

THE CENTER FOR CREATIVITY, INNOVATION AND DISCOVERY (CCID)

A Public Charter School

Melissa Shunn-Mitchell, Applicant

7/1/15

REQUIRED INFORMATION

Charter School Information				
1. Name of proposed charter school – The Center for Creativity, Innovation and Discovery				
2. Name of applicant – Melissa Shunn-Mitchell				
3. Authorized Agent – Melissa-Shunn-Mitchell				
4. Mailing address: 67 South Sherwood Drive, Providence, UT 84332				
5. Phone number – 435-770-5823			6. Email address – shunn.mitchell@gmail.com	
7. District(s) where proposed charter school is located – Logan School District and Cache County School District				
8. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)				
Name	Email	Position on Board (e.g., chair, secretary)	Type of Member (e.g., parent, business)	Profession
Melissa Shunn-Mitchell	shunn.mitchell@gmail.com	Chair	Educator, advocate, non-profit	Educator
Mark Wallin	spudwallin@gmail.com	Co-chair	Educator	Educator, Construction Management
Barbara Love Wallin	barb@sirtecplastics.com	Treasurer	Business	Manufacturing, Finance
Karen Steele	kljsteele@gmail.com	Secretary	Non-profit, Educator	Educator, Non-profit
Kurt Johnson	kurtusu@gmail.com	Trustee	Educator, Non-profit	Educator
Anitra Jensen	anitraajensen@gmail.com	Trustee	Educator	Educator, Administration
Bryan Morgan	bryan@import-auto.biz	Trustee	Parent, non-profit, business	Business Management

9. Year school will start – August 2017	10. Grades served – Kindergarten – 8 th
<p>11. Requested Enrollment</p> <p>Year 1: Grade K: 52, Grades 1-6: 278, Grades 7-8: 0, Grades 9-12:0, Total: 330</p> <p>Year 2: Grade K: 52, Grades 1-6: 316, Grades 7-8: 56, Grades 9-12: 0, Total: 424</p> <p>Year 3: Grade K: 52, Grades 1-6: 316, Grades 7-8: 112, Grades 9-12: 0, Total: 480</p> <p>Does proposed grade configuration match resident district grade configuration ___Yes <input checked="" type="checkbox"/>No</p>	
<p>12. Is this proposal seeking special treatment under UCA <u>53A-1a-501.9?</u> ___Yes <input checked="" type="checkbox"/>No</p>	
<p>13. Is this proposal seeking priority consideration under UCA <u>53A-1a-502.B?</u> ___Yes <input checked="" type="checkbox"/>No</p>	
<p>14. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles. Provide details regarding the need for the waiver as Attachment B).</p>	

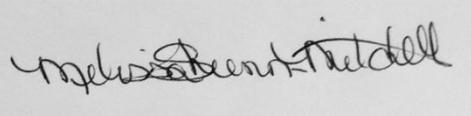
<p>Signatures</p>
<p>WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the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

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The Center of Creativity, Innovation and Discovery

EXECUTIVE SUMMARY

Education in America has been a topic for argument, debate and reform for as long as there has been public education in America. Stakeholders in the educational enterprise have all weighed in on what education should look like, what should be taught and who should teach it. However, in a rare show of agreement all parties are declaring: The American education system in science, technology, engineering and math (STEM) is in crisis. In a recent Global Report Card comparing U.S. schools to their international counterparts the scores show that not only have we failed to address the STEM education problem; we are letting it get worse¹. The ramifications of this crisis are sobering in terms of unemployment and inequality of opportunity. Those who aren't well prepared in science and technology will see their options in the job market become only fewer and less attractive with each passing year. Additionally disheartening is the lack of girls and minorities in STEM fields. In the United States, fewer than 15 percent of working engineers are women despite comprising half of the population. The purpose of The Center for Creativity, Innovation and Discovery (CCID) is to provide parents with an option that will better serve the needs of students who are interested in STEM or want to foster a passion and curiosity for the STEM disciplines, who want a wide variety of learning opportunities and instructional strategies and where educators will use different and innovative methods to meet the needs of students.

The average amount of time an elementary school student spent on science was 2.9 hours a week in 2012². At CCID we find that wholly unacceptable. As stated in our mission statement we will provide a "challenging, integrative and field-based STEM-centered curriculum" which will provide an active immersion in science, technology, engineering and math ALL hours of the school day/week. Using research supported instructional strategies, a positive learning environment and collaborative student-community partnerships, students at CCID will generate a passion and curiosity for the STEM disciplines. A passion and curiosity for the STEM fields will improve student learning by providing our students with opportunities to engage in project-based, place-based, field-based and inquiry-based learning which are at the heart of 21st century skills. As a student centered school, CCID will cultivate a learning environment in which students have significant opportunities to take charge of their learning. Students will be encouraged to continually question, explore and challenge their understanding in an environment that fosters trial and error to achieve success.

