

# School Plan 2019-2020 - Ignite Entrepreneurship Academy

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## School Plan Approved

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### School Plan Approval Details

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**Submitted By:**

Heidi Long

**Submit Date:**

2019-05-21

**Admin Reviewer:**

Karen Rupp

**Admin Review Date:**

2019-05-23

**District Reviewer:**

Karen Rupp

**District Approval Date:**

2019-05-23

**Board Approval Date:**

2019-05-23

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## Goal #1 Goal

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Students will receive targeted and individualized instruction that is aligned to both state standards and identified individual growth areas through daily SMART goal-setting and corresponding Montessori lessons and instruction from classroom teachers to promote continuous growth and achievement, as measured by BOY, MOY, and EOY performance on the NWEA. Students will complete mastery checklists to indicate proficiency on specific standards.

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## Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies

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## Measurements

Teachers will collaborate weekly with their assigned grade level instructional coach to receive mentoring, training, observation, and reflection on Montessori teaching in the classroom. Instructional coaches will provide training on key practices and instructional strategies within the Montessori learning model, aid teachers in setting student growth goals, provide opportunities for data analysis, and lead professional learning and collaboration opportunities to increase student growth and achievement. Based on the stated goals, all IEA teachers will implement evidence-based practices that effectively meet the unique academic and behavioral needs of students, as evidenced by at least three informal observations and two formal evaluations by the end of the school year as well as through data reviews of student assessments to identify and document growth. Student growth will be measured by assessment results at BOY, MOY, and EOY on NWEA, DIBELS, and RISE. Completion of individual student goals will be measured through observation data, weekly goal tracking and planning, and completion of mastery checklists.

## Action Plan Steps

1. Identify master teachers in the methods of Montessori education and provide professional development on instructional coaching and mentoring; One coach per level of curriculum is needed (ie. UE, LE, EC, MS)
2. Develop a coaching/mentoring cycle for instructional coach to meet with individual teachers.
3. Teachers will collaborate weekly with their assigned grade level instructional coach to receive mentoring, training, observation, and reflection on Montessori teaching in the classroom.
4. Instructional coaches will provide training on key practices and instructional strategies within the Montessori learning model, assist teachers in setting student growth goals, provide opportunities for data analysis, and lead professional learning and collaboration opportunities to increase student growth and achievement.
5. All IEA teachers will implement evidence-based practices that effectively meet the unique academic and behavioral needs of students,
6. Instructional coach will complete a minimum of three observation/feedback cycles that allow for feedback regarding instructional practices used, student engagement and achievement in meeting standards, and students' level of completion towards completing mastery checklists.
7. Instructional coaches will provide and develop lesson modeling and exemplars of teaching materials and curriculum Montessori for the teachers they work with, based on the needs of the students in the classroom.
8. Teachers will participate in data review workshops a minimum of three times throughout the year to assess student performance and growth.
9. Administrative leadership team will perform two formal evaluations for each teacher to measure progress towards meeting goals and increasing student achievement.

## Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Instructional coaches will be focused on all aspects of the Montessori classroom, including content, instruction, and behavior management. Coaches will work with school administration to promote the positive behavior and intervention support system at Ignite Academy. Classes that promote active and engaged learning with a purpose will result in increased achievement and targeted learning and instruction. A respect for the work environment, teachers, and peers will be cultivated through the immersion of collaborative learning, higher order thinking skills, reflective practice, and an environment centered upon student learning and growth.	

## Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Instructional Coach Stipends Middle School-\$4,500 per year Upper Elementary-\$4,500 per year Lower Elementary-\$4,500 per year Early Childhood-\$2500 per year *Each coach will work with the teachers in their leveled cohort; Coaches are expected to work, in addition to their regular teaching hours, an additional 5-7 hours per week, participate in monthly parent nights, attend professional development opportunities as designated by leadership, and provide professional development for teaching and assistant teachers in their cohorts regularly.	\$16,000
General Supplies (610)	Instructional coaches and teachers will engage in the mapping of Montessori/Project-based learning experiences to state standards that showcase the implementation of highly effective practices that promote student engagement and learning. Teachers will be provided with a teacher resource binder, including a curriculum map, lesson ideas, and other supplementary resources that encourage effective teaching and student academic success.	\$3,500
	Total:	\$19,500

## Goal #2 Goal

Provide students with highly qualified teachers in the area of Montessori instruction to increase the likelihood of academic achievement and to encourage the successful implementation of the school vision and mission, which is to prepare them to operate within new, innovative companies or pursue their own entrepreneurial opportunities. This includes learning how to learn, working collaboratively, being inventive, and taking a creative approach to problem-solving. All lead teachers will be certified in Montessori methodology at the level in which they teach by 2021.

## Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies

## Measurements

Progress towards meeting this goal will be indicated through the number of Montessori-trained and certified teachers in year three of operation. At the end of the current school year, 9 of our 15 teachers will be Montessori trained and certified in the level they teach. By the end of 2019-2020, our goal is for 12 of our 15 teachers to be trained and certified, and by the end 2020-2021, our goal is for all of our teachers, except those in our middle school hybrid program, to be trained and certified.

Furthermore, we will use a combination of formative and summative teacher effectiveness evaluations. By the end of the academic year, 90% or more of our teachers will receive marks of 'Effective' or 'Highly Effective' on their formal evaluations.

## Action Plan Steps

1. Identify quality Montessori-certification programs.
2. Register non-certified teachers in a Montessori-certification program at the same level as their teaching assignment
3. Monitor progress of registered teachers in participation and completion of required courses
4. Provide a minimum of 2 professional development opportunities with experts in the field of Montessori to instruct teachers highly effective classroom practices and routines.
5. Provide opportunities for teachers to visit other classrooms and schools with the same teaching methodology to gain access to resources and to observe effective teaching practices.
6. Provide substitute teachers in classrooms while teachers receive instructional coaching, participate in observations, or attend professional learning opportunities to increase their effectiveness.

