



The Center for Creativity, Innovation and Discovery

**CCID
PLAN FOR
STUDENT ACHIEVEMENT**

SEPTEMBER 2019

THE CENTER FOR
CREATIVITY, INNOVATION & DISCOVERY



WWW.CCIDSCHOOL.ORG

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The Vision and Mission of The Center for Creativity, Innovation and Discovery

Vision

**Make it REAL - Make it RELEVANT -
Make it RIGOROUS**

In simplistic terms our philosophy is deeply rooted in the three R's.

Make it REAL, make it RELEVANT, and make it RIGOROUS.

This philosophy manifests itself through the purposeful use of project-based, place-based, discovery, and inquiry-based pedagogy.

Mission

Mission Statement

The Center for Creativity, Innovation and Discovery is a student-centered, K-8 charter school that provides a challenging, place-based, integrative STEM-centered curriculum. CCID uses research-supported instructional strategies, a positive learning environment and collaborative student-community partnerships to foster a passion and curiosity for the STEM disciplines.



Goals and Strategic Priorities

I. Realizing CCID's Vision and Mission

A Place-Based Curriculum Supported by Specialists

CCID offers a rich, well-rounded place-based, project based curriculum with the Utah Core as a launching point. CCID's educational model provides cohesive content rich education focusing upon the integration of English Language Arts (ELA), math, science, social studies, health, media, art, music and physical education for students in grades K through 8. CCID believes that an integrated, discovery based education provides a broad foundation of knowledge and critical thinking skills that prepare students for high school, college, diverse careers of the future, and most importantly, for lives rich with meaning and purpose. A place-based, project based education prepares students to embrace complexity, diversity, change, and to develop a sense of social responsibility.



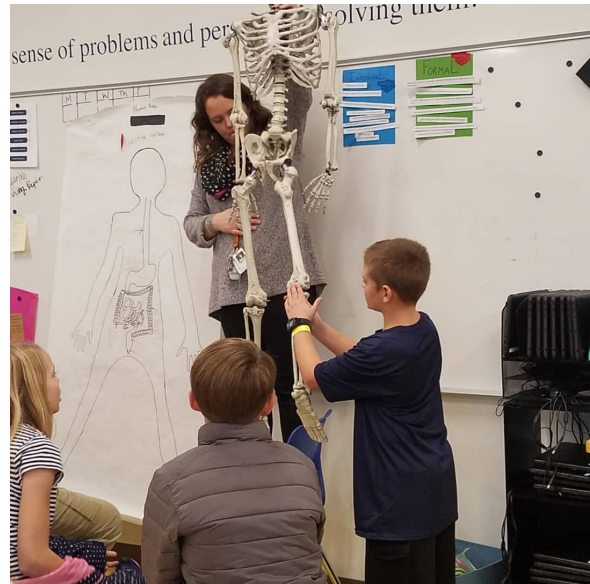
Integration of Digital and Technology-Supported Learning

CCID has a 1:2 deployment of devices in 3rd through 8th grades and a 1:3 deployment of devices in K-2nd grades. The school supports 4 platforms of technology, iPads, chromebooks, tablets and standalone PC's. The breadth and diversity of technology offers our students multiple platforms from which to learn, design, code and create. CCID has 3-D printers in each classroom 3rd through 8th as well as a fully functional Tinker Space. The Tinker Space supports student learning and creativity with opportunities that include VEX kits, sewing, 3D printers, building computers, etc. The emphasis on access to a variety of technology, along with professional development in the use of technology, has allowed the school to improve its blend of traditional teaching pedagogy with innovative, technology-supported learning, digital literacy, and 21st century skills. Teachers and students have benefited from the ease of research, writing, graphics, use of applications, adaptive testing, and student portfolios as a result of the devices available in each classroom.



Teaching and Learning

The majority of CCID's resources go to support the hiring, development, and retention of our teachers. CCID expends resources on professional development through operational funds and grants. CCID has on going weekly Professional Development lead by administrators, teachers, contracted personnel and outside experts. CCID's system of teacher evaluation coordinates directly with Utah's Professional Teacher Standards and Continuum of Teacher Development through annual goal setting, informal and formal observations, and individualized and schoolwide professional development. CCID works to keep teachers fresh and engaged by offering competitive compensation and opportunities for renewal and growth. CCID's faculty and staff have defined quality in all aspects of teaching, learning, and student life, and have as a shared goal, the creation, development, and perpetuation of a culture of excellence and achievement.



