



**CENTER FOR CREATIVITY,
INNOVATION, AND DISCOVERY
STRATEGIC PLAN
May 2024**

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I. Vision and Mission: Center for Creativity, Innovation, and Discovery



Mission, Vision, and Philosophy

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.

Core Values

CCID embraces three core values: Creativity, Innovation, and Discovery that drive its educational experiences, programs, delivery of instruction, facilities, teaching, and learning. These values help students learn to solve problems, collaborate in teams, and develop interpersonal skills.

Holistic Learning

Weaving together our core values and the Utah Core Standards, with a focus on Integrative STEM education, CCID gives students amazing opportunities to make sense of the world holistically, rather than by bits and pieces. In addition to the Utah Core Standards, CCID teaches National Science Education Standards, National Teachers of Mathematics Standards, National Technology Standards for Students, Standards for Technology Literacy, American Society of Engineering Education, and Next Generation Science Standards.

Project and Place-Based Learning

Project and place-based learning combine traditional classroom knowledge with real-world expertise and skills to better prepare students for success. Project-based learning teaches teamwork, critical thinking, communication, and decision-making while place-based learning uses the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum. Place-based learning also fosters students' connection to place and creates vibrant partnerships between schools and communities, boosts student achievement, and improves environmental, social, and economic vitality.

II. School Culture and Curriculum

Curriculum

CCID offers a curriculum based in a combination of STEM subjects and the humanities with the Utah Core as a launching point. The school provides specialist teachers for elementary students in art, music, and PE. while middle school students have enriched opportunities for stem-based learning. The school also supports STEM education through place-based learning. CCID believes that a focus on STEM and hands-on learning provides students with authentic learning experiences that prepare them for high school, college, and diverse careers of the future.

School Culture

The majority of the school's resources support the hiring, development, and retention of effective teachers and staff. The school's system of teacher evaluation coordinates directly with Utah's Effective Teaching Standards through annual goal setting, informal and formal observations, and individualized and schoolwide professional development. CCID's staff members are supported in achieving their educational and licensure goals. Because the faculty and staff influence all aspects of teaching, learning, and student life, they share the goal of the creation, development, and perpetuation of a culture of learning and achievement.

The school utilizes a schoolwide life skills and social and emotional learning program called CREW, which promotes team building and a culture of support and achievement. The program's purpose is to develop life skills such as confidence, responsibility, respect, and honesty and to help students become motivated to strive for academic and personal success. In combination with life skills programs provided by the Utah State Board of Education, the school uses CREW to ensure that students develop skills that help them to become resilient in meeting challenges.

III. Teacher Development

Mentor Program and Instructional Coaching

The school has established a mentoring and instructional coaching program to increase the effectiveness of new teachers, improve student achievement, enhance new teacher retention, and expand leadership opportunities. A mentor is assigned to all teachers new to the profession for the first one to three years of teaching. An instruction coach is assigned to all teachers who have taught for three or more years but who still require targeted support to help them develop effective pedagogical skills. Mentoring and instructional coaching align with the school's mission and vision by supporting the development of effective teachers with the knowledge, skills, and experience to provide authentic learning.

Professional Development

The school 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 school community. The school's cultivation of a professional culture has a guiding document, Professional Culture at CCID, that teachers and staff collaboratively revise, refine, and expand as needed.

The school has implemented a number of professional development initiatives designed to support the achievement of CCID's mission and vision. Because the school's place-based learning declined significantly during the pandemic, the school has implemented supportive, long-term professional development on project and place-based learning. In order to support improved student outcomes, the school has also implemented on-going training on the school's math and reading curricula.

The school has on-going professional development for its teachers on data-based decision making, professional learning communities, teacher clarity, active learning strategies, and the implementation of a multi-tiered system of supports. The school provides this on-going professional development during regularly scheduled faculty meetings and designated professional development days. In addition, the school provides targeted support for specific teachers as they work to improve their practices.

Currently, a cohort of the school's teachers is participating in the USBE 3D Seed Science Training. The goal of this training is to prepare teachers to integrate science throughout the curriculum and to infuse their teaching with interdisciplinary STEM practices.

Teacher Retention

CCID recognizes that teachers stay at a school when they philosophically support the mission and vision of the school, when their salary is competitive, when benefits are supportive of their health and well-being (and that of their families); when they are respected and treated fairly; and when the professional culture is intellectually stimulating and supportive of growth and advancement.

