governing Board (“Board”).

**Participants:** The Board and the Head of School.

**Goals** are areas of responsibilities, broad in scope but narrow enough to be defined and addressed by the academic and operational functions and effectiveness of the School. Up to three goals are set for each year (i.e., Goals) by the Head of School with input from the Board. Goals will be reviewed and revised as necessary.

**Evidence** is a listing of artifacts, academic performance measures and data, perception surveys and data, and other quantitative and qualitative data that define the progress made towards addressing an indicator and accomplishing Goals.

**Evaluation Conferences** are scheduled twice a year to provide continuity and enhance communication during the process of evaluation. Evaluation conferences provide regularly scheduled opportunities to review and discuss Goals and Evidence.

<b>GOAL ONE: Academic Performance</b>			
<b>THE GOAL:</b> Increase the number of FULL YEAR scholars at Tier I category on i-Ready ELA End-of-Year Diagnostic Assessment by 25% as compared to the Beginning of the Year Assessment results			
<b>Evaluation Conference 1:</b> <i>Evidence defining progress made towards accomplishing this Goal:</i>			
<b>Evaluation Conference 2:</b> <i>Evidence defining progress made towards accomplishing this Goal:</i>			
<b>Comments:</b>			
<b>GOAL ONE RATINGS</b>			
Initiating	Developing	Demonstrating	Refining

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**GOAL TWO: Academic Performance**

**THE GOAL:** Increase the number of FULL YEAR scholars at Tier I category on i-Ready Math End-of-Year Diagnostic Assessment by 25% as compared to the Beginning of the Year Assessment results

**Evaluation Conference 1:** *Evidence defining progress made towards accomplishing this Goal:*

**Evaluation Conference 2:** *Evidence defining progress made towards accomplishing this Goal:*

**Comments:**

**GOAL TWO RATINGS**

Initiating	Developing	Demonstrating	Refining
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**GOAL THREE: Academic Performance**

**THE GOAL:** Increase the percentage RETURNING of scholars scoring at the Proficient and Distinguished level by 5% in ELA on the GMAS by Spring 23

**Evaluation Conference 1:** *Evidence defining progress made towards accomplishing this Goal:*

**Evaluation Conference 2:** *Evidence defining progress made towards accomplishing this Goal:*

**Comments:**

**GOAL THREE RATINGS**

Initiating	Developing	Demonstrating	Refining
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**IVY PREPARATORY ACADEMY AT KIRKWOOD  
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**GOAL FOUR: Academic Performance**

**THE GOAL:** Increase the percentage of RETURNING scholars scoring at the Proficient and Distinguished level by 5% in Math on the GMAS by Spring 23

**Evaluation Conference 1:** *Evidence defining progress made towards accomplishing this Goal:*

**Evaluation Conference 2:** *Evidence defining progress made towards accomplishing this Goal:*

**Comments:**

**GOAL FOUR RATINGS**

Initiating	Developing	Demonstrating	Refining
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**GOAL FIVE: Operational Performance**

**THE GOAL:** Meet Mission-Specific Goals

- 100% of Ivy Prep 8th graders will participate in at least one professional development activity focused on postsecondary opportunities.
- 100% of Ivy Prep 8th graders will participate in at least one college fair per year.
- 100% of Ivy Prep middle school scholars will participate in at least one school-sponsored club/organization.
- 100% of Ivy Prep scholars will complete at least one community service project each year.
- 50% or more of Ivy Prep 8th graders will receive one or more high school credits.
- 100% of Ivy Prep scholars will be exposed to an annual career week focused on successful women of color in a range of careers.

**Evaluation Conference 1:** *Evidence defining progress made towards accomplishing this Goal:*

**Evaluation Conference 2:** *Evidence defining progress made towards accomplishing this Goal:*

**Comments:**

**GOAL FIVE RATINGS**

Initiating	Developing	Demonstrating	Refining
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**Goal Ratings** note the level of progress made towards addressing an indicator and accomplishing Goals. Goal Ratings are determined by a totality of evidence. The rating scale provides a description of different levels of how well the Head of School performed on a continuum from “Initiating” to “Refining.” The use of the four-level rating scale enables Board members to acknowledge effective performance and areas of strength (i.e. “Refining” and “Demonstrating”). Board members are also able to provide feedback about ineffective performance and areas for growth (i.e. “Developing” and “Initiating”).

- A rating of **Refining** for any dimension is characterized by major strengths which have a significant impact. There may be areas for growth; however, they do not adversely impact the school. *A leader might say, “I am integrating and refining my use of this in my school. I can model this and coach others in its use.”*
- A rating of **Demonstrating** for any dimension is characterized by a number of strengths which are embedded throughout the school. While there are areas for growth, they do not adversely impact the school. *A leader might say, “I am demonstrating effective use and integration of this in my school.”*
- A rating of **Developing** for any dimension is characterized by some strengths and it indicates some important areas for growth that have an impact on the school. In general, a rating of Developing for any dimension may warrant intervention, adjustment, or support by the Governance Specialist. *A leader might say, “I am developing my skills with this, and I am successfully using aspects of this in my school.”*
- A rating of **Initiating** for any dimension is characterized by areas for growth that have an impact on the school and might warrant immediate action to include short- and long-term action planning. There may be some areas of strength, but they are overshadowed by the areas for growth. In general, a rating of Initiating for any dimension warrants intervention, adjustment, and support by the Governance Specialist. *A leader might say, “I am learning about this and I am initiating use of it in my school.”*

**GOAL ONE:** Academic Performance (rating): **ADD HERE**  
**GOAL TWO:** Academic Performance (rating): **ADD HERE**  
**GOAL THREE:** Academic Performance (rating): **ADD HERE**  
**GOAL FOUR:** Academic Performance (rating): **ADD HERE**  
**GOAL FIVE:** Operational Performance (rating): **ADD HERE**

The **Annual Evaluation Report** is written by the Board each year and is discussed with the Head of School. Signed copies of the Annual Evaluation Report are distributed to the Head of School and included in the Head of School’s personnel file.

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**Annual Evaluation Report**

This Annual Evaluation Report has been given in writing to the Head of Schools. On **DATE** it was discussed in executive session by the Governing Board of Directors of The Ivy Preparatory Academy at Kirkwood and the Head of School. The Head of School has been rated accordingly:

<b>GOAL RATINGS</b>				
	Initiating	Developing	Demonstrating	Refining
<b>GOAL ONE:</b> Academic Performance				
<b>GOAL TWO:</b> Academic Performance				
<b>GOAL THREE:</b> Academic Performance				
<b>GOAL FOUR:</b> Academic Performance				
<b>GOAL FIVE:</b> Operational Performance				

By:

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Leslie Purifoy Plunkett                      Date  
Secretary, Governing Board

By:

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RaShaun Kemp                                      Date  
Chair, Governing Board

By:

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Charcia M. Nichols EdD                      Date  
Head of School