Individualized and Differentiated Instruction and Social Emotional Support

CCID provides individualized instruction through small and flex groups, inquiry-based, project-based, technology-supported learning, a robust multi-tiered system of supports, student Personal Learning Plans (PLP's) and a comprehensive Response to Intervention (RTI), and Special Education Program. Substantive resources are expended on the development of research-based pedagogies and assessment to enable teachers to provide differentiated instruction for all students. CCID cares equally about the individual growth of each student at the school and, therefore, emphasizes yearly individual student growth above scores on state summative assessments. A vertically aligned curriculum and formative assessment allow students, teachers, and parents to understand each student's progress toward mastery.

CCID has a comprehensive Special Education department including Special Education Director, Special Education teacher, Speech Language Therapist, Occupational Therapist, BCBA certified Behaviorist and paraprofessionals. CCID actively supports students so that they can access grade level and classroom curriculum.

CCID has an integrated Response to Intervention team that supports teachers and students providing additional targeted instructional support in core areas. RTI and classroom teachers meet together regularly to plan most effective intervention support by the most qualified personnel, our classroom teachers.

Through a variety of grants CCID has been able to employ a full time school counselor and social worker. Our counselors provide social emotional support to students including, group counseling, individual counseling, social skills groups, grief and anxiety support. Additionally our counseling team support our students' families through outreach and helping to connect them with available outreach organizations.

CCID teachers support our English Language learners through Sheltered English Instruction, (SEI). SEI is an instructional approach used to make academic instruction in English

understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. SEI instructional model in concert with CCID's fully integrated project and place based learning strategies.

Innovative, Research-Based Pedagogy and Authentic Assessment

CCID teaches Utah core standards an innovative pedagogical model that utilizes flex-model, inquiry-based, project-based/place-based, and student-centered learning. CCID is working to establish and refine priority standards in each subject and every grade level is aligned with the Utah Core Standards. The school implements formative assessments in order to challenge its most skilled students, support struggling students, engage all students more effectively, and assess students' skills and learning more accurately. CCID's pedagogy and assessments create authentic learning experiences for all students.

Place Based Learning Education

CCID infuses Place Based Learning (PBL) education throughout all subjects with an emphasis on learning in science, humanities, media and interdisciplinary projects. The Place Based Learning at CCID educates students about their local community, environment and ecosystem, and allows them to form a strong connection to community and nature, and teaches them how to care for the world around them. The beautiful canyons, rivers, marshes and mountains near the school serve as the classroom for a carefully guided curriculum that emphasizes stewardship of open spaces and wild lands.



II. Strengthening the Curriculum and Educational Experience

Professional Culture

CCID recognizes that its people are its most valuable resource, should be treated as such, and should be supported in their professional development so that they can teach, collaborate, create, innovate, grow, and contribute at optimum levels. Employees will receive the same concern, respect, and caring attitude from the school that they are expected to provide to students and families in the CCID community. CCID's cultivation of a professional culture has a guiding document, [*Professional Culture at CCID*](#), which teachers and staff collaboratively revise, refine, and expand as needed.

Teacher Retention

CCID yearly reviews its salary rates, benefits packages, and is constantly seeking additional resources in order to retain our outstanding teachers. CCID is in the process of purchasing the campus building, and once this is completed will institute a tiered salary schedule that will reward teachers who make the commitment to stay at CCID. The economic challenge of opening a new Charter School makes the retention of outstanding teachers potentially problematic--especially when in a climate of teacher shortage. CCID continues to explore how to improve teachers' quality of work experience as another means for retaining outstanding teachers.

To enhance their professional experience, teachers at CCID are offered substantive opportunities for improving their professional skills. Opportunities include individualized professional development through training opportunities offered through UAPCS, Place Based conferences, UEN, Utah State University, USBE, Utah State Charter Board and "Train the Trainer" models, as well as rigorous, differentiated professional learning.

CCID offers teachers opportunities to have significant autonomy within a guided structure of expectations related to quality teaching and learning. For instance, CCID offers teachers significant opportunities for innovation, shaping of priority standards, and development of grade level and schoolwide curriculum. CCID will continue to respond favorably to teachers' requests for reassignment within the school or for opportunities to expand into other areas of education such as administration.

CCID has implemented a comprehensive Teacher Induction and Mentoring Program for all teachers in their first three to five years of teaching. Teachers are paired with a master teacher for curriculum, instructional strategies and planning support.



