

Kenton County School District | It's about ALL kids.

**THE KENTON COUNTY BOARD OF
EDUCATION**

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Dr. Henry Webb, Superintendent of Schools

KCSD ISSUE PAPER

DATE:

7/20/2020

AGENDA ITEM (ACTION ITEM):

Consider/Approve Click or tap here to enter text.

2020-2021 Ignite Institute Educator Guide to be used with Boone and Kenton County teachers.

APPLICABLE BOARD POLICY:

01.51-Administrative Procedure

HISTORY/BACKGROUND:

The Ignite Institute created an Ignite specific Educator Guide to guide all teachers concerning procedures at Ignite. The handbook is a compilation of items from Boone and Kenton County processes, since those districts employ all teachers at the Ignite Institute.

FISCAL/BUDGETARY IMPACT:

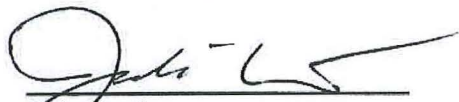
None

RECOMMENDATION:


Approval of the 2020-2021 Ignite Institute Educator Guide for use with Kenton County Ignite Staff.

CONTACT PERSON:

Julie Whitis, principal, Ignite Institute


Principal


District Administrator


Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.
Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.

Kenton County Board of Education

Board Members: Carl Wicklund, Chairperson Karen L. Collins, Vice Chairperson Carla Egan Shannon Herold Jessica Jehn
"The Kenton County Board of Education provides Equal Education & Employment Opportunities."



Ignite Institute

Educator Guide

2020-2021

37 Atlantic Avenue
Erlanger, KY 41018
Phone: 859-817-3570

Web: igniteinstitute.org

Our Mission

The Ignite Institute looks at each scholar as a person with unlimited potential. We mentor and guide scholars in their educational and professional journey by showing them their unique abilities to make a difference in the world. The Ignite Institute strives to provide resources, educational experiences, and 21st Century skills in an effort to prepare them to take advantage of every opportunity that comes their way.

Our Core Focus

Care First, Then Teach

Before all things, it is our job as educators to build strong, lasting, and supportive relationships with our scholars. They should feel liked, loved, and cared for in our school.

Personalized Learning

The Ignite Institute structure allows each scholar to have a mentor that will guide them to success after high school. Mentors and scholars will set goals according to their unique strengths and interests.

Career Exploration

The ‘Colleges’ at the Ignite Institute are intended to allow scholars to explore careers in the areas of education, computer sciences, healthcare, engineering, and design.

Getting Started

What will the day look like?

Teachers will report to school at 7:30 am and will dismiss at 3:00 pm.

- 7:30 (Boone County Teachers 7:45) Doors Open, teachers work with individual scholars, greet busses, give high fives at the door, mingle with scholars in the commons.
- 8:00 Classes Begin
- 10:40-11:10 Lunch 1 (Ignite Fellows)
- 10:42-11:12 Lunch 2 (Design & Education)
- 11:14-11:44 Lunch 3 (Computer Science & Engineering)
- 11:44-12:14 Lunch 4 (Biomedical Sciences & Pre-Nursing)
- 1:55 Scholars dismiss for busses
- 2:00-3:00 Team Planning

Due Dates/Meetings

- Team lesson plans will be due each Thursday and will consist of the following week's plans.
- College teams are required to plan together at least twice per week and will document meeting times (at least twice weekly) on lesson plans.
- Teachers will participate in at least 2 monthly Content PLC meetings during team planning time.
- Faculty Meetings will take place from 3:00 pm -4:00 pm on the second and fourth Wednesdays of the month.
- Grades will be checked for eligibility purposes in IC on Monday mornings. Grades must be updated from the prior week by this time.
- Substitute folders should be submitted to Mrs. Kentrup before September 1.
- IT IS CRITICAL THAT 1st PERIOD ATTENDANCE BE POSTED BEFORE 8:30 EACH DAY.

Other Essentials

- Teachers can park in the lot on the side of the building. Scholars will park in the front.
- Teachers are encouraged to eat lunch in the commons, but are not required to do so.
- Syllabi and curriculum maps for all courses must be submitted to Mr. Black before the first day of school with scholars.