In an effort to address teacher retention better, the school has focused on providing teachers with the following support: administrative and specialists' response to student behavior; implementation of systems that track and respond to chronic student absences; time for collaboration through Professional Learning Communities; targeted support for individual teachers and grade levels; effective and regular teacher evaluations; and the provision of a generous PTO policy to reduce teachers' levels of stress and burnout.



IV. School Programs

Project and Place-Based Learning

The school infuses its teaching and learning with project and place-based learning. Each learning unit includes student-centered activities in which students acquire a deeper knowledge through active exploration of real-world challenges and design-thinking. Students regularly engage in place-based education which can include classroom visitors, field trips, community service, and learning in places such as the nature park, museums, destinations in the city or countryside, and participation in workshops, bootcamps, or expeditionary learning.

Inquiry-Based Pedagogy

The school bases its pedagogy on active learning that poses essential questions, considers problems or scenarios, and uses hands-on activities to create or consider solutions. While this pedagogy relies on some direct and explicit instruction, inquiry-based learning engenders curiosity by allowing students to develop questions about something that they want to learn within the structure of the Utah Core Standards. Students form their questions using constructed responses that act as a basis for further inquiry.

In seeking answers and solutions, students research topics as part of work in class which is guided by teachers. Students teach each other as part of presentations and the creation of a culminating artifact. Presentations and discussion about artifacts allow students to solidify their learning by communicating it to others. As part of inquiry-based learning, students reflect on their process of inquiry, learning, and creation of artifacts. Research demonstrates that students' curiosity, motivation, and learning outcomes are maximized through inquiry-based learning.

Character Education

The school uses “We Are Crew” as a schoolwide curriculum supporting social and emotional wellness, character development, and academic and life success for students and staff. It includes a unique and transformational meeting structure for secondary school advisories, elementary school morning and closing circles, and for staff collaboration. We Are Crew fosters student and staff success in establishing a common language for support, behavior, and success, and in creating good citizens and a sense of community.



Technology-Supported Learning

The school has a 1:1 deployment of devices in 1st through 8th grades which allows the school to provide technology-supported learning, adaptive software applications, and innovative formative assessments within classrooms. The school's technology initiative has enabled teachers to improve their provision of project-based learning as they combine traditional teaching pedagogy with technology-supported learning and digital literacy. Teachers and students have benefited from the ease of research, writing, graphics, use of applications, and the creation of digital artifacts as a result of the devices available for students. The school's Director of Educational Technology works with administrators, teachers and staff to review and recommend educational platforms, applications, devices, technology-supported curriculum and pedagogy, and infrastructural improvements.

V. Student Support

Multi-Tiered Systems of Support

The school has implemented comprehensive multi-tiered systems of support (MTSS) by which students are identified as at-risk for failure or in need of remediation because of behavior, academic, health, or other struggles. This program first identifies students in need of support using both standardized, adaptive testing and classroom data. Once identified, students are provided with RTI or interventions intended to support students toward academic achievement and developmentally appropriate self-management and behavior.

The MTSS Team may consist of members of the administration, the school social worker, behavior specialists, the school nurse, teachers, and support staff depending on the specific needs of individual students. Students receive targeted interventions through small-group instruction and individual instruction at specific, scheduled times of the week. Staff members who provide interventions are largely supported by funding from Title I, LAND Trust, and the Teach and Student Success Act funds.

Special Education Services

The school offers a full continuum of services for students who have Individualized Education Programs (IEPs) including instruction in regular classes, special classes, a self-contained classroom, and home instruction. The school's special education teachers and paraprofessionals provide specialized educational and behavioral interventions that are not typically available through general education programs to students with disabilities. The school's administrators, general education teachers, special education teachers, and staff participate and receive annual training in identifying, locating, and evaluating students who may need special education (Child Find). They also receive ongoing training on collaboration between general education and special education so that students receiving specialized instruction have a free and appropriate public education.