Character Education, Health, and Wellness

CCID has implemented a school-wide character education initiative, RISE, (Respect, Integrity, Service and Empathy) which includes the use of consistent time for character education, and an emphasis of CCID's *Honor Code*. RISE is taught explicitly in classes, morning announcements and assemblies at the appropriate age and developmental level, and referenced in disciplinary actions and the development of behavior management plans.

MTSS (Multi-Tiered System of Supports) informs behavioral interventions, the development of social skills, conflict resolution, friendship building, and training of staff. CCID's Character Education includes peer mentoring monitoring, delineation of schoolwide expectations, positive recognition of student behavior in line with CCID's Honor Code, community service, digital citizenship, Civics curriculum, Hope Squads, anti-bullying, child abuse prevention, and testing ethics. CCID is in its second year of Trauma Informed Schools training, supported by the MTSS grant, which includes staff leadership team, behavior goals, book study, and consistent focus upon our most treasured assets - our children.

Digital Teaching and Learning Grant Program

CCID's plan for digital teaching and learning aligns with multiple core standards in a broad range of subjects and includes the use of technology by students in order to show competency and by teachers for differentiating learning. The three elements of CCID's use of technology include increased access and integration of technology into the core curriculum, differentiated and individualized learning, and authentic discovery learning.

CCID has received two grants for digital supplemental instructional programs. From the Stem Center we were awarded Imagine Learning math and from the USBE Digital Learning Center we were awarded Imagine Learning English Language Arts. Both programs provide research based supplemental instructional support to all students.

CCID will apply for the Technology Initiative (Devices) for Digital Teaching and Learning in 2020. Upon the award of this grant CCID will begin to review replacement and upgrade of devices in the 2020-2021 school year. The purpose of a replacement plan is to maintain the adequacy of devices and their ability to communicate with applications, programs, and platforms used by CCID's technology-supported curricula vendors and the State of Utah's testing platform.

Infrastructure - CCID has a state of the art robust network infrastructure upgrade, including Wifi, Voip automated phones, network switches and online security comprehensive camera systems. CCID has a Next Generation Firewall for end-to-end network security, high throughput, and low latency to support educational application.

Partnership with UEN- CCID has established a strong relationship with the Utah Education Network, including a place for the school's Executive Director on the UEN Board of Directors. CCID plans to continue its partnership with UEN technical services in order to acquire adequate and responsive support for CCID's technology-supported learning, assessment, and communication, and curriculum development.

Interdisciplinary Learning: Technology, Science, Math, and Design Thinking

CCID infuses learning at the school with technology, science, math, English Language Arts (ELA) and design thinking. The school recognizes that learning is most often collaborative, project-based, and hands-on if it reflects how people solve real-world problems. This interdisciplinary and applied approach helps prepare students for an information-based, highly technological society that requires critical thinkers, scientific and mathematical literacy, digital citizenship, and experience in exploration practices across the curriculum. Students can also see the relevance of their studies to their communities, their future, and the future of the world through authentic, interdisciplinary learning. Studies specifically in math, science, technology, ELA and design thinking also engage students in rich tasks and real-world applications. CCID's staff and school PTO work together in partnership under a Classroom to Community Connection committee to link CCID students and staff with authentic, real life learning, service and working experiences.



Communication

CCID's administration, faculty, and staff acknowledge that a culture of achievement is dependent on consistent, quality communication practiced by all stakeholders. When communication is effective, students, teachers, and parents benefit. Good, consistent communication makes learning easier, helps students achieve goals, increases opportunities for expanded learning, strengthens the connection between student and teacher, and creates an overall positive experience. Effective communication skills are important for a teacher in transmitting instruction, classroom management, and interaction with students. Teachers must become expert communicators in order to teach students effectively.