Signing In

Teachers with a Boone County Schools contract will sign in electronically (using touchpoint in the front or back of the building) and on paper. Teachers with a Kenton County contract will sign in on paper only in the front office. The paper sign-in sheet will be located in the front office.

Staff Daily Duties

The following duties should be shared evenly amongst each College team.

Morning Duties (7:45 - 8:00)

Front Doors: *At least 1 teacher from Education and 1 teacher from Computer Science should be in the front area to greet scholars who drive to school or get dropped off.*

Cafeteria: *At least 1 teacher from Design and 1 teacher from Engineering should be in the cafeteria area to greet and observe scholars.*

Side Entrance: *At least 1 teacher from Biomedical Sciences and 1 teacher from Pre-Nursing should be at the side entrance to greet scholars being dropped off by busses.*

School-Day Duties (8:00 - 1:55)

Due to the unique structure at the Ignite Institute, please make sure that all scholars are accounted for and supervised throughout the entire school day.

Restrooms: College teams should check the restrooms near their areas periodically for scholar safety and well-being.

Afternoon Duties (1:55 - 2:00)

College teams should make sure their areas are clear before confirming that we can release the busses. After confirming the bus release, teachers should plan with their teams.

Front Doors: *At least 1 member from administration should be in the front area to dismiss scholars who drive or get picked up.*

Side Entrance: *At least 1 member from administration should be at the side entrance to dismiss scholars who ride the bus*

Scholars should only exit the school from the front and side by the fitness center. Scholars should not leave the building at dismissal time from any other doors.

Curriculum Structure

The curriculum structure for the Ignite Institute will be outlined yearly in the Ignite Institute Curriculum Guide.

Professional Habits

Professional Habits are skills needed to be successful in the workplace. Ignite Institute teachers will provide weekly lessons to teach the Professional Habits.

The Professional Habits we want to focus on are:

1. Public Speaking
2. Research
3. Collaboration
4. Responsibility

Progress in these areas will be reported for each scholar on their report cards, separate from their content grades.

Assignment of Scholars

- Cohort Model
 - The Ignite Institute utilizes a cohort model for student placement. Scholars will not be allowed to take courses outside of their cohort unless they are taking a course not offered within the cohort.
- Internships
 - Scholars who are participating in an internship with the Ignite Institute will follow all policies and procedures outlined in the Ignite Institute Internship scholar/parent contract.
- Dual Credit
 - Scholars who are participating in a dual credit course will be subject to the placement guidelines of the college/university that the course is offered through.

Evaluation Practices

- Employees hired by Boone County will be evaluated using Boone County evaluation procedures.
- Employees hired by Kenton County will be evaluated using Kenton County evaluation procedures.
- The principals of the Ignite Institute have the right to evaluate employees from either school district.

Meeting Agendas

College Meetings

The following agenda will be followed at College Meetings. The administrator leading the meeting will keep notes on all of these areas to guide future meetings. Please keep in mind that this may change as the year progresses.

- Essential Questions
 - *What do we want our scholars to learn (career specific)?*
 - *How will we know if they have learned it (career specific)?*
- Review Data: (Summit, MAP, CERT and Common Assessments)
 - Scholars who need immediate and intensive remediation (Tier 3 Red)
 - Needs additional time and support to meet expectations (Tier 2 Orange)
 - Meeting/exceeding expectations (Tier 1 Green)
- Essential Questions
 - *What will we do if they don't?*
 - *What will we do if they already know it?*
- Lesson Plans
 - Feedback
 - Differentiation, Remediation and Extension
- Scholars we can support
- Other Needs and Information (Staff needs and other communicated information)

Content Meetings

The following agenda will be followed at Content Meetings. The administrator leading the meeting will keep notes on all of these areas to guide future meetings. Please keep in mind that this may change as the year progresses.

- Essential Questions
 - *What do we want our scholars to learn (content specific)?*
 - *How will we know if they have learned it (content specific)?*
- Review Data: (Summit, MAP, CERT and Common Assessments)
 - Scholars who need immediate and intensive remediation (Tier 3 Red)
 - Needs additional time and support to meet expectations (Tier 2 Orange)
 - Meeting/exceeding expectations (Tier 1 Green)
- Essential Questions
 - *What will we do if they don't?*
 - *What will we do if they already know it?*
- Lesson Plans
 - Feedback
 - Differentiation, Remediation and Extension
- Scholars we can support
- Other Needs and Information (Staff needs and other communicated information)

Planning Meetings

When conducting College team planning meetings, it is helpful to do the following. These are not required steps as you will learn what specifically works for your team as the year progresses.