## Expenditures

Category	Description	Estimated Cost
Professional and Technical Services (300)	1) Supplementary funding of up to 50% program fee to support teachers in an approved Montessori certification program at the same level as their teaching assignment. (ie. UE, LE, EC) *to increase number of Montessori-trained and certified teachers from 9 to 12 in this second year, up to three teachers can receive funds. 2) A minimum of two professional development sessions by experts in the field of Montessori *site visits, workshops, meal and materials for all teachers *substitute teachers in the classroom for teachers and assistants during the workshops Workshop Fees: \$2,200 per workshop Total \$4,400 3) Substitute pay for teacher coverage for teachers to visit off-site locations to observe and/or interact with Montessori instructors and classrooms and/or time to complete peer observations and collaborative teaching at Ignite. *Each teacher is allocated 2 Professional days per year at the substitute rate of \$80/day; (16 teachers x \$160)= \$2560	\$11,460
	Total:	\$11,460

## Goal #3 Goal

Fully implement each of the pillars of the school vision through the purchase and use of student technology in an effort to become a 1-to-1 school. Pillar 2 identifies blended learning as a way to enrich and extend student learning in the Montessori classroom through targeted and specific blended learning platforms. Pillar 3 identifies project-based learning as a way of making connections and shaping real-world meaning through a variety of projects that expose students to the world of entrepreneurship, creative thinking, and problem solving.

## Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies

## Measurements

Implementation of technology for the purpose of extending and enriching learning through the 2nd and 3rd pillars of our school's vision will be measured by:

- the number of students using technology daily;
- the number of students actively engaged in a minimum of two blended learning platforms for the purpose of strengthening their understanding;
- a minimum of 50 students enrolled as a cohort in TechTrep or BizWorld courses that are individualized, interest-based and innovative, and who successfully complete at least one course;
- with those students successfully completing a minimum of 2 projects during the school year.

## Action Plan Steps

- Purchase two classroom sets of IPADS/cases and IPAD charging cart for increased technology use in the classroom.
- Purchase a minimum of 25 licenses for TechTrep courses for student use in UE/MS.
- Purchase a minimum of 25 licenses of BizWorld project-based curriculum for student use in LE/EC
- Provide instruction and training to teachers of cohort groups for the successful implementation of project-based and blended learning and instruction.
- Implement aforementioned curriculum into the identified classrooms.

## Expenditures

Category	Description	Estimated Cost
Textbooks (Online Curriculum or Subscriptions) (642)	TechTrep annual licenses for class of up to 30 students=\$2970 BizWorld annual licenses and teacher start up kit for up to 30 students=\$1,000	\$3,970
Technology Equipment > \$5,000 (734)	1) Class set of Chromebooks or IPADS/covers-\$300 X 25=\$7500 1) Set of Chromebooks/cart for Innovations specialty=\$2000	\$9,500
	Total:	\$13,470

## Goal #4 Goal

Provide targeted, individualized and small-group reading instruction for those students in grades 4-8 who are reading at least 2 or more grade levels below their current grade to increase student growth on DIBELS composite score by 3% or higher.

## Academic Areas

- Reading
- Writing

## Measurements

-Measurements of improved literacy performance of those students identified will be evidenced by:

1. Student performance on DIBELS assessment,
2. Student performance on NWEA assessment,
3. Qualitative data collected by literacy specialist in small group and individual lessons,
4. Improved performance in classwork as measured by teacher progress reports and student proficiency measures on literacy standards.

## Action Plan Steps

1. Hire a highly qualified literacy specialist to work with students who need additional support.
2. Identify those students who need support through the use of assessment data and specific benchmarks.
3. Develop rotation of lessons needed and frequency of sessions for each student identified as needing literacy intervention.
4. Provide resources for parent and teacher use to provide classroom and at-home support for students needing additional work on literacy.
5. Provide resources and trainer for a Parent Literacy Night, to promote and engage parents in the work of advocating for their child's success in literacy.

## Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Literacy Specialist	\$25,000
Professional and Technical Services (300)	Literacy Interventionist provider services for parent nights and at-home support for parents, including but not limited to, drafting literacy improvement plans for students.	\$1,000
	Total:	\$26,000

## Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$41,000
Professional and Technical Services (300)	\$12,460
Total:	\$70,430

Category	Estimated Cost (entered by the school)
General Supplies (610)	\$3,500
Textbooks (Online Curriculum or Subscriptions) (642)	\$3,970
Technology Equipment > \$5,000 (734)	\$9,500
Total:	\$70,430

## Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2018-2019 Progress Report	\$1,889
Estimated Distribution in 2019-2020	\$68,554
Total ESTIMATED Available Funds for 2019-2020	\$70,443
Summary of Estimated Expenditures For 2019-2020	\$70,430
<b>This number may not be a negative number</b> Total ESTIMATED Carry Over to 2020-2021	\$13

*The Estimated Distribution is subject to change if student enrollment counts change.*

## Funding Changes

*There are times when the planned expenditures in the goals of a plan are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?*

Any further distribution of funds will be allocated to the continued implementation of technology support and curriculum as a measure of aligning our curriculum to the school's vision. The incorporation of 21st century skills and project-based learning requires more technology and student licenses that originally requested in the grant. Therefore, the number of students who would participate in the pilot program would be increased based on the amount of increase.

## Publicity

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website
- Other: Please explain.
  - Informational sessions during monthly parent night and notification to Parent/Teacher Organization

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	1	2019-02-12

## Amendment

Need to amend this school plan?

No Comments at this time

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