CCID feels it is imperative to have consistent communication among stakeholders at CCID. It is the expectation that the school involve parents, allowing them to feel part of the school community by building a stronger link between student, teacher, and the home. This means giving parents the right information at the right time, providing a way they can have a voice, and developing valuable partnerships. Communication strategies that have begun to establish a stronger bond between parents, students, and teachers at CCID include:

- The CCID Website
- Weekly Phoenix Press (School Newsletter)
- Bi-weekly classroom newsletters / websites / emails
- BlackBoard message system (Email / text / phone calls)
- Stakeholder Surveys
- Social Media (Facebook)
- Classroom Teacher Communication Via Remind
- Emergency Alerts
- Personal Learning Plan Conference meetings (three times a year)
- Parent Notifications Per Board Policy and Utah State Statutes
- Back-To-School Welcome / Celebration of Learning events
- School Sponsored Informational Evenings
- Parent Teacher Organization
- School Events
- School Community and Neighborhood Activities and Events
- An Established Relationship with SCSB (State Charter School Board) and UAPCS

III. Planning for Long-Term Financial Sustainability

Financial Strategic Plan

Cash Assets & Liabilities - CCID has cash assets and liabilities in the amount of \$457,539 ASSET and \$187,775 LIABILITY, respectively as of June 30, 2019. CCID has built this reserve in its first two years of operation through consistence student enrollment and modest revenue surpluses during its fiscal years of operation. By the end of the 2019-20 school year, CCID intends to have cash assets nearing \$667,460, unless the school uses some of its cash reserve to support an expansion of the school outdoor campus playground.

Occupational Costs - CCID is currently leasing the campus from the builder, The Boyer Company. We are in the process of purchasing the building and land through the USDA. The purchase of its building with low interest USDA bonds will provide CCID with decreased annual budget expenses and long term financial stability.

CCID anticipates that with the purchase of the school building the percentage of its operational budget used to pay for the building will **decrease** by 4% over the next three years, 5% over the next five years, and 6% over the next ten years.

North Field Land Expansion - CCID has plans to develop the land on the east side of Spring Creek Parkway to include outdoor classrooms, livestock, gardens/planting beds, bird sanctuary and outdoor amphitheatre. As funds become available, particularly with the purchase of the campus, this project will be reviewed and implemented, as it is a priority for our school.

Compliance & Reporting - CCID will continue to be compliant with all Utah State financial requirements on reporting, procurement of resources and services, state forecast and budget rules, and independent audit requirements and reports for all the years of its operation. CCID will continue to meet all USBE fiscal compliance rules and Utah State and Federal laws related to revenue, expense, and accountability reporting.

Enhancing Recruitment, Enrollment, and Retention - In the Fall of 2018 CCID was recognized by the Utah State Charter Board, (USCB) for having the highest amount of student retention amongst all Utah state charter schools. At the mid year mark of each year families are asked if they will be returning to CCID, so that we can accurately plan for the coming year. Administration and faculty have also conducted outreach to families of students who leave CCID, as appropriate in order to track reasons for withdrawal of families/students from CCID. CCID has provided timely communication with parents throughout the lottery season to assess commitment from returning and new students in order to properly fill grades. CCID administration has practiced over-admission based on CCID's historical data of retention of new students who have been offered places from the lottery.

Development & Fundraising - CCID believes that all fundraising should serve a distinct purpose to support student experience and learning at CCID. Together with our PTO we do not promote door to door sales or commercial programs. CCID follows all Utah State laws and codes for fundraising. PTO conducts two mains fundraisers our Fall Festival and Tri-R-Athon Fly Off, both events are fun student-centered events with free admission for all students and families.

IV. Curriculum and Instruction

Curriculum

Overview

The Center for Creativity, Innovation and Discovery teaches the Utah Core Standards [Utah Core Standards UEN](#) in all subject areas.

ELA Grades K - 2

Language Arts is a balanced literacy program, built around a structure of small and flexible grouping. Children find authentic and valuable purposes for reading and writing and receive daily instruction in [Fountas and Pinell](#) reading program and [Saxon Phonics](#). Students build the skills necessary for understanding the principles of grammar and sentence structure. Language Arts is enriched by the integration of online programs and other technologies, including Imagine Learning in the classroom.

ELA Grades 3 - 5

Language Arts at this level invites student independence and promotes inquiry in reading. Texts are more challenging, and skills and strategies for comprehension and the analysis of texts are more complex. The “Reader’s Workshop” incorporates independent novel selection in a variety of genres. Curricular novels often include content in social studies, history that allows for cross-curricular connections. Intermediate grades use a sentence-composing approach to grammar that provides an understanding of the structure of good sentences. Students continue to work toward proficiency on the three types of text—narrative, opinion and informative.

ELA Grades 6 - 8

English students cultivate a love of reading through a broad exposure to multiple genres and media, and the active manipulation of words and sentence structure in writing and speech. A primary objective is the fostering of personal, social, and civic literacy by exposing students to a variety of ways to communicate and by requiring students to, in turn, communicate in a variety of ways, including oral language, written language, and media/technology. Students continue to work toward writing proficiency through a workshop experience. Assignments include comparing and contrasting, persuasive and personal narrative essays, and informal daily journal assignments in response to directed prompts or free choice topics.