CCID will recruit students from all demographics in Cache County. We will strive to attract students who desire a challenging, integrative, field-based, STEM-centered curriculum. Additionally, we plan on recruiting students who are underrepresented populations in STEM fields. There is a large amount of research that reveals girls and

¹ "Global Report Card | United States Education | Nation ..." 2005. 29 Jun. 2015
<<http://globalreportcard.org/>>

² Banilower, Eric R et al. "Report of the 2012 National Survey of Science and Mathematics Education." *Horizon Research, Inc.* (2013).

minorities are underrepresented in the STEM disciplines. Our faculty and staff will receive specific and specialized training to address those needs.

While STEM can be seen in a variety of forms, schools are typically separating science, technology, engineering and math into isolated curricula “silos.” Unfortunately, this approach to STEM robs students of opportunities for authentic investigation and analysis. CCID will create STEM classrooms that shift students away from learning isolated facts to experience-based inquiry. Students will design, model and test solutions. They will analyze data and report their findings to one another or to their peers in the school or even to others over the Internet. All instructional activities and experiences will explicitly provide consistent and clear understanding of what children are expected to learn, be clearly communicated to and understood by students, parents, school professionals and community, showcase students’ diverse strengths, have individual and personal value, demonstrate quality of standards instead of quantity of standards, hold all students to high standards and promote equitable classrooms.

Research shows that many elementary teachers feel anxious about teaching STEM subjects. If they themselves lack confidence, how can they impart passion and knowledge to their students? At CCID we will develop a teaching environment that will facilitate teachers overcoming anxiety, becoming immersed in STEM topics and developing the confidence to effectively teach for tomorrow's needs.

In today’s educational climate of high stakes testing and accountability CCID is ever mindful to carefully and intentionally set high standards for student learning. The goal for assessment at CCID is to accurately determine whether students have learned the material or information being taught. This will reveal whether they have complete mastery of the content with no misconceptions.

Finally, the core values of creativity, innovation and discovery will permeate through every aspect of life at CCID. We believe that **creativity** is a skill that must be intentionally developed and a process that must be skillfully managed. Innovative schools have a culture that allows **innovation** to develop. A vital component is an ‘entrepreneurial’ and ‘risk taking spirit’. At CCID teachers will work together to create new ideas, learn new skills and develop programs. **Discovery** at CCID is an active process of inquiry-based instruction that encourages learners to build on prior knowledge through experience and to search for new information and relationships based on their interests.

1. SCHOOL PURPOSE

The purposes of the charter school as outlined in 53A-1a-503 are:

1. **Continue to improve student learning:**

The Center for Creativity, Innovation and Discover (CCID) will continue to improve student learning by providing our students with opportunities to create meaningful and engaging learning opportunities through project-based, place-based, field-based and inquiry-based experiences with a focus on creativity, innovation and discovery.

2. **Encourage the use of different and innovative teaching methods:**

CCID Faculty will be expected to use different and innovative teaching methods with a focus on creativity, innovation and discovery. Professional development will be provided to enhance the use of different and innovative teaching methods. CCID Faculty will be expected to stay current on the latest research in the subjects and grades they teach. CCID administrators and mentors will be trusted guides to educators as they use innovative methods to meet the needs of the students.

3. **Create new professional opportunities for educators that will allow them to actively participate in designing and implementing learning:**

CCID will create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school by forming curriculum development teams charged with the responsibility of integrating STEM disciplines into Core Standards. Additionally, faculty will partner with community members to create a wide variety of project-based and place-based learning opportunities with a focus on creativity, innovation and discovery.

4. **Increase choice of learning opportunities for students:**

CCID will increase choice of learning opportunities for students by incorporating the core values of creativity, innovation and discovery with a focus on the underrepresented population in STEM fields.

Mission Statement:

The Center for Creativity, Innovation and Discovery (CCID) is a student centered K-8 charter school that provides a challenging, integrative and field-based, 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.

Vision:

Our 5-10 year vision for The Center for Creativity, Innovation and Discovery (CCID) is to create a school that strictly adheres to its three core values of creativity, innovation and discovery. These core values will be observed throughout the school in our

classrooms and shared spaces. Our focus on STEM will be seen through students' work. A visitor will know that CCID is a student centered school that cultivates a learning environment in which students have significant opportunities to take charge of their learning.

Each student will have a Personalized Learning Plan (PLP) to develop student responsibility and initiative. Student progress and growth will be observed through their PLP along with a variety of assessments. As students are engaged with their learning, we hope to see an increase of CCID students who gravitate toward STEM disciplines.

Through CCID's challenging, integrative and field-based, STEM-centered curriculum, our students will have developed the following attributes: problem solvers, innovators, inventors, self-reliant, logical thinkers and technology literate.