- Have your lesson plans for the following week complete
- Listen to the plans of the career teacher and try to integrate topics mentioned into your lessons for the week (one integration per week, per class is all that is required).
- Continue sharing weekly plans with the group, listening for further integrations from your partner teacher (Math/Science, English/Social Studies, Career/World Language). This is also required at least once per week, per class.
- Discuss how you will integrate Professional Habits lessons for the week (one per class, per college)
- Use the information discussed at PLC meetings for content and college to guide future instruction

Sending Scholars to the Office

Counseling

- For non-emergency issues, please have scholars scan the QR code to request a counseling session.
- For emergency issues, please call the office (16100) and send/bring the scholar immediately. If you do not accompany the scholar, please send them with our office referral form.

Discipline

- Fill out the office referral form and send the scholar to the office. This form should be given to Jenni Kentrup or Heather Johnson.

Nurse

- Scholars needing to see a nurse should be sent to the front office with the office referral form.

Grading

The Ignite Institute teachers will provide lessons in both the state required content as well as professional habits. Scholars will be graded on their mastery of both areas and will use the weights below to calculate their overall grade in every course.

Content	70%
<u>Professional Habits</u>	<u>30%</u>
Total	100%

The Ignite Institute will use a 10-point grading scale. The final grade in each course will be transferred to the home high schools where credits will be awarded consistent with the home district's grading policies. Boone County scholars receiving a grade of "D" or below will not receive credit for the course.

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Dual credit grades, which are reported in letter grades, will be given the highest numerical grade that corresponds to the letter awarded for each course. Dual credit courses are weighted according to the policies of the home high schools.

Remediation

Scholars at the Ignite Institute are able to remediate failing grades at or above 50% through Edgenuity over the summer. Scholars wishing to do so will have courses created for them in Edgenuity in the courses they did not pass. These courses will be available beginning on May 18th and will need to be completed with a passing grade no later than June 26th. Failure to do so may result in the inability to return to Ignite.

Scholars will also be responsible for fees associated with these courses. Scholars wishing to remediate their classes should notify the Ignite Institute of their intentions before May 18th to be eligible.

Scholars Returning to Ignite

Scholars are eligible to return to Ignite the following school year if the scholars meets or exceeds the following criteria.

- Complete the application to return by the designated due date
- Pass all classes in accordance with Ignite and their home high school's grading policies
- Do not participate in any serious and/or repeated behavior incidents
- Orally present their YLP at the designated time in both the Winter and Spring session
- All lunch charges must be paid in full by the end of the school year (Kenton County Scholars).

Ignite Professional Habits

Professional Habits are skills needed to be successful in the workplace. Ignite Institute teachers will provide one deliberate lesson per week, per college about one of the Habits. These lessons are typically 5-15 minutes long, but can be whatever length is necessary to make them effective.

Year Long Projects (YLP)

Scholars at the Ignite Institute will work with a partner(s) to conduct yearly research projects. Components of the year long projects will be included in students' professional habits score. Scholars are committed to working with the year long project partner(s) they are assigned and

will not be able to change partners or discontinue working with their original partner unless Ignite administration decides otherwise. Scholars are required to attend presentation nights to receive a grade for their final projects unless prior approval is granted from Ignite administration.

Wellness Policy

On Tuesdays and Thursdays, staff are encouraged to make use of the fitness facility or complete a mile walk. Staff participating on these days may wear the appropriate clothing with Ignite logo. If staff is not participating in these activities then they will be expected to adhere to the standard staff dress code.

Tobacco-Free Policy

In accordance with House Bill 11 passed in 2019 the Ignite Institute and its entire campus is tobacco free. This includes the parking lots surrounding the school. Scholars shall not be permitted to use or possess any tobacco products on school property, inside Board-owned, leased or operated vehicles, on the way to and from school, or during school-sponsored trips and activities. This includes alternative nicotine products and vapor products. Any scholar in possession of these devices will forfeit the device to school administration and discipline will be issued in accordance to the code of conduct. Visitors are likewise not permitted to possess or use tobacco products on school grounds. Failure to adhere to this policy represents a disruption of the regular school day, and it also can have serious health consequences.