School Safety Team

The school has a Safety Team led by the Dean of Students that includes the school social worker, the school nurse, behavioral specialists, the School Safety Specialist, the Special Education Director, and designated administrators and teachers. This team reviews and makes improvements to general school safety, responds to mental or physical health crises, and implements systems to identify and provide needed student support. Individuals on this team also oversee the school's social and emotional learning, trauma-informed teaching, student health plans, suicide prevention, and behavior intervention. The team collaborates with parents and educators on identification of students' academic and mental health needs and development of skills and behaviors critical for student well-being and academic achievement. The team also supports families and students experiencing chronic absenteeism by tracking absences, providing timely communication with parents, and involving school support specialists to work with families on their unique challenges with regular attendance.

VI. School Community



Communication

The school's board, faculty, and staff acknowledge that a positive and productive school culture depends on consistent and high-quality communication that is practiced by all stakeholders. When communication is effective, students, teachers, and parents develop a productive relationship that supports learning, student attendance, and better student outcomes.

Communication strategies that have established a strong bond between parents, students, and teachers at the school include:

- CCID's Website
- PowerSchool (2024-25)
- ParentSquare (2024-25)
- Stakeholder Surveys
- Emergency Alerts
- Weekly Newsletter (Phoenix Press)
- *Annual Report* (inaugural issue 2024)
- Back-To-School Night
- School Sponsored Informational Evenings
- School Community Events
- Parent-Student-Teacher Compact (Title I)

CCID is developing relationships with local businesses, local newspapers and radio stations, and school advertising companies to provide visibility for the school within the Cache Valley community.

Parent-Teacher Organization and Volunteering

The school has a Parent-Teacher Organization that provides opportunities for parents to become involved in the school community. The association plans and supports school events, programs, and fundraisers. Its members regularly volunteer in classrooms to support learning and fundraising at the school level.

Members of the Parent-Teacher Organization meet monthly to plan events and provide feedback to school administrators and staff. They also use these regular meetings to socialize and make connections with other members of the parent community.

Parents make up the majority of CCID's board members and serve as important members of board committees. Parents who commit to this level of service help to govern the school by providing policies, procedures, and financial oversight of the institution, as well as holding the administration accountable for achieving goals established by the board.

Fundraising

The school has yet to realize its potential for fundraising among parents, local business, and community organizations. The school's traditional fundraising event is a Fall Festival held in October that builds community and allows the school to fundraise for specific curricular and learning enhancements. Parents generously provide gifts in kind for classrooms at teachers' requests.

The school has planned additional fundraising events for the coming school year in order to support place-based learning, outdoor education, and STEM-based education. The school also intends to reach out to business and community partners for gifts in kind to enrich STEM and art courses.



VII. Current Academic Achievement (2022-23)

The school's proficiency scores on the State's Summative Assessment (RISE) significantly improved from 2022 to 2023 in each academic area tested: Science, Math, and English Language Arts.

While the percentage of students achieving proficiency between the 2022 and 2023 school years in all academic subjects tested has improved significantly, the school acknowledges the relatively low scores in MATH. As a result of this data, the school has directed additional resources to identifying and supporting students whose math proficiency is below grade level.

RISE Data 2021-22

RISE Data 2022-23

SCIENCE 34% of students proficient or above proficiency	SCIENCE 49% of students proficient or above proficiency
MATH 21% of students proficient or above proficiency	MATH 33% of students proficient or above proficiency
ELA 29% of students proficient or above proficiency	ELA 47% of students proficient or above proficiency



VIII. School Finance: Current Financial Status

Current Financial Status

Cash Assets and Debt Service Reserve Account

As of the most recent Audit Report, CCID has cash assets of \$2,170,605. CCID's USDA loan agreement required that the school establish a debt service reserve account upon the closing of the loan (April 7, 2020) to be funded annually at the level of 1/5th the annual debt service on or before each of the first five anniversary dates of the closing of the loan.

The intent of this reserve account is to hold a reserve equal to one year's debt service through the life of the loan per USDA loan covenants. CCID has deposited the required \$32,838.58 annually into the account monitored by Live Oak Bank by April 7th of each year since the loan closed. It is anticipated that the debt service reserve will be fully funded on or before April 7, 2025.

Occupation Costs and Debt Burden

CCID currently uses 11% of its operating income for occupancy. The school meets or falls below the recommended state and national percentage for the percentage of operational funds dedicated to occupational costs (20% and 15%, respectively). As a result of this low debt burden and the need for upgrades, repair, maintenance, and improvement in certain school spaces, the Administration recommends that the school embark on a conservative schedule of capitalized improvement related to the school's reserve study.