CCID will utilize Professional Learning Communities (PLC). PLC will include but are not limited to: faculty and staff, community members, parents and content experts. The main focuses of PLCs are to ensure that students are taught using faculty developed integrated, STEM-centered curriculum supplemented with research-supported curriculum. An integral part of the successful achievement of CCID's mission will be observing students' growth and achievements in the STEM areas.

The hallmarks of an education at CCID are students that: think critically and problem solve, demonstrate agility and adaptability, demonstrate effective oral and written communication, demonstrate initiative and entrepreneurialism, access and analyze information, collaborate across networks, cherish curiosity and imagination and lead by influence.

Educational foundation and culture:

The Center for Creativity, Innovation and Discovery (CCID) believes that students generate and retain learning through the use of research supported instructional strategies, engaging learning activities and rich and multiple resources. We believe assessment drives learning through spiraling curriculum in all subject areas. CCID will monitor and evaluate student progress through meaningful assessments with the outcomes resulting in self-reflection, planning of instruction and reporting to stakeholders. "The best assessment informs decision making about the needs of individual learners and leads to instruction that addresses students' weaknesses and builds on their strengths."¹ Three essential questions will be asked to ensure that learning is student centered and instruction and assessment are effective:

1. What should each student learn through support and implementation of Utah State Core Standards?
2. Which assessments should be administered to reliably reveal a student's strengths and weaknesses?
3. What research-based instructional strategies will address the individual needs for each student's strengths and weaknesses?

The students at CCID will foster a passion and curiosity for the STEM disciplines as they engage with experiences to explore and interact with the Utah Core Standards through daily research activity. CCID will be a safe environment where students are encouraged to take risks and explore ideas.

A touchstone of CCID’s educational foundation is ensuring that there are professional opportunities for faculty and staff to improve and gain confidence in implementing an integrative STEM-centered curriculum.

Anticipated population, including grades served and requested enrollments:

The Center for Creativity, Innovation and Discovery (CCID) seeks those students from all demographics in Cache Valley who desire a challenging, integrative, field-based, STEM-centered curriculum. We hope to attract students who would benefit from our unique teaching methods, especially incorporating the core values of creativity, innovation and discovery with a focus on the underrepresented population in STEM fields.

	K	1	2	3	4	5	6	7	8	Total Students
Year 1	52	52	52	52	52	52	18	0	0	330
Year 2	52	52	52	52	52	52	56	56	0	424
Year 3	52	52	52	52	52	52	56	56	56	480
Capacity Enrollment	52	52	52	52	52	52	56	56	56	480

Explain how the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population:

The Center for Creativity, Innovation and Discovery (CCID) will meet the needs of our target population by being student centered. Students at CCID will have opportunities to explore their interests in an environment that celebrates talents in all subject areas. We know everyone is good at something; we will encourage the development of the “something” so students can take pride and be confident in their skills and talents.

“The aims of education are to enable students to understand the world around them and the talents within them so they can become fulfilled individuals and active, compassionate citizens...many highly talented, brilliant people think they are not because the thing they were good at in school wasn’t valued or was actually stigmatized. The consequences are disastrous for individuals and for the health of our communities.”³

³ "Creative Schools - Sir Ken Robinson." 2015. 26 Jun. 2015 <<http://sirkenrobinson.com/creative-schools-the-grassroots-revolution-thats-transforming-education/>>

CCID will use teaching methods that promote activity, engagement and curiosity. Through research supported instructional strategies, students will have a variety of opportunities to learn the Utah Core Standards and retain their learning because they are active in their learning and not just memorizing isolated facts. Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences.

2. MARKET ANALYSIS

Describe the education landscape in this community, including specifying clearly what educational goals or programs are not being met currently in the area:

The Center for Creativity, Innovation and Discovery (CCID) will be located in Cache County and will serve students from Cache Valley. It will also serve students who are unable to get into Bear River Charter, Edith Bowen and Thomas Edison (the other charter schools) or who are looking for an alternative educational model.

Located within the boundaries of Cache County School District and Logan School District there are: five high schools, seven middle schools, twenty-two elementary schools, no private schools and three charter schools.

Recent data for building permits issued, census records and school enrollment records show the school age population in Cache County is steadily increasing. Record-low mortgage rates, an improving job market and affordable cost of living are attracting even more people to reside in our area, which also increases the school age population.

There is not a current school in Cache County that uses the educational model that CCID has created. Our student-centered, field-based and integrative STEM-centered curriculum is a unique model that is the creation of experienced educators who have spent many years in the classroom, studying best practice and engaging in educational research. These educators along with community members strive to see an increase of students entering the STEM fields when they leave school.

CCID is not aware of any other schools in the area that utilize Personalized Learning Plans (PLPs) for each student. PLPs assess each student's progress and growth through academic, personal and social goals. The student, parents and teachers monitor PLPs. Progress is continually monitored and recorded with data collection and assessments.

