

EXHIBIT “A”

No portions of Exhibit “A” may be changed unless amended pursuant to Charter Agreement Section 5.3

1. Name: The name of the Charter School shall be Ignite Entrepreneurship Academy.
2. Applicant: A Charter Agreement is granted to Ignite Entrepreneurship Academy, Inc., which applied on December 1, 2015.
3. Location: The Charter School shall be established in Lehi, ~~located within Alpine School District~~ with distance learning support sites located Statewide, which location is material to its authorization.
4. Mission statement: The Charter School mission statement, as set forth in the application, is: “Entrepreneurial success through academic rigor, project-based learning, and creating a culture of creative problem solving, collaboration, and communication.”
5. Purpose(s): The Charter School purpose(s) are consistent with U.C.A. §53A-1a-503 include:
 - (1) continue to improve student learning by allowing students to master content at their maximum pace and apply knowledge in the context of project based learning experiences;
 - (3) create new professional learning opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school through hiring certified teachers and evaluating in part by their ability to apply their interests, talents, and passions in a classroom environment through leading hands on learning activities and projects. This will be further encouraged by providing teachers with a stipend each year that can be applied to any class or experience a teacher is curious about. The teacher will work with the Curriculum director on shaping curriculum, based on the teacher’s experience;
 - (4) increase choice of learning opportunities for students by offering a unique Montessori-based, entrepreneurial learning experience;
6. Key elements: The key elements of the Charter School, as set forth in the application, are programs and processes that make this school unique. They will be included in the State Charter School Board annual reviews as assurances or may be included in the School Accountability Measures (number 11).
 - Maintains a large enough student population to offer all programmatic elements listed in the approved application;
 - Promotes entrepreneurship;

- Employs self-paced curriculum: Traditional Montessori model in grades K-3, blended learning model in grades 4-9, with Montessori instruction as needed to facilitate learning;
- Uses project- and location-based learning in all grades to build entrepreneurial skills and characteristics;
- Teaches and employs Socratic dialogue;
- Requires set SMART goals;
- Classrooms create learning contracts at the beginning of every school year

DISTANCE LEARNING PROGRAM SPECIFICS

- Enrollment capped at 30% of maximum authorized enrollment (180 students) enrollment;
- Students attend a physical site at least once weekly for project-based learning/team building activities similar to on-site activities;
- Distance learning students must spend at least as many hours working to complete Utah Core Standards as their on-site counterparts;
- Subjects offered and course requirements are the same for distance learning and on-site students;
- Distance learning students receive at least weekly communication from teachers via video chat, phone calls, email, and text.

7. Opening date: The opening year of the Charter School is SY2018.
8. Student population: The grade levels served, maximum authorized enrollment per school year, and enrollment preferences are:
 - a. Grades served: K up to grade 9
 - b. Maximum authorized enrollment: 600 students
 - c. Enrollment preferences permitted by Board policy and UCA §53G-6-502:
 - i. a child or grandchild of an individual who has actively participated in the development of the charter school;
 - ii. a child or grandchild of a member of the charter school governing board;
 - iii. a sibling of an individual who was previously or is presently enrolled in the charter school;
 - iv. a child of an employee of the charter school;
9. Governing board:
 - a. Number of board members: At least 5
 - b. Selection and removal of board members: appointed by majority vote of current directors; removed by majority vote of current directors
 - c. Terms of Office: 3-year term, limited to 3 consecutive terms
 - d. Meetings: monthly, at least 10 meetings a year

10. Waivers from Board Rule: The Charter School is explicitly waived from the following Administrative Rules: None.
11. School Achievement Measures: The Charter School agrees to the following school-specific measures and targets, which will be evaluated through the SCSB’s annual review.

Measure	Metric	Targets				
		School Year	Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific: Entrepreneurial Success and Business Management	Percentage of students that have participated in a student-operated business by the 6 th grade	SY 18-19	≥20%	≥10%	≥7%	<3%
		SY 19-20	≥25%	≥15%	≥10%	<10%
		SY 21-ongoing	≥40%	≥25%	≥10%	<10%
Project-Based Learning	Percentage of 6 th grade students that have organized the resources from start to finish on a project	SY 21-ongoing	≥80%	≥70%	≥70%	<20%
Academic Program: Reading	Percentage of 3 rd grade students reading at or above grade level, as determined by the DIBELS assessment	SY 18-22	≥60%	≥50%	≥40%	<30%
		SY 23-26	≥70%	≥60%	≥50%	<40%
		SY 27-ongoing	≥85%	≥75%	≥70%	<70%

Personalized Pace Curriculum: (Montessori and Blended Learning)	Percentage of students who attended at least 3 FAY who are ready to advance to the next grade level in at least one subject area by April 1 of each year.	SY 21- ongoing	$\geq 40\%$	$\geq 25\%$	$\geq 10\%$	$< 10\%$
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12. State Accountability: As defined by statute and implemented by the Utah State Board of Education by rule or Federal plan.
13. Student Engagement, Financial, and Governance Measures: Defined by the SCSB, as required by rule and statute. School will be held to the approved Charter School Accountability Framework (subject to update and revision).