- Debt Service FY23:
 - Principal: \$224,892
 - Interest: \$285,909
 - Total: \$510,801
- Long-Term Debt: \$9,222,331

Enrollment

The school's enrollment as of October 1, 2023 was 365 students. The school's current enrollment as of April 10, 2024 is 325 students. Enrollment for FY25 as of April 10, 2024 is 335.

Revenue and Expenses

The most recent budget is attached to this strategic plan as an addendum. The budget forecast from March 2023 shows the school operating at a slight surplus for FY24. For FY25 the school will continue to match revenues to expenses based on reduced enrollment numbers and commensurate reductions in staffing and expenditures so that the school will have a healthy surplus of 3% in its annual operating budget.

FY23 Revenues and Expenses

- Revenue: \$5,200,032

- Expenses: \$4,888,674

FY24 Revenues and Expenses

- Revenue: \$5,126,668
- Expenses: \$4,929,916

Development and Fundraising

The school has received donations in the amount of \$9,504 during FY24 as of April 10, 2024. The school and Marketing Committee have set a goal of raising \$25,000 for FY25 by scheduling several fundraising events and asking for specific donations at registration and throughout the school year.

Annual Report

The school plans to publish an Annual Report starting in Summer/Fall of 2024. This report will recognize individual donors, business sponsors, and special program donors at every level of giving. The Annual Report will also inform parents about school programs, finances, academic performance, fundraising events, educational partners, and Board and parent leadership.

IX. Board Culture, Training, Sustainability, and Governance

Board Commitment

The Board of Directors is committed to achieving the mission and vision of the school's charter, setting rigorous governance goals for the school, and ensuring the training of board members to sustain a productive and professional culture. The board has identified these areas of focus to ensure that it achieves the school's mission and vision:

- Ensure that the school's mission is understood by the Board, administration, teachers, staff, students, and other key stakeholders.
- Establish explicit goals and strategies tied to achieving the school's mission.
- Provide the financial oversight necessary to direct the school's resources toward the achievement of its vision and mission.
- Develop rigorous performance metrics that reflect those goals.
- Hold the Executive Director accountable for ensuring state and federal compliance and meeting the performance metrics.
- Include members on the Board who have the skills, resources, diversity, and dedication necessary to address the needs of the school.
- Define explicitly the roles and responsibilities of Board members.
- Establish well-defined, functioning Board committees and ad hoc processes that reflect the school's needs and culture.
- Regularly review and assess the Board's overall performance.

X. Strategic Plan and Board Governance Goals

One-Year Goals (2024-25)

Charter Amendment

The school will amend its charter in line within revised SCSB guidelines. The amended charter will better reflect the Board's mission and vision, the programs at the school, and the needs of the students and community served by the school. The school will work with its authorizer to ensure compliance and guidelines have been met in the amended charter.

Academics

- The school will increase students' school-wide proficiency metric on the statewide, summative assessment by 2-3% in each academic area tested using 2024 proficiency scores as a baseline.
- 60% of students will reach proficiency or above proficiency on the Acadience Reading and Math Assessments by end-of-year assessments.
- 60% of students will meet their targeted growth goals based on BOY, MOY, and EOY data provided by internal testing and progress monitoring.

Recommendations from Administration for Achieving Academic Goals

- Utah Core Standard Alignment: Require teachers to align curriculum and pedagogy to the Utah Core Standards;
- Pedagogy: Require teachers to use authentic inquiry and project and place-based learning in order to improve student engagement and critical thinking;
- Training from Experts: Using external and affiliated experts, implement on-going training for teachers in authentic inquiry, project, and place-based learning in order to improve student engagement and critical thinking;
- RISE Interim and Benchmark Tests: Ensure that all teachers are utilizing the RISE interim tests to support students' understanding of the format and content of the RISE test;
- RISE Interim Data: Ensure that all teachers 3-8 are utilizing the RISE BOY and MOY interim assessments to identify students who need targeted interventions in Math and ELA, and applicable grades in Science and Writing;
- Rise Benchmark Assessments: Ensure that all teachers in grades 3-8 are utilizing the RISE benchmark assessments as formative assessments to monitor students' progress every two to four weeks;
- Acadience Reading and Math: Ensure that all teachers K-3 are utilizing Acadience Reading and Math assessment data to identify students who need targeted interventions;
- Acadience Reading and Math Progress Monitoring: Ensure that all teachers in grades K-3 are utilizing the Acadience Reading progress monitoring tool as formative assessments to monitor students' progress as required in USBE rule.