In-Person Instruction Cancelled Due to In Climate Weather

If Boone County Schools are called off, no scholars physically come to Ignite.

If Kenton County or Walton Verona school district is closed for snow, but Boone County is not, the non-Boone County scholars will not report in person to Ignite. Boone County scholars will still report in person.

Ignite teachers will follow the calendar of Boone County Schools.

Shadowing Policy

In an effort to maintain the integrity of instruction at the Ignite Institute and to minimize distractions, we do not permit interested scholars to “shadow” Ignite scholars. Interested scholars are able to sign up for tours during the school day to experience what our structure looks like.

Dual Credit Policy

The Ignite Institute feels that replacing traditional high school courses with dual credit courses is a significant benefit to the scholar.

The following rules apply to all scholars taking dual-credit courses at the Ignite Institute:

- Scholars must pay tuition for courses they are enrolled in at the current KY Dual Credit Rate. This also applies to scholars who do not earn a passing grade in their course.
- Scholars are responsible for associated fees.
- Grades **will** be on their college/university transcript and will affect both high school and college GPA.
- Scholars are subject to the drop dates and policies of the college/university partner. Scholars not abiding by these dates will have to endure the consequences set forth by the college/university partner. It is the scholar's responsibility to have written verification of a dropped course.
- In the event a scholar drops a dual credit course that reduces the scholar's current course schedule to less than six classes that scholar must be enrolled in another high school course of the schools choosing.
- Scholars are expected to adhere to the standards of the college for the course they are taking.
- Disputes regarding grades, professor conduct, academic dishonesty, curriculum, content and assignments are between the professor, the college, and the student. This includes classes in which Ignite faculty are employed as a high school teacher and teaching college classes within the school day at Ignite.
- Grade information is made available only to the scholar.
- Only final grades are recorded in Infinite Campus.
- If a scholar takes the first course of a two-course sequence and passes , the scholar will be enrolled in the second course of the sequence. Extenuating circumstances must be approved by the administration of Ignite. Students receiving grades lower than a C will be reviewed by the administrative team before being allowed to take the next course in the sequence.
 - Ex. Spanish 101 & Spanish 102

Virtual Learning Courses

The Ignite Institute does not offer the following courses in a face-to-face class format. If scholars who attend the Ignite Institute don't already have the following high school credits, the scholar must take these courses online through Edgenuity to complete their requirements for graduation.

- Health
- Physical Education
- Fine Arts (Scholars in the Design College will take this class in a face-to-face format as it is part of their curriculum structure)

Edgenuity

- All Edgenuity courses taken during the school year must be completed two weeks before the end of the school year.
 - Courses not completed by this time will not have their progress saved and the course will need to be taken again in its entirety.

Attendance

The home high schools are the ultimate record keepers of scholar attendance. Scholars attending the Ignite Institute will adhere to the attendance policies of their home high school.

Clubs

Clubs at the Ignite Institute are encouraged and promote a well-rounded educational experience for scholars. Any club at the Ignite Institute must be:

- Approved by Ignite administration
- Sponsored voluntarily by an Ignite employee
- Curriculum based if offered during the school day

Graduation Requirements for Ignite

School districts that agree to send scholars to Ignite must submit Ignite's graduation requirements to their high school's SBDM council for approval. These requirements must be found satisfactory for earning a high school diploma by the home school's councils.

2020-2021

Ignite Institute Acceptance Criteria

Summary

1. Grade Level...Disqualification if criteria is not met
2. Attendance...20 Points
3. Behavior...20 Points
4. Essay...30 Points
5. Recommendation...30 points

Total point structure: 100 points

Grade Level (Must meet criteria)

Scholars who are considered for a position at the Ignite Institute are required to be “on grade level” for math and English.

Requirements:

- o 8th grade math class must prepare scholars to enter Algebra 1 or above their freshman year
- o 8th grade English class must prepare scholars to enter English 1 or above their freshman year
- o Cumulative grades in math and English must be at a 70% or above (or equivalent on a proficiency scale) at the time the application is processed

Scholars not meeting these requirements will not be considered for a position at the Ignite Institute.

Attendance (20 points)

Attendance is critical for scholar success at the Ignite Institute. Scholars will receive points based on their past attendance events.

