

Ignite Entrepreneurship Academy

Learn, Do, Be



REQUIRED INFORMATION

Charter School Information				
1. Name of proposed charter school: Ignite Entrepreneurship Academy				
2. Name of applicant: Jennifer Ryan				
3. Authorized agent: Jennifer Ryan				
4. Mailing address: 13236 S. Aintree Ave., Draper, UT, 84020				
5. Phone number: 801-831-8875			6. JenniferRyan2131@yahoo.com	
7. District(s) where proposed charter school is located: Alpine School District				
8. The governing body of a charter school is responsible for the policy decisions of the school. Please				
Name	Email	Position on Board (e.g., chair, secretary)	Type of Member (e.g., parent, business)	Profession
Jennifer Ryan	JenniferRyan2131@yahoo.com	Chairman	Parent/Business	Strategy/Operations Business Consultant
Dan Smith	dan@jordanriverinsurance.co	Vice Chair	Business Owner/ Charter Experience	Owns Insurance Company
Chris Parkin	cparkin70@hotmail.com	Finance	Strategic Business Partnerships	Strategic Business Partnerships Adobe
Sara Jo Hopkins	sara@hopkinsweb.org	Secretary	Education	Teacher
Tasi Young	tasi.young@meridianschool.org	Legal	Legal	Head of School Meridian
Indicate the makeup of this body below. (Add lines as necessary)				
9. Year school will start: September 2016			10. Grades served: K-12	
11. Requested Enrollment				
Year 1: Grade K: <u>70</u> , Grades 1-6: <u>430</u> , Grades 7-8: <u>75</u> , Grades 9-12: <u>25</u> Total: <u>600</u>				
Year 2: Grade K: <u>70</u> , Grades 1-6: <u>430</u> , Grades 7-8: <u>100</u> , Grades 9-12: <u>75</u> Total: <u>700</u>				
Year 3: Grade K: <u>70</u> , Grades 1-6: <u>430</u> , Grades 7-8: <u>150</u> , Grades 9-12: <u>150</u> Total: <u>800</u>				
Does proposed grade configuration match resident district grade configuration? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>				

<p>12. Is this proposal seeking special treatment under UCA 53A-1a-501.9? Yes No <input checked="" type="checkbox"/></p>	<p>13. Is this proposal seeking priority consideration under UCA 53A-1a-502.5? Yes No <input checked="" type="checkbox"/></p>
<p>14. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles. Provide details regarding the need for the waiver as Attachment B). R277-482-5. Timelines - Charter School Starting Date and Facilities</p>	

<p>Signatures</p>
<p>WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.</p>
<p>Name of Authorized Agent: Jennifer Ryan</p>
<p>Signature of Authorized Agent: </p>
<p>Name of Charter School Board Chair (if different than Authorized Agent)</p>
<p>Signature of Charter School Board Chair (if different than Authorized Agent)</p>

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EXECUTIVE SUMMARY

Entrepreneurs serve as the spark plug in the economy's engine, activating and stimulating most economic activity. They are the critical determinant of the level of success, prosperity, growth and opportunity in any economy. The most dynamic societies in the world are the ones that have the most entrepreneurs.. Given the economic need for entrepreneurship, it is surprising that there is only one K-9th grade school in Weber and no single high school in all of Utah that exists to develop entrepreneurial talent.

Ignite Entrepreneurship Academy's mission is to provide students with a curriculum uniquely tailored to students seeking to hone entrepreneurial abilities. We create an environment where students interested in entrepreneurship can develop to their highest academic potential while at the same time applying those skills in the context of their own entrepreneurial pursuits. We achieve this goal through the following progression:

Learning to Know: Personalized and accelerated learning through a student-centered, ability supported, and blended learning model.

Learning to Do: Project and location-based activities designed to foster curiosity and cultivate entrepreneurial traits; such as, problem solving, resiliency, and project management.

Learning to Be: Entrepreneurial culture inspiring students to be innovative problem-solvers committed to excellence.

The foundation of Ignite Entrepreneurship Academy is grounded in a personalized, collaborative approach to learning using a combination of small group instruction, hands-on/Montessori learning and online software ("to do"). Then applying these core concepts in the context of collaborative projects designed to reinforce learning and develop entrepreneurial abilities ("to do"). By leveraging this approach to learning in a mixed age environment, Ignite Entrepreneurship Academy students will successfully demonstrate mastery of key Utah Core standards while at the same time, developing the leadership skills that lay the foundation for entrepreneurial career success in a competitive global market ("to be").

Ignite Entrepreneurship Academy will be located in northern Utah County and will serve a student body that is passionate about developing their academic and entrepreneurial potential.

The collective expertise of the board of directors is equipped to launch this type of innovative learning program so desperately needed in northern Utah County.

SCHOOL PURPOSE AND GOALS

Purpose: In accordance with Title 53A Chapter 1a Section 503 Ignite Entrepreneurship Academy's purpose is to:

1. **Continue to improve student learning:** In order to achieve our primary purpose of improving student learning "to do", Ignite Entrepreneurship Academy will develop and use research-based teaching methods to improve student learning. Ignite Entrepreneurship Academy will begin the process by first creating a personalized learning plan (PLP) for each student. In addition to evaluating each student's academic level, the PLP will include information on learning style preferences. The PLP profile will be used by the teacher to create small learning groups thereby personalizing instruction based on a student's academic level, interest, preferences, and learning styles. Learning will also be facilitated by online applications

and hands-on/Montessori materials which serve both to master content and deepen understanding. In following this approach, Ignite Entrepreneurship Academy will improve student learning.

2. Increase choice of learning opportunities for students: Currently there is only one k-9th grade school (HighMark Charter School in Weber) and no high school located in the state; thus the model presented by Ignite Entrepreneurship Academy is new to Utah County. In addition, there is no public or private Montessori serving northern Utah County. Ignite Entrepreneurship Academy will offer its student body a unique Montessori-based, entrepreneurial learning experience; thereby expanding the choice in learning for students.

3. Create new professional learning opportunities for educators that will allow them to actively participate in designing and implementing learning programs. Ignite Entrepreneurship Academy's culture strongly encourages innovation and creativity at every level. As such, teachers will be hired and evaluated 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 stipend is aimed at helping the teacher grow in an area of their choosing, and then bring that experience back to the classroom as a learning experience for students.

Mission: Ignite Entrepreneurship Academy's mission is to develop entrepreneurial students. The best way to build those abilities is to implement a model where students are engaged in the following:

Learning to Know: Personalized and accelerated learning through a student-centered, ability supported, and blended learning model.

Learning to Do: Project and location-based activities designed to foster curiosity and cultivate entrepreneurial traits; such as, problem solving, resiliency, and project management.

Learning to Be: Entrepreneurial culture inspiring students to be innovative problem-solvers committed to excellence.

Education Foundation and Culture/Ethos We hold a view that children are naturally curious and eager to learn, and that learning is accelerated in the context of a thoughtfully prepared environment. The school environment is comprised of the following foundation and culture:

Education Foundation:

1. Montessori curriculum in a mixed aged classroom for grades K-6, and teacher-led, small group instruction based on ability for grades 7-12. This enables approach enables:
 - a. Personalized learning allowing students to master material at their maximum pace ("to know"),
 - b. Multi-age groupings that foster peer learning/leadership, and collaborative group projects that promote creativity and independent problem solving ("to do").

2. Blended learning to deepen and expand use of concepts introduced through Montessori and small group instruction, and to enable a student in older grades to progress academically with greater independence (“to know”).
3. Location and project-based learning opportunities that deepen the understanding of core concepts - improving students use and retention and giving value, context and meaning to skills being taught (“to do”).
4. Entrepreneurial challenges, mentorships, and internships that build a spirit of innovation and a culture of continual improvement that will prepare students for a 21st century career as an entrepreneur in a global economy (“to be”).