Finances

The school will match the budget's revenues and expenses to ensure a 3-4% surplus by the end of each fiscal year.

Recommendations from Administration for Achieving the Financial Goal

- Reduce teaching and support staff to match revenues from reduced student numbers with the school's expenditures;
- Restructure specific school programs to reduce expenses while ensuring the sustainability and quality of the programs;
- Improve fundraising efforts to ensure that 50% of the school's families participate in giving at the school at whatever level they can;
- Encourage board members to support fundraising efforts by attending school events, soliciting donations, and supporting a robust board marketing committee;
- Write grants for specific school needs that would otherwise be expended from operational funds.

Building and Facilities

- The Administration will have the school's land appraised for purposes of considering options for use of the land.
- The school will produce and begin to follow a Reserve Study as a budget planning tool that identifies and prioritizes maintenance, repair, and replacement to offset on-going deterioration and to improve school spaces. This Reserve Study will be reviewed and followed annually.

Safety

The school will develop a comprehensive emergency operation plan and emergency protocols based on new state requirements and best practices by the beginning of the school year 2024-25.

Culture of Giving and Volunteering

- The Board will establish a Parent-Teacher Organization (PTO) as a committee of the Board of Directors that will collaborate with the Marketing Committee on community outreach and fundraising.
- The PTO will establish bylaws and/or rules of order that govern its meetings, planning, coordination, execution of events, and its leadership/hierarchy.
- The PTO will achieve a membership of 8-15 individuals.
- The Administration will provide on-going training for teachers and staff on the importance of building relationships with parents and how to build productive relationships.
- Through a combined effort, the PTO, Marketing Committee, and Administration will support efforts to raise \$10,000-\$25,000 annually in donations from its parents and community members.
- The Administration will ask for donations at registration and provide a donation receipt for monetary or non-monetary contributions that will act as official proof of the contribution for claiming a tax deduction.

Three-Year Goals (2024-2027)

Academics

- Students' school-wide proficiency metric in mathematics on the statewide, summative RISE assessment will increase by 10% between 2024 and 2027.
- 65% of students will meet their targeted growth goals by the end of the 2026-27 school year based on BOY, MOY, and EOY data provided by internal assessments.
- 75% of third-grade students will be reading at or above grade-level by end-of-year as measured by the Acadience Reading assessment.

Student Retention

By the end of the 2026-2027 school year, the school will have retained 80% of its eligible students in each of the previous school years by engaging in marketing and recruiting, by building a strong program that attracts students, and by providing strong customer service that provides for a friendly and inviting school environment for prospective and enrolled families.

Enrollment

The Administration will stabilize the school's enrollment numbers at 375 by engaging in enhanced marketing practices to increase the school's visibility in the community, improve its academic and other school programs, and offer value to community members that differentiates it from other charter schools or district schools.

Building and Grounds

- The school will follow its established Reserve Study from 2024-2027 to ensure that priorities for safety and building maintenance have been addressed.
- The school will seek to develop areas adjacent to the school in a cost-effective manner for the purpose of easy access to expeditionary and place-based learning.

Articulation Agreement/s

The school will establish at least one articulation agreement with a charter or alternative district high schools in Cache Valley (such as InTech High School) to support the improvement of its enrollment numbers, relationships with nearby schools, and sharing of resources and/or programs.

Educational Technology and Security

The school will fully replace its technology communication and security systems over a three-year period in order to ensure the safety of students in the building, cybersecurity, external and internal security, and communication among stakeholders.

Culture of Giving and Volunteering

- The PTO will host monthly events for parents to mingle and build community.

- The PTO will plan and host three annual community events which become traditions at the school and support fundraising efforts.
- The PTO will build its membership up to 15-20 individuals with a sustainable model of transitioning leadership.
- Through a combined effort, the PTO, Marketing Committee, and Administration will support efforts to raise \$25,000-\$35,000 annually in donations from its parents and community members.
- The Administration will continue to ask for donations at registration and will include donations for fieldwork and a MS capstone project.
- The Administration will produce an Annual Report to its stakeholders that includes publishing its donors (monetary and gifts in kind), parent volunteers, events, and business sponsors.