Point Structure:

- 98-100%...20
- 96-97.99%...16
- 94-95.99%...12
- 92-93.99%...8
- 90-91.99%...4
- Below 89.99%...0

Behavior (20 points)

Scholars with behavior incidents are able to attend the Ignite Institute as long as there are no more than 6 behavioral incidents and/or they have no expellable offenses from January 1st of the previous school year to the time the application is processed.

Point Structure:

- Zero Incidents...20
- 1 Incident...16
- 2 Incidents...12
- 3 Incidents...8
- 4 Incidents...4
- 5-6 Incidents...Zero Points
- 7 or more Incidents...Disqualified
- Any expellable offense...Disqualified

Essay (30 Points)

Written or Video

The essay portion of the Ignite Institute application is where scholars express their interests in attending Ignite as well as their career and personal interests.

“This essay is meant to provide an opportunity for you to tell us why you want to attend Ignite, why you are interested in the career field you are applying for, and what you have done so far to explore this career. Also, please let us know why Ignite is a good fit for you personally.”

Point Structure (10 Points Each):

- Gives description of why they want to attend Ignite
 - Lists one reason they want to attend Ignite...2
 - Lists more than one reason they want to attend Ignite...5

- Elaborates on the reason(s) they want to attend (more than one sentence or phrase)...7
- Scholar shows a genuine interest in being at Ignite through their description citing personal reasons that Ignite would benefit them as a scholar and person...10
- Mentions an interest in the career path of the college in which they are applying
 - States the college they have chosen...2
 - States the college with one descriptor as to why...5
 - States the college with two accurate descriptors as to why...7
 - States the college with more than two descriptors as to why...10
- Lists something they have done on their own to explore the field
 - Scholar lists one thing they have done on their own to explore the career field...2
 - Scholar lists two things they have done on their own to explore the career field...4
 - Scholar lists three things they have done on their own to explore the career field...6
 - Scholar lists four things they have done on their own to explore the career field...8
 - Scholar lists 5 things or more they have done on their own to explore the career field...10

Recommendation (30 Points)

Each scholar applying to the Ignite Institute is asked to provide the email address of one person (preferably someone in the educational field) who knows them well. We will be asking the recommender to comment on the scholar's potential regarding Ignite and their willingness to learn.

Point Structure:

The recommendation consists of 10 questions that will be given 3 points each.

(1=Not True, 2=Somewhat True, 3=Very True)

1. This scholar learns best with hands on based practices.
2. This scholar puts forth great effort when they explore something that is of interest to them.
3. This scholar shows signs of empathy.
4. This scholar has expressed an interest in attending the Ignite Institute.
5. This scholar would benefit from learning in a non-traditional environment.
6. This scholar puts forth at least some effort when trying new things.

7. This scholar would find school more relevant if they were exploring career fields.
8. This scholar can be trusted to act appropriately in front of members of the community.
9. This scholar would excel in a high school structure where they have the same team of teachers each year.
10. This scholar has overcome obstacles or has the potential to do so.

■ ■ ■

Ignite Teaching Strategies

Public Speaking

Why talk so much about public speaking?

We believe that scholars must possess the skill to communicate their knowledge professionally and efficiently. We teach this skill through practicing presentations frequently.

Types of Presentations

Chalk Talks

- Diagrams and explains specific parts of a plan.
- Uses a large dry-erase board with 3 colored markers
- 10-12 minutes with 3 additional minutes for questions

Mini-Chalk Talks

- One-on-one with a small dry-erase board
- Usually sitting
- A 15-minute back-and-forth conversation

Posters

- Presentation of research using a 3' x 4' poster
- Typically includes intro, research, method, results, and conclusion with charts, graphs, and pictures
- A 15-minute back-and-forth conversation

PowerPoint

- A slide deck presentation on a projector screen
- Presented to a panel of experts in the career field of choice
- 10 minutes followed by 5 minutes of questions

Ambassador Program

The Ignite Institute Ambassador Program is designed to give our scholars experience interacting with professionals, while showing guests their school and learning experiences. Through this program, scholars learn skills such as how to have professional conversations, how to properly introduce themselves, how to conduct a professional presentation, etc.