Culture/Ethos (“to be”): The school culture and ethos determine to a large extent how well Ignite Entrepreneurship Academy executes on its vision. Ignite Entrepreneurship Academy is a place where on every level from board to student we cultivate entrepreneurial characteristics (“to be”):

- | | | |
|---------------------|----------------------|-------------------------|
| - Problem solving | - Perseverance | - Communication |
| - Excellence | - Creativity | - Give/Receive Critique |
| - Independence | - Leadership | - Commitment |
| - Creative Thinking | - Project Management | - Resourcefulness |
| - Innovation | - Resiliency | - Initiative |
| - Collaboration | - Efficiency | - Teamwork |

In order to engrain these entrepreneurial attributes into daily student life, Ignite Entrepreneurship Academy has developed a dynamic, cultural training program that is implemented during the first 4 weeks of school in addition to their academic course work. Then the culture is further reinforced throughout the year via traditions and rituals:

1. **Project Management Training:** Starting in the 4th grade students will independently lead an intensive, collaborative project that is designed to encourage teamwork, problem solving, creativity, collaboration, innovation, perseverance, resiliency and respect for each individual’s gifts. These team challenges can range from creating a lip dub to writing a poetry anthology encased in a decorative, paper-circuit cover.
2. **Communication Toolbox:** Students practice offering critique in neutral environment, and giving positive feedback to their peers. Once accustomed to critique cycle being part of a project, students give/accept critique using the T.H.I.N.K method (truthful, helpful, inspiring, necessary, and kind). Students also practice Socratic dialogue skills in the context of town hall meetings to resolve issue and enhance their communities.
3. **Goal Setting and Tracking:** At the beginning of each year, students create and sign the Student Learning Contract outlining their commitment to creating an engaged, productive learning environment. This contract is reinforced through setting daily SMARTgoals each morning as a means of taking the initiative and being efficient in their approach to learning academics and reflecting on the goals the students complete each day. During weekly town hall meetings

students assess if they achieved the objectives outlined in the Learning Contract and make any necessary changes.

4. **Assessment Tools:** 4th-12th students create decision trees and rubrics as a means of making decisions efficiently and measuring and attaining quality work.

5. **Explore Resources:** Teachers and students identify resources at their disposal to complete both their academic and project work with a greater degree of independence. As students encounter challenges, they leverage resources at their disposal before seeking help from the teacher.

6. **Entrepreneur Curriculum:** During the first 4 weeks, students begin the entrepreneurial curriculum by learning about the lives of entrepreneurs: how they found their passion, leveraged resources, and overcame obstacles. For information on the program beyond culture setting, see a detailed description on page 15)

Establishing a thriving entrepreneurial culture is so integral to our success that between August and October of 2014, we tested the cultural portion of the program to verify that it builds the aforementioned entrepreneurial qualities. The group consisted of 11 students ages 5-11. The following was the program and the results:

Week 1 (full day Monday-Friday):

Morning: During the morning students played games designed to get to know each other and practiced moving through transitions periods. The students demonstrated collaboration, team work and efficiency.

Noon: During lunch, students practiced creating rubrics and giving/receiving critique in a neutral environment. For example, students identified the characteristics of a great pizza. We purchased pizza from 3 vendors and students evaluated which vendor made the best pie. Through these activities, students became accustomed to critique being a natural part of the process.

Afternoon: Project-based learning was the focus for the afternoon. The goal: to empower students to independently create a lip dub of Pharrell William’s song “Happy”. In order to achieve this goal, the lip dub was broken down into daily challenges based on the team’s ability to master each component independently: Day 1 lyric memorization, Day 2 lip synching, Day 3 choreography/costumes, Day 4 cinematography, and Day 5 lip dub filming. The students were placed into mixed age groups of 4 students – with the oldest student (ranging from the 4th to 6th grades) on each team designated as project manager.

Each afternoon, a teacher led the students in a game to teach a skill that would be needed to complete the challenge. For example, for Day 2 – lip synch – the students each received slips of paper with a funny saying. They had fun trying to get others in the class to understand what they were saying by mouthing the words. The 4th-6th grade project managers then led their teams independently in applying lip synching skill to the song, performed it for the group, and accepted positive feedback on their performance.

On the 5th day – filming day – students filmed their project, watched it, identified ways to improve the performance, and voted on whether it was worth doing it again. The students filmed

the project 7 times before they were satisfied with their work, thus demonstrating a great degree of commitment to excellence.

During the next 4 Saturdays (1/2 day), we built upon that foundation and guided students through how to use Socratic dialogue skills to resolve community issues, write the Student Learning Contract, and map the lives of entrepreneurs.

During the last week, students applied all the skills learned to a typical day that is designed to reinforce the entrepreneurial qualities Ignite Entrepreneurship Academy seeks to foster. This is what that schedule looked like:

8:15-8:45 Socratic Dialogue/Town Hall Meetings
8:45-9:00 SMART Goal Setting
9:00-10:00 Math Power Hour
10:00-10:15 Recess
10:15-11:45 Reading and Grammar
11:45-12:15 Recess and Lunch
12:15-2:30 Project-Based Learning/Writer's workshop/Art
2:30-3:00 Clean up, Goal Tracking and Classroom Discussion

The test group successfully demonstrated all of the aforementioned entrepreneurial attributes during the program. We are encouraged that students leaving Ignite Entrepreneurship Academy will have strong entrepreneurial qualities that will influence their academic achievement and their ability to use their gifts to serve their communities.

Vision: Each student who enters our doors will be inspired to use their gifts to change the world. Students leaving Ignite Entrepreneurship Academy will be academically strong, creative thinkers, skilled problem-solvers and effective communicators. They will have the initiative and resiliency to apply their learning to solve real-life problems. In five to ten years, this will be evidenced by:

- Enroll 800 students spanning K-12
- Culture where students supports each other in attaining their highest academic potential.
- Students are passionately pursuing entrepreneurial activities by starting up their own businesses, writing books, doing internships, and volunteering in grass-roots organizations.
- High satisfaction and retention rates for faculty who are lifelong learners.

Anticipated Population: Ignite Entrepreneurship Academy will be a high-quality, K-12 educational option for families seeking a school where students explore their interests, develop their highest academic potential, and apply learning in the context of entrepreneurial pursuits within a mixed age classrooms.

Ignite Entrepreneurship Academy's student body will likely reflect the demographics of the surrounding areas. Many of the residents in northern Utah County are heavily influenced by the entrepreneurial, technology focused companies located in Traverse Mountain and the surrounding area such as Micron/IM Flash, Adobe, Xactware, Vivint and Microsoft. (See Market Analysis for further discussion.). The current education model of all students progressing at the same pace regardless of varying abilities is out of step with the entrepreneurial culture of the

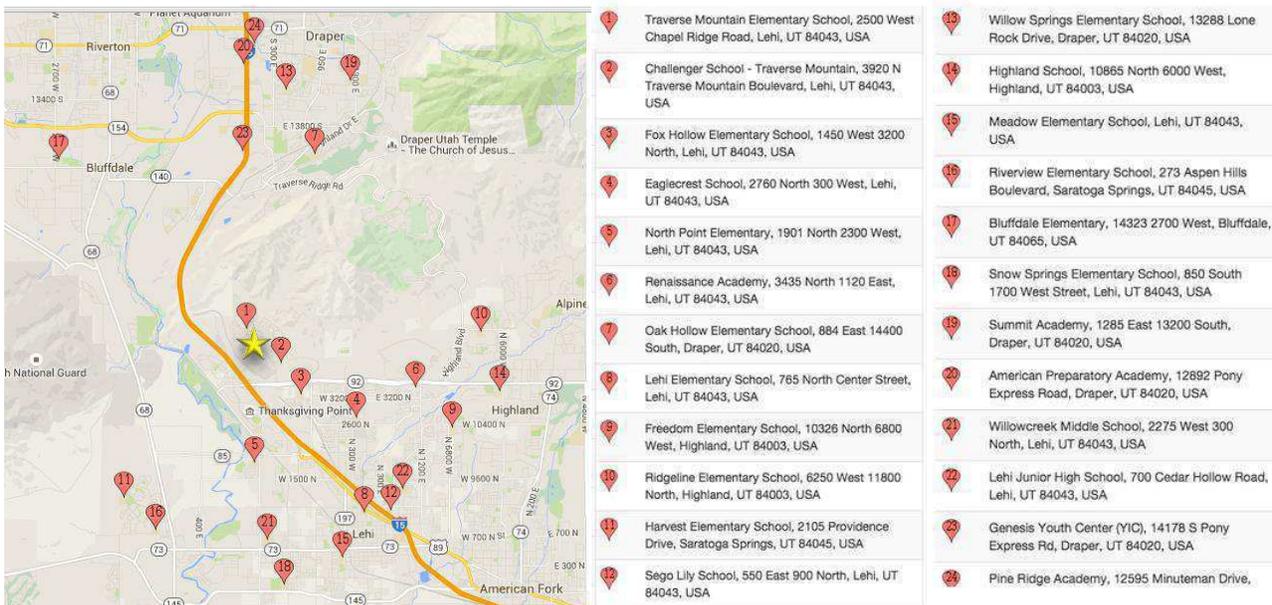
area. Students and parents seeking an entrepreneurial approach to learning will embrace innovative, personalized education options that accelerate and enhance learning.

