Plan Overview

Ignite Entrepreneurship Academy's Teacher and Student Success Plan was developed to help all students develop positive attitudes towards learning and achievement, take responsibility for their actions and learning, and develop the self-discipline necessary to create an environment that promotes lifelong learning and success for all students. IEA's goal shall be to improve school performance or student academic achievement. This goal will be accomplished in the following ways: :

Utilize qualified instructional coaches. Master teachers from each instructional level will be designated as instructional coaches and provided stipends for additional responsibilities that will allow them to provide formative observations, create targeted and individualized goals 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.

- **Measurement/Outcomes**
    - Teachers will collaborate with their assigned instructional coach 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.
- **Action Steps**
    - Identify and hire 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)
    - Coordinate with Executive Director and Curriculum Director to assign instructional coaches to specific teachers as determined by level taught.
    - Develop a coaching/mentoring cycle for instructional coach to meet with individual teachers on a regular basis to discuss strengths and areas for improvement.
    - Instructional coach will collaborate with each teacher to assist in developing a professional growth plan including a professional goal and an instructional goal.
    - Instructional coach will complete a minimum of three observation/feedback cycles that align with each teacher's professional growth plan.
    - Instructional coaches will provide and develop lesson modeling and exemplars of teaching materials and curriculum Montessori for the teachers they work with.

- ○ Administrative leadership team will meet with instructional coach and teacher to review end of year summation of growth plan and instructional/professional progress.
- ○ Administrative leadership team will perform two formal evaluations for each teacher to measure progress towards meeting goals.

Increase qualifications of classroom teachers in Montessori methodology.Tuition reimbursement and/or certification costs will be provided to teachers who enroll in and commit to the completion of a Montessori certification program approved by the Director of IEA. Other professional development opportunities and workshops for all teachers by experts in the field of Montessori instruction will also be provided to further develop Montessori-centered pedagogy.

- ● **Measurement/Outcomes**
    - ○ 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 Steps**
    - ○ Identify quality Montessori-certification programs.
    - ○ Register non-certified teachers in a Montessori-certification program at the same level as their teaching assignment.
    - ○ Monitor progress of registered teachers in participation and completion of required courses.
    - ○ Provide a minimum of 2 professional development opportunities with experts in the field of Montessori to instruct teachers highly effective classroom practices and routines.
    - ○ 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.
    - ○ Provide substitute teachers in classrooms while teachers receive instructional coaching, participate in observations, or attend professional learning opportunities to increase their effectiveness.

Implement each of the pillars of the school vision through the purchase and use of student technology. 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. Each of these pillars can be implemented effectively through a variety of collaborative and independent activities that are centered around blended learning resources and management tools.

- **Measurements/Outcomes**
  - 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 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.

Provide targeted, individualized and small-group reading instruction. This specialized who are reading at least 2 or more grade levels below their current grade to increase student growth by 3% or higher, as indicated by Acadience Reading assessment. This individualized and small group instruction will be developed and coordinated by a literacy specialist who will work closely with classroom teachers to develop and implement a daily extended literacy block, provide instructional resources for the classroom, including modeling and training on how to use these resources, and perform frequent observations, feedback cycles, and coaching sessions for teachers to increase their expertise in teaching literacy.

- **Measurements/Outcomes**
    - Measurements of improved literacy performance of those students identified will be evidenced by:
        - Student performance on DIBELS assessment;
        - Student performance on NWEA assessment;
        - Qualitative data collected by literacy specialist in small group and individual lessons; and
        - Improved performance in classwork as measured by teacher progress reports and student proficiency measures on literacy standards.
- **Action Steps**
    - Hire a highly qualified literacy specialist to work with students who need additional support.
    - Identify those students who need support through the use of assessment data and specific benchmarks.
    - Develop rotation of lessons needed and frequency of sessions for each student identified as needing literacy intervention.
    - Provide resources for parent and teacher use to provide classroom and at-home support for students needing additional work on literacy.
    - 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.