Faculty and students at CCID will spend a large amount of time in place-based education. There is a growing body of research on the benefits of place-based learning. Among them: higher test scores, better grade point averages, improved classroom behavior, increased self-esteem and problem-solving abilities and higher-level thinking skills:

“Place-based education is the process of using 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. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their communities, enhances students’ appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens.”⁴

CCID will foster a passion and curiosity for STEM in all students particularly girls and minorities. There is a significant amount of research that shows girls and minorities are underrepresented in the STEM disciplines. To accomplish this we will meet the unique needs of girls and minorities by providing specific and specialized training to our faculty and staff.

Identify all public and private schools within a 5-mile radius of the proposed, target location:



⁴ Sobel, David. "Place-based education: Connecting classroom and community." *Nature and Listening* 4 (2004).

Describe data that points to trends/shifts within target location specific to school selection (e.g., educational model, purpose, location):

Educational Model

Personal conversations between parents and founding board members discovered there is an intense interest from parents to have a school option with a challenging, integrative and field-based STEM-centered curriculum. The parents we spoke to want their children to be active and engaged in their learning. There is not another school in Cache County that offers this educational model.

Purpose

The purpose of CCID is to provide parents with an option to better serve the needs of students who are interested in STEM or want to foster a passion and curiosity for the STEM disciplines. Parents consistently requested a school with a wide variety of innovative learning opportunities and instructional strategies. Additionally, there were a number of parents who showed great interest for classrooms that encourage girls and minorities to have positive interactions with STEM.

Location

Significant growth in our area is identified by the rapid increase in the number of building applications issued in the past 12 months. Data shows we are issuing building permits at an accelerated pace compared to the last 4 years. For instance there were 11 building permits issued by Cache County in June of 2014 and 40 building permits issued in June of 2015.

Record-low mortgage rates, an improving job market and affordable cost of living are giving our area a boost of confidence and desirability. Gains in housing will help shore up economic growth and the number of people moving into our area will also increase as historical data indicates.

According to the U.S. Census Bureau, in 2010 Cache County the population was 112,656. The estimate for each year has gone up with an increase of 5,697 in population totaling 118,343 in 2014. There have been 9,271 births between 2010 and 2013, adding to the number of students who are coming of age to attend Kindergarten. There is a higher percentage of children under the age of 5 in Cache County compared to the state average. These are all indicators that Cache County is growing and producing children who are or will soon be attending school.

Provide the characteristics of the proposed charter school that sets it apart from others in target location:

Most schools in our area are still separating science, technology, engineering, and math into isolated curricula. CCID will create STEM classrooms that shift students away from learning isolated facts to experience-based inquiry. The CCID classroom will be a learning environment that will require students to actively participate in solving problems that encourage and promote original research. Our faculty will be trained to integrate STEM with Utah Core Standards allowing for engaging, meaningful learning of science,

technology, engineering and math. Students at CCID will learn about STEM fields and have authentic STEM experiences with partners in the local community and partners outside of Cache Valley. CCID has already set up partnerships with local businesses and the larger community to help show students what STEM looks like in the real world.

A survey by the American Association of School Administrators found that more than half of schools eliminated field trips in 2010–11⁵. At CCID field experiences are a necessary part of integrative learning. Field experiences consist of but are not limited to: visiting local businesses, trips to nature areas and growing a garden.

3. PROGRAM OF INSTRUCTION

Identify the school's philosophical approach to educating students and ensure that educational priorities are meaningful, manageable, and measureable, and focuses on improving students outcomes:

The Center for Creativity, Innovation and Discovery (CCID) follows the progressivism philosophical approach to educating students. We believe education should focus on the whole child. Personal and social skills need to be developed with academic skills. Learning is active, not passive. Students should test ideas by active experimentation. "Learning isn't something that happens to individual children - separate selves at separate desks. Children learn with and from one another in a caring community, and that's true of moral as well as academic learning".⁶ Community and collaboration are an essential part of our educational philosophy.

Teachers will use Utah Core Standards as the foundation of what will be taught to students. The curriculum will allow students to construct their own knowledge. Teachers will adapt the curriculum to address students' suppositions and assess learning in the context of teaching. Assessment will provide student, parent and teacher with individual strengths and weaknesses to guide the student's educational progress.

Our educational model will provide opportunities for students in all grades to spend time between the indoor and outdoor classrooms. Cache Valley has a diverse landscape that provides outdoor classrooms for students to experience writing, social studies, science and math in engaging ways. Instruction will be organized around activities and experiences where students will be able to demonstrate progress and mastery of the Utah Core Standards. Individual student growth and progress will be collected through a variety of assessments, portfolios, journals, etc. as part of their Personalized Learning Plan (PLP).