MARKET ANALYSIS

Target Area: Ignite Entrepreneurship Academy will be located in northern Utah County. Board members were recently approached by a developer offering a large piece of land [need to mention actual size of lot here?] on Traverse Mountain at 50% below the appraised value. The parcel of land is close to the freeway and provides easy access to students who will be commuting to school from outside of Lehi. Hence, for the purpose of this market study, we have selected Thanksgiving Point/Traverse Mountain area of North Lehi (“Target Area”), near the intersection of I-15 and Timpanogos Highway (SR-92). The Target Area is located within the Alpine School District boundaries; however, we are open to all suitable locations in northern Utah County.

Educational Landscape: With the exception of the aforementioned school in Weber, there are no other entrepreneurial focused schools in Utah. Northern Utah County has attracted a lot of entrepreneurial talent. Locating an entrepreneurial charter school in this area is a natural fit both in terms of the student culture and also to be able to leverage corporate support for various entrepreneurial programs. The northern Utah County location would also be ideal for students commuting to Ignite Entrepreneurship Academy from both Salt Lake and Utah Counties.

Public Schools with 5 Mile Radius¹ The following are the elementary and middle schools located within 5 miles of the Target Area¹:



¹ GreatSchools, “Schools Near Traverse Mountain.” www.greatschools.org, 06/18/2014.

Trends/Shifts in Target Location

1. Target Area Public Schools Show Rapid Growth: The four public elementary schools and one middle school closest to the Target Area have all experienced student enrollment growth over the last 4 years. (See chart below.) The elementary school closest to the Target Area, Traverse Mountain Elementary, experienced 45% growth in the last 4 years and the middle school closest to the target area, Willowcreek Middle School, experienced 49% growth. Alpine School District anticipates that this growth will continue. In 2013, it projected that its K-12 student population would increase by 4,608 students from 2014 to 2018.² Given the tremendous commercial and residential growth projected in the Target Area, it is likely that much of this student growth will occur in or near this area.

2. Rapid Commercial Growth in the Target Area. One of the key drivers behind Lehi's residential growth is the rapid commercial development happening in Lehi, particularly within the Target Area. In the last three years, both Adode and Xactware opened large campuses in the Target Area joining Micron/IM Flash, which opened a large manufacturing facility in 2006.

Significantly more future growth has been planned and approved by Lehi City in the Target Area. In February of last year (2014), Lehi City gave a presentation to Alpine School District detailing the projected commercial and residential growth expected to spur student enrollment in Lehi schools over the next few years³. In this presentation, Lehi City reports that 900,000 square feet of commercial space is under construction in Lehi creating an estimated 2,850 jobs. Lehi City also estimated that in the next 24 months, construction will begin on an additional 782,000 square feet of office space projected to add another 3,475 new jobs. Most of the commercial growth referenced by Lehi City is located in or adjacent to the Target Area.

3. Residential Growth in Target Area. The Target Area is located in North Lehi. From 2012-2013, Lehi grew at a rate of 5.5% making it the 5th fastest growing city in the nation.⁴ The U.S. Census Bureau as well as Lehi City predicts that this growth will continue. With the explosion of commercial growth in the Target Area, more residential growth is expected. In Lehi City's presentation to Alpine School District, it states that 1,077 single family units in addition to 1201 multi-family units, are proposed or under construction in Lehi as of February 2014.⁵ In detailing the estimated location of future residential lots, Lehi provided the following map to Alpine School District:⁶

² James, Hansen, "Alpine School District Enrollment History Projections" *Alpine School District*, 11/17/13. Web.

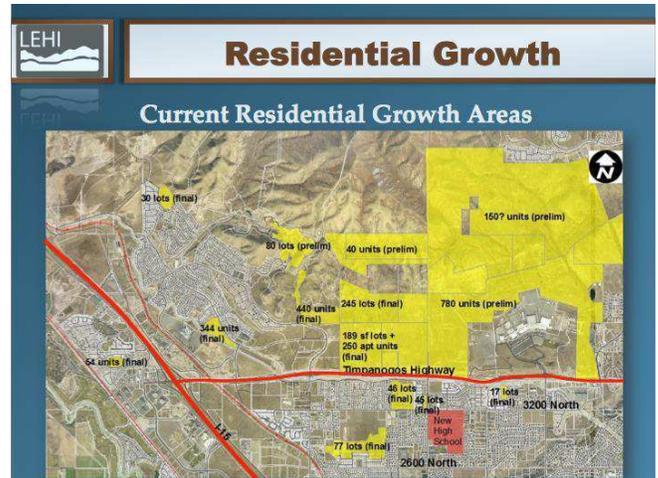
³ Lehi City, "Lehi City Residential and Commercial Growth" *Lehi City Power Point Presentation*, 2/25/14. Prepared by Lehi City Employees and e-mailed to Marianne Ludlow by Kim Struthers (Lehi City Planning Director) on June 18, 2014.

⁴ Croft, Natalie, "Utah Home to 2 of top 5 Fastest Growing U.S. cities." *KSL News*. 5/23/14. Web.

⁵ Lehi City, "Lehi City Residential and Commercial Growth" *Lehi City Power Point Presentation*, 2/25/14.

⁶ Id.

As this map demonstrates, the area near the intersection of I-15 and SR-92 Timpanogos Highway (the Target Area) is estimated to have a large portion of the expected residential growth in Lehi. Well over 1,000 new homes and apartments are predicted to be built in this area in the upcoming years.⁷



Competitive Advantages

1. Entrepreneurial Culture/Training. Aside from the school in Weber, there are currently no other elementary-secondary education

institutions in the state of Utah that focuses on the entrepreneurial academic experience for students. Given the recent boom in business in Utah, as further evidenced by the state of Utah ranking 7th in the nation in 2014 for total venture funding dollars raised, entrepreneurs and innovative business leaders continue to flock to Utah. Ignite Entrepreneurship Academy will thus be an appealing option for business-minded parents and students looking for creative, entrepreneurial based schooling options.

2. Montessori Learning. There are few Montessori charter schools in Utah. There are no public Montessori schools within 15 miles of Traverse Mountain that serve students beyond Kindergarten. Furthermore, Montessori-style learning enables Ignite Entrepreneurship Academy to personalize learning and empower each student to master material at their maximum pace.

3. Project-based and Location-based Learning. Ignite Entrepreneurship Academy's focus on providing students the opportunity to engage in project-based, group learning – similar to the model used in many high-tech companies -- also has an appeal to residents in the Target Area. A school that cultivates student-led exploratory learning is desperately needed in northern Utah County. Northern Utah County has no schools which provide daily project and exploratory learning.

4. Students and Parents Surveys. Ignite Entrepreneurship Academy will use technology to administer frequent online surveys to parents and students and capture real-time feedback so it can make rapid improvements. Town hall meetings will be held regularly to discuss issues and to cultivate excellence. In most Target Area schools, students are never surveyed about their experiences and parents are rarely surveyed at the end of the school year – too late for meaningful change in that year even if they were to complete end of school year surveys. Ignite Entrepreneurship Academy will change that model.

⁷ Id.