Math K - 5

Math is taught using the discovery math program, [Bridges in Mathematics](#), which is a blend of direct instruction, structured investigation, open exploration, and “rich tasks” pedagogy in grades K - 5. The *Bridges* program from Math Learning Center encourages students to develop a deep understanding of mathematical concepts, proficiency with key skills, and an ability to solve complex and novel problems. Instruction is targeted to student needs, includes flex grouping, and is supplemented with the online program, Imagine Math.

Math 6 - 8

Math In grades 6 - 8 instruction utilizes [Open Up Resource](#) for Middle School students. This curriculum provides research-based learning strategies and pedagogy that are student-centered. Lessons are focused on big ideas, problem-based lessons, collaborative student study teams, and applied practice. The Open Resource curriculum allows students to derive logarithms through project-based, authentic learning and provides practice with concepts and procedures over time so that students can work toward mastery. The curriculum also balances algorithms and basic skills, conceptual understanding, problem solving, and transference and extension. The integration of technology enhances scaffolding of curriculum, builds algorithmic skills, and supports individualized instruction.

Science K - 8

Science utilizes a multi-sensory approach to learning, students utilize a hands-on, minds-on approach to learning science. Through inquiry-based investigations and problem-solving activities, students learn to apply scientific processes and gain an understanding of the nature of science. Students learn new science concepts through a variety of instructional strategies. They conduct experiments, utilize technology to answer questions, participate in outdoor field studies, and complete individual projects. The curriculum in each grade level includes life, earth, and physical science units.

Grade 6 - 8 in 2019 transitioned to Science with Engineering Education ([SEEd Standards](#)) and is taught using the “Phenomena” big questions. Natural phenomena are observable events that occur in the universe and that we can use our scientific knowledge to explain or predict. The goal of building knowledge in science is to develop general ideas, based on evidence, that can explain and predict phenomena. Engineering involves designing solutions to problems that arise from phenomena, and using explanations of phenomena to design solutions. In this way, phenomena are the context for the work of both the scientist and the engineer. CCID has a team of teachers who are attending state transition trainings and conducting Professional Development with staff enhancing a smooth transition to the new SEEd standards for all grades.

All students also participate in Project Lead the Way ([PLTW](#)) that creates an engaging classroom environment unlike any other. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through PLTW pathways in computer science, engineering, and biomedical science, students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. CCID teachers participate in-depth, ongoing training, resources, and support they need to engage students in real-world learning.

Social Studies / History K - 8

Social Studies follows the Utah Core and includes age-appropriate inquiry into community helpers, cultures, continents, and famous people in history. Students conduct research through library resources, technology, and personal interviews, and participate in place based, project-based fully curricular integrated activities.

History students explore a wide variety of historical data, evaluate primary and secondary sources, critically assess conflicting interpretations, describe complex societies and events in terms of historical categories, learn to draw and articulate historical conclusions, and make scholarly judgments about ideas and events both past and current.

- 6th Grade: World History Focus
- 7th Grade: Civics and Utah History Focus
- 8th Grade: American History Focus

Art K - 8

Art Our art/arts integration specialist at CCID uses various research based approaches to meet the Utah Fine Art Standards. Our teacher works closely with our classroom teachers to develop relevant integrated art lessons. The Principles of Art and Elements of Design are emphasized in each lesson. Other methods that are used are Visual Thinking Strategies to promote effective communication and reflection about art, and Studio Habits of Mind to build a foundation of creative thought and successful artmaking. The Design Thinking process helps students recognize the importance of creative problem solving that carry over into the areas of STEM and beyond.

Music K - 8

Music instruction for students is guided by the Utah Arts Core Standards and is taught with a variety of instruction models. Students engage collaboratively in active music making primarily using Orff Schulwerk, an instrumental playing approach, and Kodály, a vocal music education approach. Basic beat and rhythm awareness is learned through movement and Dalcroze concepts of spatial recognition. Music therapy principles are also incorporated to help manage the classroom with Hello and Goodbye songs paired with singing instruction and holistic approaches of learning that are developmentally appropriate for student abilities. All of the above practices help to create a safe learning environment where students can thrive in their learning modality.

