

# School Plan 2020-2021 - Ignite Entrepreneurship Academy

## School Plan Approved

### School Plan Approval Details

**Submitted By:**

Heidi Long

**Submit Date:**

2020-04-17

**Admin Reviewer:**

Karen Rupp

**Admin Review Date:**

2020-04-17

**District Reviewer:**

Karen Rupp

**District Approval Date:**

2020-04-17

**Board Approval Date:**

2020-04-17

## Goal #1 Goal

Increase the number of students who are below grade level in reading, math, and science by 3% by providing professional development in these curricular areas.

## Academic Areas

- Reading
- Mathematics
- Science

## Measurements

Summer institutes to continue the development of curriculum maps, including alignment to standards, what to teach, when to teach it and HOW to teach it-development and coordination of curriculum formative observations, create targeted and individualized goal areas with teachers, model Montessori lessons and instruction for classroom teachers and assist with constructive feedback to promote the implementation of effective teaching practices and continuous growth.

Curriculum mapping and alignment will be completed in Math, Language, and Science by August 1, 2020 as measured by completed and published curriculum maps, which will be provided to the appropriate grade-level teachers. Teachers will collaborate with their grade-level lead to write a professional growth plan that will include a professional goal and an instructional goal.

Mid-year growth reflections and an end-of-year professional growth analysis will be conducted. 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.

Goal attainment will be determined by the number of teachers who achieve a performance rating of effective or highly effective on their formal evaluations.

## Action Plan Steps

1. Identify quality Montessori-certification programs, continuing education programs, or professional development opportunities that align to our learning platforms and instructional elements and provide financial resources to teachers who participate in continuing education and professional development.
2. Monitor progress of registered teachers in participation and completion of required courses
3. Provide a minimum of 2 professional development opportunities with experts in the field of Montessori to instruct teachers in highly effective classroom practices and routines.
4. 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.
5. Provide substitute teachers in classrooms while teachers receive instructional coaching, participate in observations, or attend professional learning opportunities to increase their effectiveness.
6. Identify highly qualified grade level representatives to participate as curriculum leads for their respective teams. (Jr. High, UE, LE, EC)
7. Provide professional development to these leads for curriculum mapping and alignment to develop explicit best practices for curriculum design;
8. Provide time and resources for curricular leads and grade level teachers to create and publish curriculum maps and accompanying curriculum resource guides and materials.

## Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Highly Qualified teachers will represent their grade levels as curriculum leads in Math, Science, and Language Arts and participate in a summer curriculum development and alignment institute. Expenditure will include compensation for time spend developing curriculum and sustaining curriculum support through curriculum-focused team meetings and reflective cycles at a frequency of no less than two times per month.	\$12,500
Professional and Technical Services (300)	Partnerships with universities, professional organizations, and expert trainers to provide targeting training, education and professional development for teachers.	\$11,557
	Total:	\$24,057

## Goal #2 Goal

Provide targeted, individualized and small-group reading instruction for students in grades K-8, who are reading at least 2 or more grade levels below their current grade, to increase student growth on Spring 2021 DIBELS composite score by 3% or higher.

## Academic Areas

- Reading

## 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, and
4. Improved performance in classwork as measured by teacher progress reports and student proficiency measures on literacy standards.

## Action Plan Steps

1. Provide compensation to a highly qualified literacy specialist who will work with students who require literacy intervention.
2. Identify those students who need interventions through the use of assessment data (DIBELS/NWEA/CORE Reading).
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 training classroom teachers and educational assistants, to promote and engage students in achieving literacy growth.

## Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Literacy Specialist (salary and benefits included)	\$30,000
General Supplies (610)	Materials/Supplies for classroom reading intervention practice (Literacy tool kits, curriculum support materials)	\$2,000
	Total:	\$32,000

## Goal #3 Goal

Increase reading and math scores of students who are achieving below grade level proficiency by 3% by increasing the effective use of assessments to drive individualized instruction and interventions.

## Academic Areas

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

## Measurements

Measurement 1: Identify how the assessments align with learning outcomes through the use of data collection and analysis to determine the following:

- Knowledge acquired
- Skill development
- Performance attainment
- Positive behavioral outcome

Measurement#2: Collect and analyze specific data that is both collective (class data) and individualized to each that quantifies the level of student engagement and quality of self-directed learning and learner outcomes as measured by progress monitoring of daily work completion and proficiency and mastery of curriculum standards.

Measurement #3: Collect and analyze the number of behavioral referrals or appeals for corrective action as measured by observation logs and specific office behavioral referrals and corrective actions taken by teacher or administration.

## Action Plan Steps

- Provide professional development in partnership with National Center for Montessori Assessment in the Public Sector to develop appropriate assessments for increasing quality and effectiveness of instruction, classroom management, and the learning environment.
- Create and implement indirect and direct assessments as well as formative and summative assessments.
- Evaluate whether or not the assessment aligns directly with a learning outcome.
- Make sure the measurement is sustainable and reasonable in terms of time and resources, both for the students and the teachers

through reflection and analysis.

-Use the results of the assessments to improve the the effectiveness of the student learning experience, including the academic, behavioral, and environmental factors.

-Revisit assessments as needed to revise content in terms of depth vs. breadth, realignment between goals and teaching methods, and employment of more appropriate assessment methods.

## Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	The development and design of assessments will feature a behavioral component, particular relating to how to prepare the Montessori learning environment for inquiry-based learning, encouraging ownership for one's education, and maintaining the positive care and keeping of the learning environment. Assessments will include individual student behavior assessments as well as student engagement assessments. The desired outcome will involve increasing positive behavioral intervention supports and a decrease in behavior issues in the classroom.	

## Expenditures

Category	Description	Estimated Cost
Professional and Technical Services (300)	Partnership with National Center for Montessori Assessment in the Public Sector will provide training and development, with continued support for follow up and reflection in areas of effective instruction, learning environment, and classroom management. (PD Link: <a href="https://www.public-montessori.org/continuing-education/#ProfessionalDevelopmentSessions">https://www.public-montessori.org/continuing-education/#ProfessionalDevelopmentSessions</a> )	\$12,000
	Total:	\$12,000

## Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$42,500
Professional and Technical Services (300)	\$23,557
General Supplies (610)	\$2,000
Total:	\$68,057

## Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2019-2020 Progress Report	\$0
Estimated Distribution in 2020-2021	\$68,057
Total ESTIMATED Available Funds for 2020-2021	\$68,057
Summary of Estimated Expenditures For 2020-2021	\$68,057
<b>This number may not be a negative number</b> Total ESTIMATED Carry Over to 2021-2022	\$0

*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?*

The Council will use any additional funds to increase the opportunities for professional development as deemed necessary for increasing teacher qualifications and implementing the vision of the school and its learning program, including the elements of Montessori instruction, blended learning, and project based learning.

## Publicity

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website
- Other: Please explain.

- o Informational sessions during monthly parent night and notification to Parent/Teacher Organization

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date	Board Approval Date
6	0	2	2020-03-10	2020-03-10

#### Amendment

Need to amend this school plan?

No Comments at this time

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