PROGRAM OF INSTRUCTION

Consistent with an entrepreneurial culture, Ignite Entrepreneurship Academy's program is designed to unleash a student's potential. By using the proven, Montessori, learner-centered model enhanced with access to online software in the classroom, students have the incentive to master material at their maximum pace "to know". That knowledge is then applied in a project and location-based settings that deepen and solidify learning "to do". Our measure of success will be defined by how much material is mastered in a given year by each student, and the number of students that are applying that knowledge in the context of entrepreneurial pursuits "to be".

Curriculum: Core Skills "To Know": Ignite Entrepreneurship Academy will employ carefully selected curriculum to facilitate knowledge acquisition in accordance with Common Core requirements. Students will know all of the common core requirements they need to fulfill in order to complete a grade level. Working under the guidance of a teacher, students will use small group instruction, hands-on/Montessori manipulatives, online software, and worksheets that enable the student to master common core content. Montessori methods and blended learning are both proven methods of instruction.

Montessori: Both the Montessori curriculum and the approach that it takes to personalized learning have proven very successful in developing a strong academic foundation. In a recent study, Montessori students were shown to have better reading and math skills than their peers in traditional schools and score higher on tests measuring social and behavior development.⁸ This is consistent with other student-centered learning research which shows that a personalized approach improves student outcomes and satisfaction. In case studies using quantitative data to track achievement and using extensive observations, surveys, and interviews to document practices, students regularly engaging in student-centered practices achieved above, and in some cases substantially above, similar students in their districts and in the state.⁹

Blended Learning: According to the NEA, when teachers "blend" thoroughly evaluated technological resources with rigorous teacher instruction, students are more interested and motivated to learn. Blended learning prepares students to contribute to society, make ethical choices, and better compete in a 21st century global economy.¹⁰

There are several great online programs available to facilitate student learning; for example, ST Math, iReady, Spelling City, and Utah Compose. Faculty at Ignite Entrepreneurship Academy will draw upon proven online programs as well as researching and testing new product offerings that support common core standards. In taking this approach, Ignite Entrepreneurship Academy will leverage blended learning in the classroom environment to give the students the ability to function in the new economy.¹¹

⁸ Science, "Evaluating Montessori Education", Angeline Lillard and Nicole Else-Quest, 29 September 2006

⁹ Stanford Center for Opportunity Policy in Education. "Student-Centered Learning: How Four Schools Are Closing the Opportunity Gap." *Stanford Center for Opportunity Policy in Education*, 1/2014. Web.

¹⁰ NEA Policy and Practice Department, "An NEA Policy Brief: Blended Learning," *National Education Association*, 2011.

¹¹ Id.

By employing a personalized, Montessori/hands-on approach and blended learning to reinforce and introduce new concepts, students will gain a strong foundation in core requirements.

Curriculum: Project and Location-based Learning “To Do”: Project and location-based learning (“to do”) is another proven strategy that Ignite Entrepreneurship Academy will effectively employ so that students develop their highest potential. Studies comparing learning outcomes for students taught via project and location-based learning versus traditional instruction show that, when implemented well, project and location-based instruction increase long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning.¹²

Furthermore, research shows that project and location-based learning makes learning relevant to students by establishing connections to life outside the classroom and by addressing real world issues. In the classroom, project and location-based instruction gives teachers an opportunity to build relationships with students by acting as their coach, facilitator, and co-learner.¹³

Collaborative learning projects will be leveraged to reinforce common core material, explore student interests, build teamwork/project management skills, a respect for each individual's gifts, and to engrain an entrepreneurial spirit in Ignite Entrepreneurship Academy's culture. The goal is to get the students to lead these projects independently. The following shows some examples of the type of project students are capable of by grade level.

K grade: The focus will be mainly on experimenting. The projects may last 30-60 minutes and will reinforce common core curriculum. For example, test whether objects sink or float.

1-3rd grade: Projects in this pod will span 1 afternoon to 1 week in duration. Projects will be used reinforce core curriculum and to enhance problem solving abilities. For example, if the students are doing the egg drop experiment the first day, they would be presented with an abundance of materials to utilize in preventing the egg from breaking. In subsequent days, students push the limits of their creativity under additional constraints such as limiting the amount of materials.

4rd-6th grade: As the children mature, so does their ability to execute projects. In the 4th-6th grade pod, the projects will last between one week and three months. The focus will be expanded to include project management skills.

Week projects: The goal of a week-long project is to apply core curriculum in a project setting. An example of a week-long project is controlling the descent of helicopters. For a week, students would attempt to defy gravity as they design, build, and test helicopters. The students tackle such

¹² Strobel, J., and Barneveld, V., “When is PBL more effective? A meta-synthesis of meta-analysis comparing PBL to conventional classrooms.” *The Interdisciplinary Journal of Problem-Based Learning*, 3(1). (2009). Cited by Vanessa Vega, “Project-Based Research, Annotated Bibliography” *Edutopia* 12/3/12.

¹³ National Education Association, “Research Spotlight on Project-Based Learning: NEA Reviews the Research on the Best Practices in Education.” *National Education Association*, 2014. Web.

questions as: How do you power a helicopter without electricity? How do you avoid crash landings?

Extended Projects: During the extended projects the students will engage in an entrepreneurial challenge or expose the students to experiment with a career and a business function. For example, students could step into the role of being a game designer. Students will collaborative teams of 4-5 students and invent a board game. Throughout the month students would create a game, collect and analyze market data, design the board game, write the rules, and have other students play and evaluate their game.

7th-9th grade: By the time a student reaches the 7th grade, he/she will have had experience in multiple roles and careers[? – careers as in job careers?]. Although they will still do the extended projects similar to execution as the 4th-6th grade cohort, they will also be encouraged to work independently on their own projects in the area of expertise that is interesting to them and apply that in the creation of their own business. If a 7th grader dreams of being a scientist, then during their 7th-9th grade years he will work with a mentor in creating and executing a plan to do his own experiments, collect the data, and try to get published in a kid’s science magazine.

10th – 12th grade: Ignite Entrepreneurship Academy will partner with universities, companies, education programs (i.e., CAPS), and other organizations to develop a robust mentoring program that will provide students with access to domain experts and assist students in starting businesses, invent and prototype new products, do internships, engage in consulting projects for local businesses, job shadow and create and lead learning experiences for younger students.

Curriculum: Entrepreneurship “To Be”: Much of “to be” is driven by the culture of the school. This is set during the first four weeks of school as described on pages 7-9 of the proposal. In addition to the culture setting, Ignite Entrepreneurship Academy will reinforce “to be” through the following activities:

1. Speaking series: Guest speakers will visit the school and speak with students and teachers about their own entrepreneurial journey. Students will learn about various careers and learn from the speaker’s successes and failures.
2. Entrepreneurial Challenges: Students will engage in at least one collaborative, entrepreneurial challenge each year. These challenges are meant to help the students learn how to run all aspects of their own businesses: marketing, sales, logistics, accounting/ finance, and customer service.
3. Mentorship Programs: Through various partnerships with universities, corporations, educational programs, etc., students will be mentored to start businesses, invent and prototype new products, do internships, engage in consulting projects for local businesses, and create and lead a learning experience for younger students attending Ignite Entrepreneurship Academy.

When Ignite Entrepreneurship Academy students finish high school, they will be academically strong “to know”, but also have the ability to apply that knowledge in the context of real life experiences “to do”. If the student at this point desires “to be” an entrepreneur, they will have a taste of the lifestyle and decide if it is a path they will seek to pursue.

Public, Private, and Non Profit Partnerships: Ignite Entrepreneurship Academy seeks to leverage all community resources at its disposal to enhance the learning experience and provide its students with unique entrepreneurship opportunities. Talent will be brought onto Ignite Entrepreneurship Academy’s board and staff that will facilitate relationships between the school

and all organizations that can provide services, curriculum, and opportunities for the students to grow in their academic and entrepreneurial abilities. These relationships could translate into location/project-based opportunities, on-site programs, mentorships, internships, etc.