Health K - 8

Utah has adopted new [Health standards](#) K - 8th grade focus on overall health which includes physical, mental, emotional and social health in each of the six strands. The strands are Health Foundations and protective factors of health self (HF), Mental and Emotional Health (MEH), Safety and Disease Prevention (SDP), Substance Abuse Prevention (SAP), Nutrition (N), and Human Development (HD).

Physical Education K - 8

Physical Education focuses on activities that develop both gross and fine motor skills. Through activities, students develop a strong sense of self and learn to work with others. Under the direction of the classroom teacher, students learn to identify the positive effects of physical activity, and how to use equipment appropriately and safely. Students practice responsible behaviors with an emphasis on their own and others' health, fitness, and safety.

Character Education K - 8

Character Education school-wide is through an initiative called “RISE.” It focuses on positive reinforcement and coordinates Respect, Integrity, Service and Empathy as full school positive behavior program. Character education at this age level is supported by additional programs, including White Ribbon Week-student safe technology use, Red Ribbon Week - Drug Free Week and School Safety Week and Kids Empowered (Good Touch-Bad Touch).

College and Career Awareness 7th Grade

Students in grade 7 increase in self-knowledge as they explore education and occupation opportunities, develop education and career plans, and learn technology skills and digital citizenship. Students also engage in collaborative social meta-thinking, networked information and communication activities, and assignments that boost network confidence.

v. School Achievement / Student Data

RISE 2017-2018 (2018-2019 Data is not yet released by USBE)

GRADE LEVEL	ELA		MATH		SCIENCE	
	SS	% P	SS	% P	SS	% P
3 - CCID	280	22%	291	30%		
3- STATE	328	49%	317	54%		
4 - CCID	351	31%	337	36%	825	29%
4- STATE	359	44%	347	53%	836	48%
5 - CCID	408	54%	365	37%	842	53%
5- STATE	399	49%	380	52%	840	53%
6 - CCID	434	56%	406	33%		
6- STATE	424	49%	412	41%		
CCID		42%		34%		40%
STATE		45%		46.3%		47.3%