3 Levels of Ambassador Programs

Level 1 - Tour of the School (15 - 30 minutes)

Level 2 - Tour and Presentations (60 - 90 minutes)

Level 3 - Tour, Presentations, and Round Table Discussion (60 - 180 minutes)

Types of Ambassadors

1. **Lead Ambassador (Exceptional Scholars must pass a lead ambassador certification)**
 - An exceptional scholar who leads the entire program by organizing all other ambassadors and keeps the program moving according to schedule
2. **Tour Ambassadors (All Scholars)**
 - Scholars who help lead guests through tours of the school while conversing in a professional manner.
3. **Classroom Ambassadors (All Scholars)**
 - Scholars who greet guests that are brought to their classroom areas during a tour.
4. **Presentation Ambassador (All Scholars)**
 - Scholars who present their research and “college” details to guests visiting the school
5. **Round-Table Ambassador (All Scholars)**
 - Scholars who participate in a round-table discussion about their school and college
 - Typically, scholars who are lead, tour, and presentation scholars remain for the round-table discussion.

All Call

The All Call strategy is used to systematically ensure that every Ignite scholar is being called on each day.

Each teacher is responsible for specifically engaging a select one-sixth of their scholars on a given day. It is important to note that this group (one-sixth of all scholars) is comprised of names from each class. This way every scholar in every class will be called on by name at least once by their teachers each day.

Ideally, each teacher receives a different sixth of the names each day. Teacher teams usually switch groups of scholars each day so that a different group of scholars are called on in a different class. While the system requires very little organization, the scholars are often unaware of it and so are encouraged to participate and pay attention in each class every day.

One way to successfully implement this strategy includes rotating six cards among the teachers each day with one-sixth of the scholar names. Another idea is to have six copies of one master card with each sixth of every class highlighted in different colors. At the beginning or end of a school day, teacher teams can determine which color or list they will be responsible for during the next class time.

Touch Education

Each week, every teacher is responsible for including some type of Touch Education component in their lesson plans. This can include any kind of kinesthetic learning, including working on whiteboards, working on/with the technology, matching cut out cards, labs, or etc. The purpose of this requirement is to encourage teachers away from lecturing every day, and it addresses the different learning styles of their scholars.

Scholars should experience different types of instruction each day so that each of them can learn in their own, unique way. Teaching teams will work together to utilize Touch Education on a varied schedule throughout the week.

Accountable Talk

Accountable Talk is one method used to motivate scholars through a discussion-based format. One might compare it to the expectations from discussion during a professional meeting or Socratic Seminar. In this type of instruction, teachers should act solely as a guide for the discussions. When the teacher is involved, he/she should ensure that wait time is sufficient to allow scholars time to think and respond without moving on too quickly.

Something to keep in mind while using this strategy is that all scholars should be engaged in the conversation; scholars are accountable to listening to previous responses, as well as formulating their own answers. Having a check off sheet for participation may be necessary at first. Eventually the need for this checklist should decrease. Scholars should ask questions, make comments, and respond to others without teacher involvement. They should strive to participate using a Depth of Knowledge at a level 3 or 4.

Scholars should be accountable for:

- Knowledge: How do they know what they know? Where are they getting their information from?
- Rigorous Thinking: Are they making connections to other's learning? Are they using high DOK?
- Learning Community: Are they being respectful? Is everyone involved?
- Listening: Are they repeating previous answers? Are they building on others' responses?

Here are some steps to help make Accountable Talk work in a classroom:

- Let scholars practice; it will be difficult and seem forced at first.
- As the adult, try to stay out of the "meat" of the conversation. Ignite teachers try to give a wait time of between 4-6 seconds before commenting or asking/adjusting a question.
- One prompt that can help when discussions lag is: "Someone agree or disagree with what he/she said and tell the group why".
- Ask questions instead of giving answers. "How?" and "Why?" should be in your constant vocabulary.

On the next page, there is a list of stems that are useful for scholars to start discussions within the class.

Table 1: Accountability Talk Stems

On page_____, it says _____, so I think_____	I'm confused. Would you mind explaining _____ _?	May I point out _____.
I disagree with _____becau se _____	I understood that you said _____ _	I agree with _____; but on the other hand, _____
Could you please tell me more about_____.	I believe _____ _ because _____ _.	I'm not sure I understood you when you said _____. Cou ld you say more about that?
I agree with _____ because _____	I would like to add _____ _.	What's your evidence?