Distance Learning: Ignite Entrepreneurship Academy will leverage distance ed as a means of tailoring our program to meet the specific needs of each student. In a school designed to develop entrepreneurial skills, a flexible school schedule is essential to achieving the school's mission. It empowers "to do" and "to be". Students will be able to do internships, job shadow, meet with mentors, pitch products to perspective buyers, run businesses, perform research, survey customers, work with suppliers, and perform product testing and research. As students see their peers engage in entrepreneurial activities, they will be inspired to create similar experiences for themselves. Distance ed will be a tool to strengthen the entrepreneurial culture and to enhance Ignite Entrepreneurship Academy's culture and quality.

The distance ed program is mainly for 4th - 12th grade students, although permission may be granted for siblings of those students participating in the program. For example, if there is a 7th grader that has an interest in geology and has an opportunity to job shadow a scientist or wants to do original field research at Yellowstone, parents may opt to take the entire family along for the experience. As a student matures, they will leverage online resources to a greater degree in acquiring core skills. This gives the student the ability to be more mobile in his approach to learning – completing their core curriculum in the same manner as students that are onsite, regardless of their location.

Before going off site, teacher, student, and parent will create an execution plan outlining academic and project goals for the duration of his/her time away from the classroom and how his/her academic requirements will be fulfilled. His/her teacher will track progress weekly to ensure the student is completing the work, and communicate as necessary with parents to ensure the work is completed.

Distance ed students will be encouraged to participate in intensive projects. The intensive projects are designed to incorporate the core subjects and teachers will observe if the work done during the intensives reflects the quality of work completed online. The student is also required to complete periodic assessments.

The school design enables students to complete their work using online software that facilitates the learning of core skills. Students also have the ability to apply these skills in a project-based setting either through the school organized intensives or the development of their own projects.

Online Learning: Online software will not replace the teacher in the classroom environment. Students will receive teacher-led instruction and online software will serve to enable students to maximize their learning potential. It will also free up teacher's time to work in small groups, monitor student progress; identifying and addressing issues immediately.

Ignite Entrepreneurship Academy will select from a variety of online software vendors that support Common Core curriculum. As the market for educational software is broadening quickly, teachers will be encouraged to seek out new programs and evaluate them to ensure that we are using the latest and greatest in software technology.

PERFORMANCE MEASURES

Mission-Specific Goals: We have set 4 mission-specific goals and have identified the following key performance indicators (metrics) to track our progress:

<i>Indicator – Upholding mission and purpose</i>		
Measure	Metric	Board Goal
Personalized and Accelerated Learning	Attainment of minimum status composite score (school wide) on Utah adopted assessments	Ignite Entrepreneurship Academy will rank in the top 15% of Utah schools in language arts and math within 3 years
Entrepreneurship	Amount of funds students raise through the annual entrepreneurial challenge	Students will raise \$50,000 per year starting year 1
Hands-on Project Learning	80% of the common core curriculum will be enhanced through hands-on learning activity.	Internally developed Common Core/PBL learning map.
Parent’s Satisfaction	Percent of parents ranking their satisfaction with Ignite Entrepreneurship Academy at an 8 or higher (on a scale of 1 to 10 with 10 being the highest rating) on the end of year parent survey	90% at 8 or higher by the 3 rd year

Charter School Performance Standards: Ignite Entrepreneurship Academy’s standards will align with the State Charter School Board’s performance expectations, including its standards regarding student achievement, student progress over time, student engagement, board performance and stewardship, and financial performance and sustainability. Additionally, Ignite Entrepreneurship Academy will be in the top 15% of charter schools with respect to its Academic and Engagement Total Score.

Standards for Student Learning: Ignite Entrepreneurship Academy will set high standards for student learning. Ignite Entrepreneurship Academy’s goal by the 3rd year is to be in the top 15% of Utah schools for language arts and math, but students will be expected to set individual mastery goals that exceed minimum competency requirements (if appropriate) and then will track their progress (see details below). Unlike traditional methods where the whole class moves at the same pace, Ignite Entrepreneurship Academy students are able to and encouraged to

move ahead at their own pace, as appropriate. Individual student progression is tracked and celebrated.

Measuring Educational Performance:

1. Technology Tracking. Students will have a variety of learning options available for core subjects; however, online programs in a classroom setting will be essential in teaching and evaluating subject competency. Ignite Entrepreneurship Academy teachers and aides will record student performance in reading via portfolios and digital tools (i.e. IXL.com and Reading A-Z.com.) throughout the week. Students will demonstrate mastery of subjects using a variety of differentiated assessments and rubrics according to their learning style and the specific standards being measured. Concept mastery will be scaffolded, revisited and assessed. Online educational applications will track progress in core subjects, provide specific suggested objectives for progression, and yearly comparisons for longitudinal tracking. Through progress reports provided by the online technologies and tracking to each student’s individualized learning plan, teachers observe student progression and mastery daily. When remediation is needed, teachers will be informed for immediate attention – which may include alternate learning methods, peer tutoring, individual teacher instruction, parent involvement, or special education intervention.

2. Completion of Student Goals. At the beginning of every day and the beginning of each term, students will set personal academic goals. Because of Ignite Entrepreneurship Academy’s focus on personalized learning, each student’s goals will be different. At the beginning of each academic year, students will engage in extensive training regarding goal setting, goal tracking, goal completion and student excellence so that students will understand the process of setting appropriate and rigorous goals and working towards completion of those goals. Goals are monitored to make sure they challenge the students and also address student deficiencies. Goal completion is tracked online daily with the support of aides and parent volunteers. Teachers will report the percentage of students completing their daily goals to the Ignite Entrepreneurship Academy Director so school-wide progress can be tracked and assessed.

3. Assessment of Student Project Work. Teachers and peer groups will provide assessments of projects in class. Peers and teachers will use a project rubric to measure project outcomes. Twice a year, students will organize a project exhibition fair to celebrate their progress and share their work. The fair will be a large event that parents and community members will be invited to attend. At this event, students will show case their projects, provide written and verbal explanations of their projects, and highlight how their projects relate to learned concepts. Parents and students will also provide assessments at these fairs to chart project improvement throughout the year.

4. Student and Parent Satisfaction. Student and parent satisfaction surveys discussed earlier in the proposal will be a key assessment item to track school and teacher performance. In these surveys, students and parents will detail what they liked about the month and what they did not like. Projects will be evaluated to assess how they can be improved. Students and parents will be asked to rate their satisfaction with Ignite Entrepreneurship Academy and if they would recommend Ignite Entrepreneurship Academy to a friend. Ignite Entrepreneurship Academy will then calculate a “Net Promoter Score” for the school to measure parent satisfaction and identify ways to improve school performance. Survey results will be reported to and tracked by Ignite Entrepreneurship Academy’s Director and shared with parents.

Using Data to Drive Decisions: After the end of year assessments are completed, the data will be collected and analyzed by the faculty administration, and the board. Collaboratively they will develop learning objectives and goals for improvement in the following year. There will be a lead training specialist that will work with the teachers on an as needed basis to ensure that the goals are being met throughout the following year.

GOVERNING BOARD

The board is passionate about creating an innovative education offering in Utah. They are aware of their duties and responsibilities as public servants to Utah taxpayers, parents and students and will act within that capacity to fund and govern a quality school. The responsibilities of the Board may include but are not limited to:

- Protect the legal interests of Ignite Entrepreneurship Academy
- Determine the vision/mission and set policy
- Exercise sound legal and ethical practices and policies
- Advocate good external relations with the community, school districts, parents, and students
- Hire and evaluate the school director and business manager, or service providers performing similar functions, and hold parties accountable to board goals
- Practice strategic planning and assess performance
- Ensure compliance with state law in all areas of school operation
- Adopt policies that further the school's interests, minimize risk, and to comply with requirements in rule or statute
- Oversight and accounting of money received / disbursed and ensure that the proper financial controls are in place

Ignite Entrepreneurship Academy has assembled a governing board with a diversity of talent in operation, curriculum design and training, entrepreneurship, strategic relationships, finance, charter school law, and construction capable of fulfilling these obligations. The founding board, consisting of the following members:

Jennifer Ryan – Chairman: Ms. Ryan has experience in strategy and operations consulting for fortune 500 companies and renowned start-up companies. She has lead teams ranging from 5-50 employees. In addition, she has done financial analysis for private equity companies on real estate deals ranging from \$5,000,000 to \$90,000,000, and managed construction on \$2,000,000 projects. She this expertise to founding Ignite Entrepreneurship Academy.