KEEP EOY DATA - MAY 2019



KEEP School Report

LEA: The Center for Creativity Innovation and Discovery

School: The Center for Creativity Innovation and Discovery

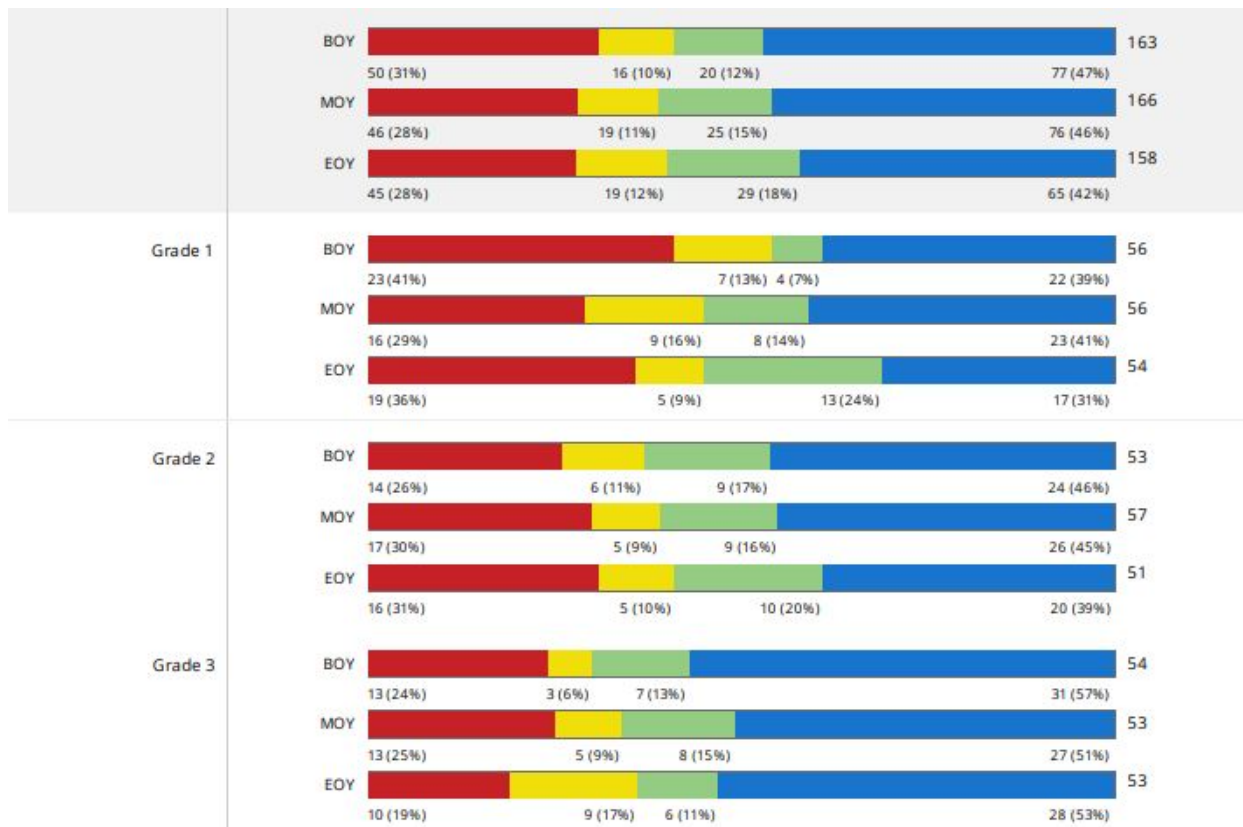
Literacy Results

REPORTING CATEGORY	AVG. PTS. EARNED
Literacy Overall	68/108 (62.96%)
Letter Recognition	37/52 (71.15%)
Letter Writing	7/10 (70%)
PA and Phonics	17/36 (47.22%)
Preliteracy Skills	7/10 (70%)

Numeracy Results

REPORTING CATEGORY	AVG. PTS. EARNED
Numeracy Overall	32/36 (88.89%)
Counting/Cardinality	6/6 (100%)
Numeral Recognition	9/11 (81.82%)
Numeral to Quantity	3/4 (75%)
Sense of Quantity	10/11 (90.91%)
Shape Creation	4/4 (100%)

DIBELS EOY DATA - MAY 2019



Student Attendance Historical

Attendance

2017 - 2018 SY 93.78%

2018- 2019 SY 93.76%

VI. School Student Achievement Goals

Guiding Principle

CCID values and emphasizes individual student growth both academically and social emotionally. Our staff strives to educate the whole child in a unique Charter aligned integrated instructional model that teaches Utah Core Standards.

Goal #1

CCID students will be supported through Multi-Tiered system of supports increasing academic proficiency and comprehensive access to student / family social emotional health resources.

Goal #2

CCID students will meet established yearly Early Literacy Goals for grades 1 through 3, in reading literacy, as measured by DIBELS End of Year (EOY) assessments.

Goal #3

CCID's students will demonstrate proficiency on State summative assessments at or above the State average scores in math, science, writing and English Language Arts.

Goal #4

CCID's students will increase student achievement by 1% per year on state administered summative assessments (RISE) as required by UCA-53G-7-1304.

Goal #5

CCID students will provide a donation of a minimum of 20 hours of service per year. (Charter Goal)

Goal #6

Transfer rate of students enrolled on October 1st who remain in school through year-end will be less than 7%. (Charter Goal)

Goal #7

Retention rate of students enrolled at year-end who return to CCID by October 1st of the following year will be 80% or greater. (Charter Goal)

Goal #8

100% of CCID teachers will be licensed, certified, or authorized as defined in various categories and licensing paths by the Utah State Board of Education's clearinghouse information system.

VII. Additional School Funding Resources to Support Student Achievement

GRANT	DESCRIPTION	AMOUNT	FUNDING PRIORITY
MTSS	Multi-Tiered System of Support	\$6,000	School Behaviorist
SBMH	Mental Health Grant	\$25,000	School Counselor
SBMH -HB373	Mental Health Grant	\$31,000	School Social Worker
SRSA	Student Achievement	\$41,724	Classroom aides
Title I	Student Achievement	\$33,781	Primary Classroom Aides
Land Trust	Student Achievement	\$53,000	RTI Aides / PLTW
Early Literacy	Student Achievement	\$7,291	Primary Classroom Aide
EARS	Student Achievement	\$8,434	Middle Grade Aide
Digital Grant / STEM	Digital Learning	Software Programs	Imagine Math and ELA K - 8
School Nurse	Student Health	\$500	School Nurse Contract
Sucide Prevention	Student Mental Health	\$500	HOPE Squad PD
BTSALP	Arts in the Classroom	\$16,036	Music Teacher

Governing Board Approved: October 30, 2019