Teachers will meet no less than bi-monthly with each student to work on their goals and their progress. Student PLP goals will be SMART goals, Specific, Measurable, Attainable, Realistic and Timely. The PLP will guide instruction, activities and

⁵ "The Educational Value of Field Trips - Education Next ..." 2013. 24 Jun. 2015
<<http://educationnext.org/the-educational-value-of-field-trips/>>

⁶ "Progressive Education (#) - Alfie Kohn." 2014. 29 Jun. 2015
<<http://www.alfiekohn.org/article/progressive-education/>>

assessment. Teachers will meet weekly as Professional Learning Communities to assess and navigate instruction and how it is supporting student PLPs.

When a student has been identified as struggling or not progressing CCID will use Response to Intervention (RtI). Teachers may use an alternative approach that determines whether the student responds to “scientific, research-based” classroom instruction. If not, then more intensive and targeted interventions will be provided.

The Center of Creativity, Innovation and Discovery Educational Program

The mission of The Center of Creativity, Innovation and Discovery is:

A student centered K-8 charter school that provides a challenging, integrative and field-based, 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.

At the beginning of the school year CCID faculty will meet with each student and their parents to explain the purpose and process of using a Personalized Learning Plan (PLP). Aligning with the Utah Core Standards, SMART goals will be created and monitored and assessed daily by students, weekly by faculty and no less than bi-monthly by student, parents and teachers.

Faculty and staff at CCID will create Professional Learning Communities (PLC) to collaborate, design and implement curriculum and learning projects. CCID’s governing board will approve the curricula used. Ongoing assessment and evaluation of curricula will ensure that research supported strategies are driving student instruction. Additionally, to ensure the effectiveness of the curricula three essential questions will be asked to guide effectiveness of curricula and instructional strategies:

1. What should each student learn through support and implementation of Utah State Core Standards?
2. Which assessments should be administered to reliably reveal a student’s strengths and weaknesses?
3. What researched-based instructional strategies will address the individual needs for each student’s strengths and weaknesses?

For a significant part of the school day, teachers and students will be engaged in projects and activities that align with Utah Core Standards in ways that promote CCID’s core values. Students will conduct experiments, make observations, carry out fieldwork assignments, design and participate in engineer projects, reflect and evaluate what they have learned. Students will work independently or in small groups as they learn to collaborate.

CCID realizes the importance of the Arts in education. The Fine Arts and Performing Arts are an integral element of STEM at CCID as stated below. Students are able to express themselves and what they have learned through the Arts.

Ongoing professional development, both on-site and off-site, will be provided by CCID. Extensive training and resources will equip teachers with innovative methods to enhance their teaching instruction. Teacher development and collaboration across disciplines is essential in promoting student achievement. PLCs will collaborate with experts and members of the community to provide our students with a full and rich learning environment.

Creativity

CCID believes that creativity is a skill that must be developed and a process that must be managed. Creativity requires a supportive environment in which to flourish. At CCID we recognize that creativity consist of three elements: an ability, an attitude, and a process⁷. These three elements will permeate all activities at CCID, from the arts, to the sciences, to the humanities.

Discovery

Discovery learning at CCID is an active process of inquiry-based instruction that encourages learners to build on prior knowledge through experience and to search for new information and relationships based on their interests. Five characteristics of discovery learning differentiate it from traditional learning models: 1) learning is active 2) discovery learning emphasizes the process instead of the end product 3) knowledge is gained by trial and error 4) feedback is essential 5) discovery learning satisfies natural human curiosity and promotes individual interests⁸.

Innovation

Innovation at CCID is grounded in the four pillars of innovation as identified by Douglas Watt. Watt describes the people element in terms of human resource capacity, which refers to the “knowledge, skills, attitudes and behaviors” of school staff. Innovative schools have a culture that allows innovation to develop. A vital component of this pillar is the ‘entrepreneurial’ and ‘risk taking spirit’. Structures and processes encourage and support innovative thinking, action and flexibility. Leadership a commitment and passion for change, support risk taking and lead by example.

Fine Arts/Performing Arts

Dance, music, theatre and the visual arts have endured in all cultures throughout the ages as a universal basic language. The arts convey knowledge and meaning not learned through the study of other subjects. Arts education at CCID will offer students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively and apply self-discipline. Fine/Performing Arts will be treated as a “core” subject at CCID.

[Utah Education Network Dance](#)

⁷ "Introduction to Creative Thinking - VirtualSalt." 2002. 25 Jun. 2015
<<http://www.virtualsalt.com/crebook1.htm>>

⁸ Castronova, Joyce A. "Discovery learning for the 21st century: What is it and how does it compare to traditional learning in effectiveness in the 21st century." *Action Research Exchange* 1.1 (2002): 1-12.