Dan Smith – Vice Chair: Mr. Smith has been a small business owner for over 20 years. Mr. Smith also served on Pioneer's board for 3 years and has completed all charter school training. He will be instrumental in ensuring that all aspects of Ignite Entrepreneurship Academy's operations are in compliance with charter school law.

Chris Parkin – Finance: Mr. Parkin is currently the Global VP of Industry Strategy and Marketing at Adobe. He has 20+ years of product marketing, market strategy, business development and strategic partnership experience. He will apply his strategic relationship experience in developing partnerships between Ignite Entrepreneurship Academy and businesses.

Sara Jo Hopkins – Secretary: Ms. Hopkins has 25 years in education and district level curriculum development and testing and assessments experience. The pedagogy of Ignite Entrepreneurship Academy reflects the summation of her career applying Montessori, project based learning, technology and integrative assessments in a classroom environment.

Tasi Young – Legal: Mr. Young has 13 years of experience in school ownership, testing preparation and charter school law. He will apply his school operations and legal expertise in the founding of Ignite Entrepreneurship Academy.

The Board meets once a month, or as needed and will give appropriate notice as required by law. Meetings will be guided by an agenda, to a) discuss the School’s operations and hear reports and updates from board members and school administrators, b) consider and adopt policies, c) provide oversight of the school performance, and d) consider requests and concerns from parents, students, and teachers.

WAIVER

Ignite Entrepreneurial Academy is requesting a waiver to R277-482-5. Timelines - Charter School Starting Date and Facilities. Over the past 2 years Ignite Entrepreneurship Academy has been working to open a school. To date we have successfully accomplished the following:

1. Developed the full suite of curriculum and test marketed it to verify that we can execute on the vision
2. Located a lead teacher whose pedagogy is congruent with this proposal and who wants to teach at Ignite Entrepreneurship Academy
3. Assembled many of the classroom supplies and materials

By January 2016, we will have located a facility and garnered support from over 100 families.

APPENDIX A: BACKGROUND INFORMATION SHEET

Name: Jennifer Ryan

Role with school: Board Chairman

Expertise: Business strategy, operations management and construction

Statement of Intent: My role at Ignite Entrepreneurship Academy is as Board Chairman, and I am committed to the principals described in this proposal. As the chairman of the board, I will be directing all aspects of the Ignite Entrepreneurship Academy start up process. During my tenure as board chairman I will be drawing upon 12 years of business experience in management consulting and real estate analysis and construction in the execution of my duties.

Not-for-Profit History: I have volunteered in various non-profits companies. I have extensively worked in the capacity of career counselor, event planner, and teacher.

Employment History:

During my 8 years in management consulting, I guided both start up and fortune 500 companies in improving their business strategy and operations. My client list includes such companies as Microsoft, Amazon.com, Universal Studios, Broadcom, and Sony Motion Pictures. I have managed departments ranging in size from 5-50 employees and managed to annual operating budget of \$1,000,000 - \$10,000,000. In my last consulting position, I was the Managing Director of Consulting for a Microsoft/Qualcomm joint venture that developed wireless applications. Working in highly competitive start up environments has given me a vast amount of experience in running all duties associated with the start-up phase of an organization including marketing, operations, human resources, and finance.

After leaving a career in consulting in 2003, I went on to do real estate finance and construction for various private equity companies. I worked as a real estate analyst for 2 years in the area of commercial residential, mixed use, and water/mineral rights ranging from \$5,000,000-\$90,000,000 in project value.

While working for private equity clients, I also funded and managed my own construction real estate ventures - building and selling 3 luxury homes near Jackson Hole, WY.

As a stay at home mother, I now work closely with my 3 children ages 9, 7, and 5 in helping them develop their entrepreneurial talents. This has led us to living in China where they have learned to speak Mandarin. My 9 year old, Gavin has applied this ability to start an import business. He sells fashion grocery bag business and imports bags from China and sells them in 5 stores throughout the valley. Sam, our 7 year old buys women's winter boots wholesale and sells them on eBay during the winter season. Jack, 5 years old, collects pine cones from Arizona and Utah and sells them to two florists during the holiday season to be used in decorations.

I am excited to apply my vast professional experience in real estate, technology, operations, finance, and market strategy in the successful management of Ignite Entrepreneurship Academy's founding and operations.

Education History: Graduated from BYU in 1995 with a BS in Economics and a minor in International Relations.

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Applicant's Signature

Name: Dan Smith

Role with school: Vice Chair

Expertise: Small Business and Charter School Reporting Requirements

Statement of Intent: I have spent over 35 years of my life in Utah. During much of this time, I have owned my own insurance company. I have 8 children that have attended every level of schooling that Utah has to offer. These experiences have given me a perspective and passion for entrepreneurship education in Utah that I believe is unique. My passion is to be able to offer a top quality education to our Utah children that will allow them to pursue their entrepreneurial ambitions.

Not-for-Profit History: I have always believed in giving back to the community which has supported me in my business ventures. I have therefore had several opportunities to work with not-for-profit organizations, not only as a volunteer but in leadership positions. I assisted in founding of Pioneer High School, and moved to the governing board until July of 2014. These experiences have given me a foundation to work in a not-for-profit charter school setting and to sit on a governing board of directors and be able to offer significant leadership experience.

Employment History: My primary employment for the last 20 years has been running my own insurance agency. As a small business owner, I have had primary responsibility for the success of my business. My business has been successful and I have always been one of the top rated agents in my district. In order to achieve this success, I have had to become proficient in all aspect of my business. I have become a student of successful businesses and have consistently sought to incorporate the best practices in my business. I believe that this determination to succeed and always implement best practices will allow me to infuse this disciplined approach to business into Pioneer School.

Education History: I attended BYU for a period of time but due to financial pressures, began my professional career to provide for a quickly growing family. My professional, as well as my own scholastic experiences have taught me the need for quality education in Utah and I am committed to providing Utah students the best education possible which will hopefully provide them with a stepping stone for higher education and success in their personal and professional careers

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 Dan Smith
Applicant's Signature

Name: Sara Jo Hopkins

Role with school: Secretary Board Member

Expertise: Education Expert

Statement of Intent: I will serve on the board as the secretary. In addition, I will be guiding all aspects of curriculum development, hiring, and ensuring the training is in place. The curriculum presented in this proposal is based on my pedagogy of providing students with research-based curriculum architecture, technology-integrated classroom instructional delivery, and student-centered success measures.

Throughout my 25 years of teaching, I have employed the best practices in Montessori, project based learning, technology and integrative assessments. I have been keeping copious records of student achievement throughout my career, and I have found that by employing these methods, my students have a passion for learning and score consistently higher than peers on the standardized tests. This charter is consistent with my pedagogy, and I will be working diligently through the implementation process to ensure that the teachers at Ignite Entrepreneurship Academy are prepared to deliver high-quality instruction and that we achieve on a school level what I have achieved in my classroom.

Not-for-Profit History: For 25 years I have worked in various public, not-for-profit schools. In addition, I have also served as PTA President and co-directed a camp for students gifted in math and science.

