



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 and student academic achievement. Due to the challenges presented by COVID-19, we seek to find innovative ways to reduce achievement gaps and implement instructional programs and interventions that will allow us to personalize learning, target individual learning, and closely monitor progress. This goal will be accomplished in the following ways:

Utilize qualified instructional coaches. Highly qualified 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. These instructional coaches will also participate as key representatives of our Academic Excellence Committee, which works closely with our School Land Trust Council.

- **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 highly qualified 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); Partnerships with 3rd party experts in the field of assessment will also be formed.
- 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 coaches to meet with individual teachers on a regular basis to discuss strengths and areas for improvement.
- Instructional coaches will collaborate with each teacher to assist in developing a professional growth plan including a professional goal and an instructional goal.



- Instructional coaches 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 coaches and teachers 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. Part of this process will include analyzing and measuring progress towards achievement of professional growth plan goals as well.

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. By the end of year 2020-2021, our goal is for 90% of our teachers, except those in our middle school/hybrid program, to be trained and certified in Montessori methodology. 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.

Strengthen instructional support and school-to-home connections in our distance education program.

Due to the hardships presented by COVID-19, IEA has seen a sizable increase in our distance education program. As such, we seek to strengthen the educational opportunities and instruction that occurs on program site days. We also want to provide effective and timely support to families who are participating in this program, to help them effectively navigate the home-based focus of this program, particularly in the areas of literacy and numeracy.

● **Measurements/Outcomes**

- Development, by distance education specialists, of Student Education Plans (SEP) that are individualized for each student in the distance education program;
- Increased communication, as measured by communication logs, teleconference collaboration, goal setting, and progress monitoring of SEPs.
- Student performance on DIBELS assessment;
- Student performance on NWEA assessment;
- Qualitative data collected by distance education specialists in small group and site day instructional settings;
- Improved performance in class work as measured by teacher progress reports and student proficiency measures on literacy and numeracy standards

Implement each of the pillars of the school vision through the professional development and use of research-based educational technology in the classroom.

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. As a result of COVID-19, students are engaged in a hybrid instructional model that heavily relies on the use of technology in the home. IEA has committed to the implementation of blended learning platforms that are research-based and responsive to the needs of students to provide individualized interventions and skills-based practice.

● **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 weekly time spent on each platform by individual students
 - the number of students actively engaged in a minimum of two blended learning platforms for the purpose of strengthening their understanding;
 - progress reports generated within the platforms to identify student progress and skill proficiency.
- **Action Steps**
 - Designate Digital Teaching and Learning mentors to provide learning opportunities, mentoring, and modeling of best practices for using blended learning in teaching;
 - Provide instruction and training to teachers of cohort groups for the successful implementation of project-based and blended learning and instruction.
 - Purchase and implement research-based literacy and math blended learning curriculum for use in the classroom and during home-based instruction as well.
 - Engage in a minimum of quarterly data dives, based on on the data from blended learning programs and PBL experiences, to track student progress and refine practices and fidelity of program implementation.

Provide targeted, individualized and small-group literacy instructional interventions. This specialist will work with students 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.



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- 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.
- Purchase licenses for student assessment technology to track student progress and identify targeted interventions