[Utah Education Network Music](#)
[Utah Education Network Theater](#)
[Utah Education Network Visual Arts](#)

Health

School health programs are one of the most efficient strategies for preventing major health and social problems. CCID will actively promote appropriate school interventions to foster effective education, prevent destructive behavior and promote enduring health practices.

[Utah Education Network Health](#)

Language Arts

Literacy is the key to success in any endeavor and it is well documented that children (K-2) will go through the early literary stages. All grade levels will receive a minimum of 90 minutes of integrated language arts instruction each day which may include, but not limited to: Readers Workshop (Lucy Calkins), Writers Workshop (Lucy Calkins), Guided Reading (Fountas and Pinell), Literature Circles (Harvey Daniels), Guided Comprehension (Maureen McGlaughlin).

CCID curriculum will incorporate lessons providing experiences in all literacy development through current best practice strategies following the Utah Core Standards to teach highly effective strategies as recommended by the International Literacy Association. CCID will implement a literacy assessment tools identified as reliable reading achievement indicators including but are not limited to: Reading Inventories, Miscue Assessment, Interviews and Observations, Oral Readings, Retell, Running Records, Developmental Reading Assessment, Fontas and Pinnell Benchmark Assess System: Grades K-2 and 3-8, and Portfolios and Profiles.

CCID will use the RtI (Response to Intervention) and alternative approaches to remediate students' deficiencies to determine whether the student responds to "scientific, research-based" classroom instruction and, if not, then to more intensive and targeted interventions.

[Utah Education Network Language Arts](#)
[International Literacy Association](#)
[Bring Literature to Life Model](#)

Math

Singapore Math focuses on children not just learning but also truly mastering a limited number of concepts each school year. The goal is for children to perform well because they understand the material on a deeper level. The sequence of topics in Singapore math has been carefully constructed based upon child development theory

[Singapore Math](#)
[Utah Education Network Math](#)

Physical Education

Physical education at CCID is a planned, sequential curriculum and program of physical activity taught in every grade. Cognitive content and learning experiences will be provided in a variety of activity areas, such as basic movement skills; physical fitness, rhythms and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics.

[Utah Education Network Physical Education](#)

Science

Key characteristics of science instruction and experiences at CCID will include: manipulation strategies enabling students to experience science by becoming active learners who participate in building their own understanding, technology-enhanced instruction, including simulations, enabling students to manipulate variables and quickly see the results, inquiry-based learning providing opportunities to analyze data and encouraging deep understanding.

[Utah Education Network Science](#)

[Project Lead the Way-Launch \(Grades K-5\)](#)

[Project Lead the Way-Gateway \(Grades 6-8\)](#)

[Bringing Literature to Life](#)

Social Studies

CCID believes that in order for young learners of this nation to become effective participants in a democratic society social studies must be an essential part of the curriculum. Knowledge, skills, and attitudes necessary for informed and thoughtful participation in society require a systematically developed elementary program focused on concepts from the four core social studies disciplines: civics, economics, geography and history.

[Utah Education Network Social Studies](#)

STEM

STEM instruction is built on the foundation that effective instruction capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. In all grades at CCID students carry out scientific investigations and engineering design projects related to core ideas in the disciplines. Characteristics of STEM instruction at CCID are: students are provided with a variety of learning tasks to involve them in the learning process and increase their motivation to complete the project. Students have opportunities to model solutions, practice solving problems and receive constructive feedback on high-level tasks from peers and mentors.

4. PERFORMANCE MEASURE

School mission and education program aligns as follows:

Indicator	Measure	Metric	Board Goal
Student Academic Performance and Engagement	Academic Progress	Student Personalized Learning Plan (PLP) goal completion will demonstrate mastery of individualized achievement	100% of students will create PLPs for ongoing, reflective, and collaborative analysis of learning.
Student Academic Performance and Engagement	Increase choice of learning opportunities for students	Use Integrative STEM education to build authentic connections to standard based curriculum and 21st Century skills	100% of students will design and/or create a product, system or environment that provides solution to practical problems.
Uphold mission and vision	Field-based Discovery	Field-based discovery will be integrated with cross curriculum lesson plans.	Students will participate in field-based discovery at a minimum of twice a week.
Student Academic Performance	Participation in statewide assessments	End of level standardized state administered tests	Students will score above the 50th percentile of Utah charter schools
CCID's educational philosophy	Intentionally and purposefully practice Creativity, Innovation and Discovery	Creatively generate, participate and critically evaluate ideas in music, poetry, dance, dramatic literature, inventions, technical innovation, media, photography, cooking, architecture, sculpting	Daily use of deliberate tools, techniques and strategies

Set high standards for student learning:

Content standards at CCID will define what all students should know and be able to do. They describe the knowledge, skill and understanding that students should have in order to attain high levels of competency in challenging subject matter. Performance standards will identify the levels of achievement expected. CCID will carefully and intentionally set high standards for student learning that will: explicitly provide consistent and clear understanding of what children are expected to learn, be clearly communicated to and understood by students, parents, school professionals and community, showcase students' diverse strengths, have individual and personal value, demonstrate quality of standards instead of quantity of standards, hold all students to high standards and promote equitable classrooms.

Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, subgroups, and the charter school as a whole, including valid and reliable measures of student outcomes:

CCID wholeheartedly embraces The Utah Effective Teaching Standards⁹ and essential dispositions, particularly Standard 5, as it applies to assessment.

The goal for assessment at CCID is to accurately determine whether students have learned the materials or information taught and reveal whether they have complete mastery of the content with no misconceptions. We will use multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction and determine whether the outcomes described in content standards have been met. The following are some examples of various types of performance-based assessments that may be used but not limited to: personalized Learning Plan (PLP), observation, individual or group projects, portfolios, rubrics, student logs and journals.

The ethos and culture of assessment at CCID is grounded in the following essential dispositions:

1. CCID is committed to engaging learners actively in assessment processes and to developing each learner's capacity to reflect and communicate about their own progress and learning.
2. CCID takes responsibility for aligning instruction and assessment with learning goals.
3. CCID is committed to providing timely and effective descriptive feedback to learners on their progress.
4. CCID is committed to using multiple types of assessment processes to support, verify and document learning.
5. CCID is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes:

CCID will participate in all required standardized testing as part of the Utah Performance Assessment System for Students, known U-PASS. Additionally, CCID will rely heavily on performance-based assessment for formative and summative assessment data. Data from assessment will be incorporated into all curriculum and instruction decisions. Using a performance-based assessment system requires that our assessments will not stand apart from the day-to-day work of every student at CCID; it will be continually incorporated into all activities

CCID's performance-based assessment system requires students to engage in time-intensive, in-depth research projects and papers, to engage in rigorous performance tasks that require students to think like historians, solve problems like mathematicians, conduct experiments the way scientists do, critically interpret works of literature, and speak and write clearly and expressively. Students in our performance-based

⁹ "Utah Effective Teaching Standards - UEN." 2011. 29 Jun. 2015
<<http://www.uen.org/k12educator/uets/>>

assessment system will orally present and defend completed work to external audiences.

To insure that assessment data is optimized in our performance-based assessment at CCID we will use the Focus Assessment Model to maintain structure and continuity across all students and all grades.

Focus Assessment Model

F - Formulate a plan. Disaggregate student performance data.

O - Optimize time by preparing and following a timeline. Plan the instructional calendar.

C - Concentrate on teaching standards and collaborate with the instructional team.

U - Utilize assessments at short, frequent intervals.

S - Sustain learning with tutorial, enrichment and maintenance activities.

5. GOVERNANCE

Describe any specific plans for recruitment of additional startup board members, including plans that would involve parental, professional educator, or community involvement in the governance of the school:

CCID recognizes charter school governance as an exciting opportunity to build a public school leadership team around shared values. We firmly believe it is critical that to generate a long range plan for board leadership, recruitment and development. Guiding principles for sustained long range board recruitment will include: detailed position descriptions, profiling the current board for strengths and weaknesses, linking recruitment to the strategic plan, focusing recruitment priorities and establishing a year round recruitment committee.

While it is more time consuming, CCID is committed to using this structured approach to board recruitment and development anticipating the process will result in:

1. A more accurate assessment of the charter school's board leadership needs,
2. An organized process to identify, contact and secure commitments from the best qualified individuals to fill those board leadership needs, and
3. A solid beginning on an orientation process for new board members that has already begun with their first contacts with the charter school during the recruitment process.¹⁰

¹⁰ "Creating an Effective Charter School Governing Board ..." 2011. 20 Jun. 2015
<<http://www.charterschoolcenter.org/resource/creating-effective-charter-school-governing-board-abridged>>

APPENDIX A: Background Information Sheets

Melissa Shunn-Mitchell
Founding Board Chair
Expertise in Education and Non-profit

Statement of Intent:

I have served as the chair on the founding board of The Center for Creativity, Innovation and Discovery (CCID). I have conducted our board meetings, delegated assignments, set up meetings with experts in STEM curriculum and field-based learning, met with prospective students' parents, met with local businesses to set up partnerships so our students can have authentic experiences with STEM in the community they live in, written sections of the proposal and attended charter school trainings and conferences.

My desire to assist with the creation of CCID is to give student an education with a strong integrative STEM curriculum that is engaging and motivates students to love the STEM fields. I especially want to encourage and support girls and minorities to go into STEM fields as they are underrepresented. The intention of our charter is to make STEM come alive and show students how fun and exciting it really is.

I have worked with children in foster care and shelter care who face unique struggles that make gaining a rich, challenging education difficult. By being on CCID's founding board I am able to share insight to the unique struggles and situations some of our families face. I hope to give support to families and students they need during these challenging times.