Employment History:

Summary of Expertise

Classroom	School	District	Skills & Expertise
<ul style="list-style-type: none">• Grades k-6• Latin 3-6• Dyslexia• Literacy• Blended Learning	<ul style="list-style-type: none">• Instructional Design• Curriculum Design• Leader In Me• Grant writing• Team lead	<ul style="list-style-type: none">• District Program development• Curriculum design• Training• Testing and measurement	<ul style="list-style-type: none">• STEM Education• Florida and Utah Common Core• Public Speaking• Staff Development

Awards and Recognition

- Nominated for the Huntsman Teacher of Excellence Award 2014
- Wrote and awarded 10 innovative grants in math and science education

Work Experience

Mountainville Academy

2010 - 2015

Educator grades K-8, Team Lead, and District Training. Classroom Technology Innovator

- Developed the Leader in Me model classroom. Program incorporates Seven Habits in classroom community environment, creative projects and technology to develop leadership capabilities.
- Created and delivered reading assessment and leveling program for elementary grades. School wide reading scores grew by 13%.
- Technology innovator – solicited grant money and parent contributions to provide access to technology in the classroom. Technology use in the classroom increase 100% and computer centers were established 6 in classrooms.
- Organized parental volunteer efforts. 50% of the parents participated in weekly reading instruction. 100% of students achieved grade level or higher reading levels each year.
- Developed and delivered a professional training course in integrated classroom technology. Program consisted of identifying educational software and subscriptions that assist in delivering common core standards while at the same time aligning with individual learner strengths and needs
- Created action research program for students with dyslexia. Math scores climbed three to seven grade levels using technologies and differentiation
- Created a model project-based classroom curriculum integrating technology
- Delivered professional training in integrated classroom technology for the district. Curriculum provided integrated the use of apps as a means of executing on state standards.

Walden School of Liberal Arts

Educator, Elementary Curriculum Design

2009 - 2010

- Created and implemented elementary education environmental curriculum. The curriculum was adopted across all elementary grades.
- Created instructional computer lab.
- Developed elementary mathematics curriculum in alignment with state core education requirements. Curriculum centered around moving students from concrete to abstract using technology to expand student engagement.

Keystone Learning Academy

Educator, Elementary Latin

2008 - 2009

- Developed and integrated a Project-based cultural, math and science curriculum
- Mentored educators in Latin language for career preparedness in field of law, science and math

Testing and Measurement

Consultant, Testing and Assessment 2001 - 2008

- Provided data-driven solutions for elementary students and families for the State of Florida
- Created curriculum to provide unique learning experiences according to learner strengths
- Provided testing and diagnostic assessments in literacy, math and alignment with state standards
- Administered diagnostic support in individual learning with differentiated curricular recommendations
- Created a Parent Network for innovative educational excellence

Mandarin Presbyterian School

Educator, Pre-K & Kindergarten 2000 - 2001

- Curriculum development
- Peer mentoring
- Special programs

Blake Montessori School

Educator, Montessori Science, Math & Literacy 1996 - 2000

- Literacy instruction using Montessori educational principles to grades 1-3 and 4-6
- Science and math instruction using Montessori manipulative methodology to grades 1-6
- Mentored peers in using technology in the classroom
- Community news and publicity liaison

Magnet School Taylor County Schools

Early Childhood Educator 1994 - 1995

- Magnet School educational instruction to kindergarten students
- FETC conference presenter on Technology in the Classroom
- Curriculum development with focus on reaching students through non-traditional pedagogy
- Wrote and awarded three innovative grants in math and science education
- Publicity and News Liaison

Columbia County Board of Education

Kindergarten Teacher 1990 - 1994

- Chairman of the School Technology Team 500+ students
- Member of the Architectural Technology Advisor Team for Columbia County 9000+ students
- Wrote and awarded five innovative math and science grants
- Community Publicity and News Specialist
- Team lead for Southern Association of Colleges and School Accreditation Committee
- Published class project for the Community Blood Bank

Education History:

University of Florida Bachelor of Arts (B.A.), Elementary Education and Teaching, Early Childhood, 1988 – 1990

Blake Montessori School, Montessori Training, Blake City, Florida 1996-2000

University of North Florida Certificate, Bully Prevention in Education, 1988 - 1989

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Applicant's Signature

Name: Tasi Young

Role with school: Board Member

Expertise: Legal

Statement of Intent: Several years ago I was invited to lead a small school for what I thought would be a year or two. I entered a global community of dedicated teachers, parents, and business leaders who were committed to building and improving education models for students all over the world. Their enthusiasm and dedication was inspiring and when it came time, I could not walk away. My life is now fully engulfed in collaborating, building, testing, and implementing in order to innovate and find new ways to personalize and modernize education. I believe Ignite Entrepreneurship Academy's model will provide its students with meaningful mentorship and opportunities that could personalize education and engage students in a truly revolutionary way.

With my background in small-business start-ups, school administration, and law, I will serve the board by providing advice and counsel. It is my goal to help set up policies and procedures that will allow an administration to effectively achieve its goals and be accountable to the charter and Utah's governing rules and regulations.

Not-for-Profit History: I have worked on teams in large non-profit education organizations such as J. Reuben Clark Law School, Brigham Young University and small school startups such as Meridian School in Utah County and Merit College Preparatory Academy in Springville, UT. I currently serve on the Board for Meridian School (for-profit) and the Board of Advisors for Kidnected World (non-profit). I have learned to emphasize the core values of an organization and to focus the teams' results on being accountable to the non-profit's governing board. Over the years and across the various organizations, it has become clear to me that a governing board's most important responsibility is to obtain, empower, and retain an excellent management team. Also I believe it is absolutely critical to hold that team accountable to the organizations charter or mission, and at the same time not to interfere with the management's duties.

Employment History:

Present Meridian School—Head of School, CEO Nov '10 -Present

- Vision and Strategy: Hired in Nov 2010 to reopen the school after sudden closure in Aug 2010 due to financial and trust issues. Developed a successful vision and assembled a team of educators and administration. Enrolled students and had a successful reopening Nov 2010
- Innovation in Education: Worked with consultants and Bill & Melinda Gates foundation to design and implement an innovative technology-based education model. Model

successfully controlled costs by hiring multi-faceted educators and utilizing on-line instruction.

- Leadership Training: Focused on excellent arts, sports, and extra-curricular activities to teach leadership principles to students and faculty. Managed faculty and staff in purposeful horizontal organizational design that allowed for leadership opportunities in every division of the school.

Harmony Education Services, LLC—Director/Legal Counsel, Mar 2013—Jun 2014

- Divisional Leadership: Advised and counseled with top executives on future strategy in order to place Meridian School and International division in the correct alignment with company's goals and mission.
- Legal Counsel--Provided legal counsel in contract review, state and federal compliance, and key employment-related issues.

Ace Test Prep, LLC, Provo, UT—CEO, General Manager May 2002 – Apr 2010

- Strategic Development:
 - o Successfully launched 4 new course offerings over first four years; All were profitable in 1st or 2nd year.
 - o Led Technology Innovations (below) that lead to quick growth and client satisfaction, resulting in continued growth over seven years.
 - o Created scholarship programs with universities in Utah, Nevada, Idaho, and Hawaii, for minorities, women, and disadvantaged students—in 2009 over 100 students and \$75K in student aid.
- Implementation
 - o Seven straight years of growth—16% average revenue growth per year.
 - o Focused spending on key marketing initiatives during important growth phase, which helped in 100% growth over 3 years in “same store” revenue.
 - o Opened and staffed offices in Salt Lake City and Las Vegas, NV.
- Operations
 - o Cut costs by obtaining key licensing, printing, and fulfillment agreements, which allowed for greater spending on client retention.
 - o Developed position systems for part-time and full-time employees for teaching, office management, and inventory controls.
- Technology Innovation
 - o Drove innovation and implementation of online student tools including Score Calculator, Study Groups, Video Tutorials & Student tracking.
 - o Used Polycom® systems to deliver classes to out-of-state campuses.
 - o Developed DVD based distant learning course (2004).

Wal-Mart Stores Inc., Bentonville, AR—Corporate Management Trainee, May 2001 – Jan 2002

- Product Development—Assisted Buyer in development of products for 2002 season.
- Supplier Negotiations—Prepared detailed spreadsheets and analyzed data from numerous suppliers for large purchase negotiations.
- Market Analysis—Followed trends of purchasing across the United States and matched data with pricing and product effectiveness.