Research Projects

Year Long Research Projects (YLRPs)

Ignite Institute scholars learn how to work with others to demonstrate a variety of skills throughout their high school career. Every project involves scholars identifying a problem or focus area and then building their project around that idea. Each project format is designed by the teachers to include a set of deliverables that includes content knowledge, research, data, Ignite Professional Habits, and creative visuals. Ignite teacher teams have many choices when determining the direction scholar projects can take.

(Action) Research Projects

Scholars completing this type of project address a research question and prove a hypothesis. The project will include documentary research and a scholar-devised study to gather data, which will then be analyzed and used to inform next steps (more research/study, solution, etc.). If the project addresses a topic which can provide a solution, it may transition into an action research project whereby they move forward to implement the solution.

A typical timeline for this type of project is:

- Winter: Proposal (which outlines full study and preliminary research)
- Spring: Final Report

Collective Synthesis Project

Scholars (2-4) completing this type of project typically hail from different career pathways (at least two) and identify and address a solvable problem. The parameters of the project include a requirement that the solution involves expertise from every involved scholar. Teams can choose which presentation medium they will use. This project might be used successfully with senior scholars.

A typical timeline for this type of project is:

- Winter: Solution Proposal
- Spring: Final Report (including reflection and plans for the future)

Community Partnership Service Projects

Scholars completing this type of project will identify a problem facing the community and how to solve it. This can be done in one of two ways. First, scholars may identify which organizations might be able to help address the problem and work to facilitate collaborative efforts in pursuit of a solution. Second, scholars may develop a project to address the problem themselves. This project requires collaboration with community partners and a final analysis of the solution's success.

A typical timeline for this type of project is:

- Winter: Solution Proposal
- Spring: Final Report (including reflection and plans for the future)

Design Process Project

Scholars completing this type of project identify a real-world problem which they would like to address for their year-long research. The first semester, their job is to prove that their problem is truly an issue by completing primary and secondary research. Then, they conduct a root cause analysis and brainstorm possible solutions. Using engineering methodologies, they then choose a solution and develop their proposed prototyping and testing strategies. This research is proposed during the winter presentations. For the second semester, scholars work to build, test, and modify their designed solution.

A typical timeline for this type of project is:

- Winter: Proposed Prototype Solution and Testing Plan
- Spring: Finalized Prototype Solution and Results

Personal Improvement Project

Scholars completing this type of project will self-identify an area of deficiency they want to address and rectify. They will seek out information and research on possible solutions and choose one to implement with fidelity for the remainder of the term (gathering regular data). At the end of the term, scholars will analyze the data and evaluate the success of the solution. Normally, scholars will address two deficiencies over the course of a school year (one each semester).

A typical timeline for this type of project is:

- Winter: Deficiency & Solution #1 Final Report
- Spring: Deficiency & Solution #2 Final Report

Reflective Culmination Project

Scholars completing this type of project will synthesize past learning from a variety of sources/settings and reflect upon their growth. This project might be used successfully by senior scholars at the end of a career pathway (Semester 2 only).

A typical timeline for this type of project is:

- Spring: Final Presentation

Software Engineering Projects

Scholars completing this type of project work to follow best practices for coding a website, application, or game. After the initial development stages, the scholar(s) will seek approval to proceed and then complete a working prototype.

A typical timeline for this type of project is:

- Winter: Proposal
- Spring: Prototype Demonstration

Stewardship Project

Scholars completing this type of project partner with a professional entity (school, business, etc.) to identify and address a problem or challenge facing that entity. They analyze past solution attempts and research other potential research-based solutions to create a proposal for a solution plan. Once accepted, the scholar(s) will help implement said solution and analyze its success.

A typical timeline for this type of project is:

- Winter: Proposal (including history, research, and rationale)
- Spring: Final Report (including reflection and plans for the future)

Technique Expertise Projects

Scholars completing this type of a project endeavor to become “experts” on a specific technique (scientific, teaching, etc.). To begin, the project includes research and observations. Later, the scholar(s) apply their expertise in a professional setting (lab, classroom, etc.) and video record their attempt. They subsequently analyze and reflect on the success of their technique expertise and plan for future adjustments.

A typical timeline for this type of project is:

- Winter: Proposal (including explanation of research/observations and rationale)
- Spring: Final Report (including reflection and plans for future applications)