IGNITE ENTREPRENEURSHIP CORRECTIVE ACTION PLAN

PURPOSE: This plan provides specific detail as to how Ignite Entrepreneurship’s Board of Directors and Executive Director intend to implement a corrective action plan to ensure compliance with the approved charter agreement goals and assurances.

AREA OF FOCUS: Distance Learning Program

Goal: *Students must attend a physical site at least once weekly for project-based learning/team building activities similar to on-site activities.*

Summary of Issue: According to the charter agreement, the physical site location is required to be within the boundaries of Alpine School District; We believe the program and its educational components are attractive to students throughout Utah. Based on the unique learning model of the school, other opportunities for a similar learning experience within a distance learning program are rare. Students who reside outside of ASD have enrolled in the Ignite Distance Learning program. However, it has been a challenge for them to attend the Lehi location for site day, a weekly requirement, due to proximity.

Corrective Action: IEA’s Board is seeking an amendment to the charter agreement, requesting that distance learning support sites be located **statewide**. Approval of this amendment request will provide opportunities for site days to be located in concentrated areas where students are able to access learning opportunities provided more reasonably and consistently.

IGNITE ENTREPRENEURSHIP SCHOOL REVISION TO ACHIEVEMENT MEASURES

PURPOSE: In amending our charter application, consideration and analysis of initial school achievement measures was given, and it was determined that a revision is necessary.

Revision 1: Entrepreneurial Success and Business Management; Metric-Percentage of students in grades 4-9 that have participated in student-operated business

Summary of Issue: Ignite’s current enrollment in its inaugural year is 525 students; In projecting the number of students required to have participated in student-operated businesses to meet our target, approximately 170 students would have to have met this target. Of the total enrollment, 305 of them are in grades K-3. Many students in these grade levels do not possess the skill set, independent learning, and analytical skills required to meet this achievement measure.

The remaining 220 students are in grades 4-7. It is this age group that has the highest likelihood of possessing the aptitude, maturity, self-direction, and skills necessary for participating in a student-operated business. As such, more funding is required as well as planning and development of curriculum that best supports this initiative. The target number of students achieving this goal should increase incrementally each year as we build on our resources and are able to provide funding and create opportunities for skill development and innovative practices. As 6th grade is a capstone year where students should have achieved multiple opportunities and experiences, this seems a logical time for a reasonable percentage of students to have participated in a student-operated business.

Proposed Revisions:

-Metric to be changed from “percentage of students in grades 4-9 that have participated in student-operated business” to “Percentage of students that have participated in a student-operated business by the 6th grade”

-Targets to be changed to the following:

SY	Exceeds	Meets	Does Not Meet	Falls Far Below
SY18-19	≥20%	≥10%	≥7%	<3%
SY19-20	≥25%	≥15%	≥10%	<10%
S 21-ongoing	≥40%	≥25%	≥10%	<10%

Plan of Action:

Ignite has dedicated a majority of their fundraising and grant-writing efforts to increase the amount of technology available for student use. Our goal is to raise funds for a 1 to 1 student-technology ratio and provide licenses to entrepreneurial platforms, particularly in grades 4-9. BizWorld engages younger children in simulations and scenarios within the world of business. TechTrep is a key provider of curriculum to develop critical thinking and analytical skill in students who are 10 and older. Courses such as “Become a Trep,” “Financial Literacy for Youth,” Marketing and Digital Media,” and so on will allow us to build an entrepreneurial capacity in students that will encourage participation in student-operated businesses. Ignite will continue to partner with community businesses, educational simulations (ie. JA BizTown), and entrepreneurs to build student capacity towards operating a business. Student events such as Holiday Market, Farmers Market, and STEAMFEST will continue to be held.

Revision 2: Academic Reading Program- Percentage of 3rd grade students reading at or above grade level, as defined by the State

Summary of Issue: Ignite’s Board of Directors agrees that our initial goals were set at a high percentage that does not allow time to build a strong literacy program that allows for flexibility and the appropriate time to assess, analyze data, implement a tiered system of interventions, map curriculum and integrate a variety of intentional reading strategies in our start-up years. As such, the Board believes the metric should be changed to allow for the time to achieve initial benchmarks through the development of a system of supports.

Proposed Revision:

-Targets to be changed to the following:

SY	Exceeds	Meets	Does Not Meet	Falls Far Below
SY18-22	≥60%	≥50%	≥40%	<30%
SY23-26	≥70%	≥60%	≥50%	<40%
SY 27-ongoing	≥85%	≥75%	≥70%	<70%

Plan of Action:

The School Board and Executive Director are committed to literacy being key initiative at Ignite. As such, we have participated in the Early Literacy Grant in our inaugural year and plan to continue into a second and third year. This will continue to allow us to provide training to teachers for literacy intervention, provide effective instructional programs and aids to enhance student literacy instruction. We have also created a tiered literacy intervention plan and have utilized funds to provide a literacy specialist to provide direct and targeted reading instruction to individual students and small groups. We have also dedicated funding for the purchase and implementation of Reading A-Z as well as Montessori instructional materials and curriculum to increase exposure to reading practice and comprehension.

A key aspect of this plan is to provide time and compensation for teachers to meet during the summer for the purpose of completing reading curriculum mapping to align

Montessori curriculum and pacing to the state standards to ensure standards are taught appropriately at each grade level.