Education History:

2006 J.D. J. Rueben Clark Law School, Brigham Young University 3-year, Full-Tuition Scholarship

2001 B.S. Marriott School of Management, Brigham Young University, 4-year Full-Ride Scholarship

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Applicant's Signature

Name: Christopher Parkin

Role with school: Strategic Business Relationships/Finance

Expertise: Strategic Business Relationships

Statement of Intent: I am currently the Global Head of Industry Strategy and Marketing at Adobe. I have 20+ years of product marketing, market strategy, business development and strategic partnership experience. I am interested in applying this expertise to assist Ignite Entrepreneurship Academy in developing strategic relationships with organizations that can support their mission to provide entrepreneurial, innovative education offering in the north Utah County area.

Not-for-Profit History: I have had the pleasure of working with numerous not-for-profit organizations over the years, including Big Brothers Big Sisters, PJ's Forgotten Children, Habitat for Humanity, Montessori at Riverton, and others.

Employment History:

Adobe Systems,

Global Head of Strategic Alliances & Business Development ***October 2009 – Present***

Strategic Alliances, Business Development, partner integration and Developer strategy.

Omniture

Sr. Director, Genesis Solutions

February 2008 – November 2009

Omniture Genesis integrates complementary third-party online marketing technologies with Omniture products.

I have general management responsibility over the product integration platform, which includes over 200 technology partners. Responsibilities include market penetration and customer success, partner on-boarding, innovation and execution of new integrations, creating standardized integrations across categories, product vision and evangelism, business financial performance, and operational excellence across multiple supporting business divisions.

Sr. Director, Product and Solutions Marketing

May 2005 – February 2008

- Developed, ensured and maintained a consistent product vision and message.
- Category definition and validation
- Managed high-impact product launches
- Identified, defined and tested additional vertical market opportunities
- Led development of go-to-market programs to ensure successful entry and expansion
- Developed solution maps for targeted segments
- Developed and delivered comprehensive sales materials
- Pricing across all products and core platform

- Served as a product spokesperson for industry events and other internal and external training events
- Represented the "Voice of Customer"
- Competitive intelligence
- Provided Sales/Market support through sales tools, training and market expertise to the Sales force to ensure their ability to effectively sell solutions

Corillian

Director, Product and Outbound Marketing

2002 – 2005

- Responsible for messaging all Corillian online banking applications to articulate competitive differentiation and value proposition targeting top tier financial institutions globally.
- Successfully repositioned the Corillian brand and product messaging from low margin professional services and platform focus, to high margin applications and execution focus.
- Responsible for managing a team in executing corporate and product marketing objectives including demand generation, analyst and public relations, tradeshow and customer focus events, web seminars, best practice messaging and industry white papers.

Siebel Systems

Sr. Manager, Product Marketing

1998 – 2002

- Responsible for identifying and developing partnerships to take the Siebel OnDemand product to market. Also responsible for developing the new Siebel Reseller Program to sell Siebel horizontal products into accounts with < \$1 B account annual revenue (AAR).
- Responsible for market definition and driving strategic marketing programs focused on demand generation, messaging around best practices for the Sales product line, and on sales execution.
- Responsible for all aspects of generating and maximizing revenue for the Mid-Market Edition (MME) product line throughout the Western United States, leveraging marketing programs and a matrix of sales organizations including Channel, Direct, and Telesales.
- Responsible for strategic product messaging and leading customer engagements to close license revenue and enhance customer satisfaction for Siebel's Mid-Market prospects and customers worldwide.

BEST Consulting

IT Sales Director

1995 – 1999

- Developed the Utah region through acquisition of new accounts, major account penetration, and business partnerships.
 - Developed a technical and business process consulting practice including development of service and software strategies, and managing software and network implementations.

- Managed \$3.5 M in direct sales, 15 consultants, 25 client accounts, and 3 strategic partners.
- Increased annual revenue 60%, from \$1.3 M to \$2.1 M, for selected accounts through effective account farming by introducing new services and promotions.

Education History:

University of Utah, BS Business Communications, Biology, 1988 – 1996

Pragmatic Marketing, Certified, Pragmatic Marketing, Effective Marketing Programs

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Christopher Parkin

Applicant's Signature

APPENDIX B: SCORING CRITERIAL

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
A response that meets standard will: SECTION 1: SCHOOL PURPOSE						
Identify the purpose(s) of the charter school as outlined in 53A-1a-503.	X					
Present a compelling 1 - 2 sentence mission statement that defines the purpose(s) of the school	X					
Present a coherent and concise vision of what the school will look like in 5 - 10 years if it is achieving its mission	X					
Describe the school's educational foundation and the culture or ethos	X					
Describe the anticipated population of the school, including grades served and requested enrollments	X					
Explain how the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population	X					
Identify the new and creative methods employed by the school to meet the unique learning styles and needs of students, if applying under 53A-1a-501.9						
A response that meets standard will: SECTION 2: MARKET ANALYSIS						
Describe the education landscape in this community, including specifying clearly what educational goals or programs are not being met currently in the area	X					
Identify all public and private schools within a 5-mile radius of the proposed location (create a map). This will be referred to as the target location	X					
Describe data that points to trends/shifts within target location specific to school selection	X					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Provide the characteristics of the proposed charter school that sets it apart from others in target location	X					
demonstrate how its proposed locations meet the definition of "high growth area," if applying under 53a-1A-502.5						
A response that meets standard will: SECTION 3: PROGRAM OF INSTRUCTION						
Align with the school's mission, vision, and overall educational priorities	X					
If replicating an existing school design:						
Provide sufficient evidence the replicated design has been effective and successful in raising student achievement						
Identify specific successful practices						
Commit to a high level of fidelity to the successful model and minimize "tinkering" with the model until achieving acceptable results						
Describe the applicant's capacity to replicate an existing school design						
If using developed curricula:						
Identify the school's philosophical approach to educating students						
Ensure that educational priorities are meaningful, manageable, and measurable, and focus on improving student outcomes						
Show the selected curricula is consistent with the school's mission, vision, and educational program design						
If creating own curricula:						
Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Curriculum and Core Standards	X					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Describe the framework for the development of the curricula for core subjects and identify sound research, experience or theoretical base, and foundational materials that will guide curriculum development	X					
If focusing on career education:						
Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations						
Identify major methods of instructional delivery and post-secondary and business partners						
Include a convincing plan for transitioning students to work, further training, or higher education						
If offering a distance and/or online education program will include:						
A description of how the school will use technology to provide its curriculum and deliver instruction using the internet or other electronic means	X					
The manner in which properly licensed and endorsed teachers will deliver instruction, assess academic progress, and communicate with parents to provide assistance	X					
The methods to be used to ensure authenticity of student work and adequate proctoring of assessments	X					

Describe The types and frequency of communication between the school and the students and the manner in which the school will communicate with parents	x					
the applicant’s capacity to						

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet

If focusing on gifted education:

Contain written procedures to systematically identify and serve students identified as academically advanced in all grades						
Provide a curriculum for the gifted education program that is intellectually and affectively engaging and is taught in a meaningful context						

If offering early college:

Present a plan for college or university affiliation that is likely to further the school’s mission, vision, and educational program						
Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation and the college or university has the capacity and commitment to fulfill its anticipated role						

A response that meets standard will:

SECTION 4: PERFORMANCE MEASURES

Align with the school's mission and educational program	x					
Define measures, metrics, and targets that are SMART	x					
Set high standards for student learning	x					

Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, subgroups, and the school as a whole, including valid and reliable measures	X					
Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes	X					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet

If serving educationally disadvantaged students:						
Present performance measures that are a valid and reliable means for determining whether students are meeting performance standards						
Ensure that the school will be held to the same performance standards as other public schools						
Specify the time frame in which students will be expected to meet the performance standards						
Show compliance with all federal accountability standards						

A response that meets standard will:						
SECTION 5: GOVERNANCE						
Demonstrate the board has the capacity to found and sustain a quality school	X					
Include background information sheet for each named board member	X					
Establish the governing board's capacity to oversee the successful development and implementation of the education program presented in this proposal	X					
Ensure the governing board is aware and follows Utah's Open & Public Meetings Act in conducting board and committee business	X					

Illustrate the governing board's capacity to oversee the effective and responsible management of public funds	x					
Illustrate the governing board's capacity to be responsible for the school's compliance with its legal obligations	x					
Illustrate the governing board's capacity to represent the community well	x					