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The Center for Creativity, Innovation and Discovery

Teacher and Student Success Act Framework Policy

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Philosophy

The Governing Board of The Center for Creativity, Innovation and Discovery ("CCID"), pursuant to UCA 53G-7-1304, hereby adopts the following framework policy within which CCID's administration has developed a Teacher and Student Success Plan "(TSSA")" to become effective concurrent to the approval of the Board.

The Governing Board affirms that the objective of the TSSA Plan is to improve school performance or student academic achievement. The Board also acknowledges that the USBE has established standards governing the distribution of TSSA program funds, as well as related accountability standards.

Program Requirements

The Governing Board understands that the goal of the TSSA Plan shall be to improve school performance or student academic achievement by 1% per year on the State summative assessment or the necessity of a change of TSSA Plan is indicated.

The Board also acknowledges that distribution of CCID's annual program allocation is dependent on submission to the Utah State Board of Education (USBE's) of the TSSA Plan through the grant management system. From that point, CCID must submit annual assurances in accordance with the requirements of R277-108 by November 1st of each school year or forfeit program funds.

As required by USBE rule, CCID will submit the TSSA Plan to the USBE, post the TSSA Plan on the school's website, and publish the TSSA Plan to CCID's community.

Allowable Expenditures

In accordance with statute and USBE rule, CCID may spend TSSA monies on the following:

- CCID may spend up to 40% of its allocation to increase pay of existing teachers, *if CCID's average teacher salary is below the state average*.
- CCID may spend up to 5% of allocation on personnel retention, **not** including uniform salary increases.
- CCID may spend the balance as determined by the school's TSSA Plan including, but not limited to, the following:

    o   Personnel stipends for taking on additional responsibility outside of a typical work assignment;

    o   Professional learning;

    o   Additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;

    o   Technology;

    o   Before-or after-school programs;

    o   Summer school programs;

    o   Community support programs or partnerships;

    o   Early childhood education;

    o   Class size reduction strategies;

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- o   Augmentation of existing programs; or,
- o   Any other strategy reasonably designed to improve school performance or student academic achievement.

Definitions and Limitations

- ● "Average Teacher Salary" means an LEA's teacher salary expenditures on the annual financial report from the fiscal year from which data is most recently available divided by the LEA's number of full-time equivalent educators or FTEs from the most recent educator CACTUS submission.

- ● "Capital Expenditures" includes improvements to a building or school grounds; a school bus; rent, lease, or bond payments; and, a portable classroom or costs related to moving a portable classroom.

- ● "District Administration Costs" does not include salary-driven benefits for school personnel charged at the LEA level.

- ● "Funding Limitations" of this program prohibit any funding received pursuant to a TSSA Plan to be used to supplant funding for existing education programs; to support board or school-wide administration costs; or, for any capital expenditures.

- ● "Plan" means the TSSA program created by CCID's Governing Board upon recommendation from CCID's Administration.

- ● "School Personnel" does not include the following:
    - o   School-level administrative or operational staff;
    - o   Building or maintenance staff, including custodial and grounds staff;
    - o   Transportation staff;
    - o   Child Nutrition services staff;
    - o   Operational or facility support staff;
    - o   Financial staff;
    - o   Information technology staff;
    - o   Legal staff;
    - o   Secretarial staff; or,
    - o   Other, LEA-level staff.

- ● "State Average Teacher Salary" means the statewide teacher salary expenditures reported on the annual financial report by LEA from the most recent fiscal year for which data is available divided by the number of full-time equivalent educators or FTEs from the most recent educator CACTUS submission.

LEA Financial Reporting and Prohibited Uses of Program Funds
CCID may only use program money for specific purposes as outlined above, as indicated in statute, and as described in USBE rule.

Schools may **not** use program money for any of the following:

- ● To support adult education programs;
- ● To pay for contracted services commonly performed by the following staff:

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- School-level administration staff;

- Building and maintenance staff, including custodial staff;

- Transportation staff;

- Child nutrition services staff;

- Operation or facility support staff; or,

- LEA-level staff.

Accountability Performance Standards

In accordance with R277-927-6, the USBE will determine the threshold of points that designate a school as succeeding in school performance as described in Subsection 53G-7-1306(1)(a). A school will be deemed as succeeding in school performance, if, in the most recently published overall school accountability ratings, the school is designated as a commendable or exemplary school as per R277-498-2. For purposes of determining the performance standards for a school described in Section 53G-7-1306(1)(b), a school meets the performance standards if the school meets the criteria described in Section 53E-5-203(2).

Governing Board Adopted October 30, 2019
September 10, 2020 Yearly review of TSSA Policy and Framework

CCID Governing Board Adopted Sept. 10, 2020

The Center for Creativity, Innovation and Discovery

Teacher and Student Success Act (TSSA)
Framework 2020-2021

Governing Board Focus

The Center for Creativity, Innovation and Discovery ("CCID") is dedicated to helping students discover the power of their own potential — to be creative, to innovate, and to challenge discovery. We promote engaged, authentic, and effective learning that prepares students to excel in the 21st century by:

- Hiring and developing outstanding PBL Teachers
- Delivering instruction to meet individual needs
- Promoting place-based, project-based learning with real world applications
- Integrating art, music, science, media, and technologies into the core curriculum
- Utilizing community partnerships, real life experiences, nature and the outdoors to inspire and enrich the educational experience

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State Allocated Funding for 2020-2021 School Year

$61,753

40% to increase teacher pay: $24,701
5% to fund school personnel retention: $3,087
27% to support purchases of technology and technology-supported learning software: $16,500
16% % to support purchase of curriculum: $10,000
8% to support professional learning: $5,000
3% to support school library for student research and use: $2,000

Governing Board-Approved Expenditures

Professional learning, teacher salaries, technology-supported learning hardware and software, before or after-school programs, community support programs or partnerships, augmentation of existing academic programs, and other strategies designed to improve school performance or student academic achievement.

Governing Board-Prohibited Uses

Administration, maintenance, custodial, transportation, child nutrition services/staff, operations, facility support staff

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Annual Report to the Governing Board

The Executive Director will report annual on the *School Performance Results* in conjunction with the School Strategic Plan.

Description of the Plan

- o CCID will increase teacher pay in an effort to increase retention of highly-qualified teachers.
- o CCID will provide salary incentive to returning staff.
- o CCID will purchase devices and technology-supported learning software to improve individualized learning, differentiated instruction, and progress monitoring.
- o CCID will provide its teachers with curriculum and individualized and group training related to technology-supported learning, mathematics, reading, science and writing instruction, and training on the use of school-wide tools to collect and understand data in order to improve learning and instruction at the school.
- o CCID will support library needs so that students have additional resources.

Measurable Desired Outcomes

Increase in student academic achievement by 1% per year as required by UCA 53G-7-1304

CCID Governing Board Adopted Sept. 10, 2020