Five-Year Goals (2024-2029)

Academics

- 70% of students will demonstrate proficiency or above proficiency on the Acadience Math and Reading assessments by end-of-year assessments.
- The school's proficiency scores on the State Summative Assessment (RISE) will be above state average in all subjects tested.

Student Retention

By the end of the 2028-2029 school year, the school will have retained at least 85% of its eligible students in each of the preceding two school years by engaging in marketing and recruiting, by building a strong program that attracts students, and by providing strong customer service that provides for a friendly and inviting school environment for prospective families.

Building and Facilities

- The school will renovate specific classrooms to better accommodate its project and place-based pedagogy.
- The renovation may include a space for a Pre-K classroom as well as spaces for a traditional and/or digital makerspace.
- The school may also decide to develop additional areas on its own land for place-based or expeditionary learning. To do so, the school may use its own capital funds or seek a modest loan from the Charter School Revolving Loan program.

Transportation

The school will consider cost-beneficial agreements for providing transportation for its students to and from field trip destinations, place-based learning spaces, and other areas for expeditionary and project-based learning. Such arrangements could include the school's purchase of a bus, vans, or other vehicles allowed by the state for transporting students.

Place-Based Learning and Outdoor Education

The school will increase the quality and frequency of students' outdoor and place-based learning by developing a vertical curriculum for place-based and outdoor education. The school will also ensure that all students, K-8th grade, have regular, scheduled outdoor and place-based learning experiences aligned with recognized and developmentally appropriate standards in outdoor and place-based education.

Recommendations from Administration for Achieving the Outdoor and Place-Based Education Goal:

- The Administration will create and implement a vertical curriculum for Outdoor and Place-Based Education that includes interdisciplinary study and authentic inquiry.
- The Administration will organize classroom teachers and/or specialists for improved delivery of outdoor and place-based education.
- The Administration will ensure that teachers use spaces on or near the school's grounds for some outdoor and place-based learning.
- The Administration will utilize a busing service or its own buses to include full classes or half classes in transporting students for outdoor education and place-based learning where appropriate.
- The Administration will establish partnerships with local outdoor educational institutions and sister schools to provide outdoor and place-based learning opportunities.

Culture of Giving and Volunteering

- Through a combined effort, the PTO, Marketing Committee, and Administration will support efforts to raise \$35,000-\$50,000 annually in donations from its parents and community members.
- The Administration will continue to ask for donations at registration but will focus on community/business donations for specific projects.



*

Ten-Year Goals (2024-2034)

Finances

The school will have developed a strong, long-term financial plan based on conservative planning and budgeting, maintenance of adequate unrestricted cash, adherence to a strong Reserve Study schedule, including a schedule of capital improvements and future operating and capital needs, and effective utilization of resources.

Governance

By the 2033-2034 school year, and during the previous five school years, the school will have operated with a fully functioning board with seven members consistently participating, functioning board committees, an on-boarding process for new board members, annual strategic board planning, monthly training of board members, a board evaluation process, and strict adherence to best practices for board sustainability.

Land Development

By school year 2033-34, the school will have developed its land across the street to include areas for place-based, project-based, and expeditionary learning to support its curriculum and pedagogy. The school will include a pavilion and community meeting area that can be rented and/or offered for community and private events.



XI. Appendix I

Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T.)

Strengths (usually internal)	Weaknesses (usually internal)
<u>Board of Directors</u> • Committed board members • Historical knowledge of core members • Burgeoning committee structure • Longevity in officer positions • Positive engagement and collaboration with administration <u>Financial</u> • Appropriate cash on hand • Within recommended range of percentage of operating budget dedicated to occupancy • Healthy asset/debt ratio • Grant support - such as SBMHQ Grant, School Improvement Grant, etc. • Improved monitoring and internal controls • High student retention rates <u>Academic</u> • Scores have increased substantially since COVID in all academic areas tested on RISE • Implementation of MTSS Program (2023-24 school year) • STEM, place-based, and project-based curriculum/pedagogy - desired by parents <u>Building/Facilities</u> • Prioritized repairs have been scheduled • Prioritized repairs have been included in the FY25 budget • Administration has created a	<u>Board of Directors</u> • Recruiting new members • Orientation of new members • PTO, as board or administrative committee to work with Marketing Committee • Difficulty in sustaining a parent organization to work with the Board on fundraising, outreach, marketing, and building community <u>Financial</u> • Declining enrollment • Need to match revenues and expenses and preserve programs with declining student numbers • Need to review contracts with third-parties and resolve unfavorable contracts • Lack of visibility of the school and its programs among target populations <u>Academic</u> • Several low cohorts performing below grade-level in reading and math • Staffing constraints related to enrollment numbers • Unique program and pedagogy that requires continual professional development • Curriculum that requires transportation, and STEM supplies/equipment • Lack of consistent transportation for experiential and place-based learning

reserve study (replace and repair schedule) for digital devices, internet hardware and software, cybersecurity, and related - Room on the property to cultivate areas for place-based learning <u>Administration</u> - Delegation of tasks and specialization of tasks - Sustainable model for division of labor - Building capacity from within the institution - Absorption of job responsibilities previously accomplished by additional support staff <u>Teachers/Staff</u> - Highly qualified, licensed teachers - Staff reduction to core group of dedicated teacher - Consistent training in professionalism, evidence-based pedagogies, and content and strategies specific to curriculum - Competitive salaries and benefits (by comparison to other charter schools) - Strong administrative support for teachers through mentoring and coaching	<u>Building/Facilities</u> - Aging building - Areas in need of repair - Reserve study needed - Financial impact of building/facilities reserve study is currently unknown - Under utilization of some spaces - for instance, the Tinker Space and outdoor spaces <u>Administration</u> - Sustainability of administrative positions given declining enrollment - Historical pattern of high turnover - Historical pattern of troubled relationship with the board <u>Teachers/Staff</u> - Consistent training needed for place-based and project-based pedagogies - Recent high rate of departure and turn-over - Teacher shortages
Opportunities (usually external) <u>Board of Directors</u> - Opportunity to include community members on board committees - Opportunity to utilize committees to recruit and train future board members - Opportunity to refine on-boarding and orientation processes - Opportunity to implement annual board evaluations, executive	Threats (usually external) <u>Board of Directors</u> - Difficulty in acquiring and sustaining seven (7) board members - Quick turnover of board members and consequent loss of institutional memory - Lack of community members on committees

director evaluations • Opportunity to ensure sustainable culture and systems <u>Financial</u> • Opportunity for marketing and community outreach to ensure visibility of the school and its programs among its target populations • Opportunity to execute articulation agreements with willing charter high schools • Grant writing for maker-space and equipment and supplies for place-based and expeditionary learning • Opportunities to engage in fundraising (Annual Fund, fundraising events, community/business donations) • Opportunity to qualify as an education provider for Utah Fits All Scholarship <u>Academic</u> • State requirement of 75% of students' achieving grade-level reading by 2027 • Adoption of state-required, evidence-based curriculum for reading • Utilizing state strategies on improving attendance <u>Building/Facilities</u> • Adopting and implementing a state-required emergency operation plan <u>Administration</u> • Utilizing state-sponsored or association-supported programs	<u>Financial</u> • Declining enrollment (declining school-age demographic) • Low state funding for education (relative to other states) • End of ESSER Funds • Cost of employee benefits packages outstripping increases in WPU • Competition from other charters and district schools • Bad public relations related to social media communication within the community • Education funding uncertain with potential new constitutional amendment <u>Academic</u> • Lingering effects of pandemic on students' social, emotional, and academic levels • Increasing numbers and intensity of behavioral problems among students <u>Building/Facilities</u> • Adjusting expenditures and revenues to complete maintenance and repair while complying with state budget requirements • Cybersecurity, data security • Security of physical building • Rising costs of supplies and services • Legislated safety improvements without commensurate state funding <u>Administration</u> • Legislation that increases reporting, requirements and
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for school improvement • Utilizing state-sponsored or association-supported programs to build administrative capacity <u>Teachers/Staff</u> • Using state-sponsored or association-sponsored alternative pathways for educator licensure to grow own teachers • Incentivizing school's existing teachers to acquire additional endorsements and certifications through state programs	compliance measures • Shortage of experienced charter school administrators <u>Teachers/Staff</u> • Teacher shortage - general education • Acute teacher shortage - special education • Competitive salaries in for educators in the private sector and outside of education
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