Not-for-Profit History:

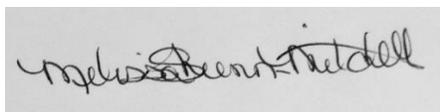
I am a volunteer at Citizens Against Physical and Sexual Assault (CAPSA) in Logan, UT. I work with the children in shelter care, in the childcare center and on the crisis hotline.

Employment History:

Elementary School Teacher grades 1st, 3rd, 4th
Teaching Assistant at Edith Bowen Laboratory School in a 4th and 5th grade classes
Teaching Assistant for Elementary Education Undergraduate Management Courses
Teaching Assistant at Edith Bowen Laboratory School in a 2nd grade class
Substituted in Logan School District - Kindergarten, 2nd, 3rd, and special education
Foster Parent in Harford County, MD
Child Care Coordinator & Preschool Teacher - Teaching Lab at West High School

Education History:

Master of Elementary Education – 2014 – Utah State University
Bachelor of Science – Elementary Education with Fine Arts Emphasis – 2009 – Utah State University



Dr. Mark B. Wallin
Founding Board Co-Chair
Expertise in Education and Construction

Statement of Intent:

My interest in charter/choice schools began 26 years ago when I was a graduate student. I was intrigued by the notion of parents making individual decisions about their children's education. My research on the subject led me to conclude: there are no viable options other than private school. Then and there I determined that if the situation ever presented itself, I would do everything in my power to facilitate parent's choice in education.

As a member of the CCID founding board, creating a charter school is the perfect opportunity to keep that promise to myself. Over the past year and a half my role on the CCID founding board has been to research and conceptualize a school that prepares students with 21st century skills to be successful citizens in a global environment.

The expertise that I bring to the board is a breadth and variety of education experience ranging from kindergarten to university undergraduate and graduate students with a specialty in science, math, and STEM education. Additionally, I believe that my construction experience will be beneficial as we design and build our facilities.

Employment History:

Business Manager - LDS Books Club
Real Estate Developer - Gold Dust Properties
Construction Project Manager - L and T Construction
Construction Superintendent - L and T Construction - Tecton Development
K - 6 Classroom Teacher - Stansbury Elementary/Tooele School District
Student Teacher Supervisor - Arizona State University - Northern Arizona University - Southern Utah University - Utah State University - University of Hawaii
University Professor - Math and Science Methods, Classroom Management, Educational Foundations - Northern Arizona University - Southern Utah University - Utah State, University -University of Hawaii
Elementary Classroom Teacher - Grades 3 & 5 - Edith Bowen Lab School
STEM Director - Grades K-5 - Edith Bowen Lab School

Educational History:

Bachelors - Elementary Education - Utah State University
Masters - Curriculum and Instruction - Arizona State University
Doctor of Education - Curriculum and Instruction - Arizona State University

Mark Wallin

Barbara Love Wallin
Founding Board Treasurer
Expertise in Business

Statement of Intent:

I am serving as the treasurer on the founding board of The Center for Creativity, Innovation and Discovery (CCID). I have a degree in English Technical Writing and have used my skills as a technical writer to assist with the writing of our proposal. I will continue to use my expertise in this area as we write the application for our charter.

My husband and I own a local manufacturing corporation. As a business owner I coordinate the financial management of our corporation such as: balance payables and receivables, create invoices, calculate and generate payroll, ensure taxes are paid accurately and on time, meet with our accountant, etc. I have been an advisor to the founding board as we have explored financial issues for the charter. With my experience in financial management I am able to guide the board with sound financial options for the many decisions we need to make for the ongoing financial success of the school.

Not-for-Profit History:

Founding board member and treasurer for The Center of Creativity, Innovation and Discovery.

I have served as a co-leader and leader of troops through the Girl Scouts of America, which allowed me to gain an appreciation for educating females in diversity and other multiple aspects of education.

Employment History:

I worked as an insurance claims adjuster for many years, many of those as a resource adjuster and trainer.

I have been a co-owner of a manufacturing corporation, focusing primarily on the financial aspects required to run a small business.

Education History:

Utah State University: Bachelor of Science in English with an emphasis on Technical Writing, 2010.

Barbara Wallin

Karen Steele
Founding Board Secretary
Expertise in Education and Non-profit

Statement of Intent:

I have written the Language Arts Curriculum for CCID. I have used the teaching strategies included and have seen documented progress in students using these strategies. The Language Arts Curriculum is supported by research done by the International Literacy (ILA) formerly the International Reading Association (IRA).

Not-for-Profit History:

I have served on numerous curriculum committees for Logan City School District. I have served as the President of the Utah Council International Reading Association (UCIRA) that is currently changing to the Utah Literacy Association (ULA). For the past five years I have served as the State Coordinator for Utah. I have worked closely with the ILA in maintaining membership records, providing transparent financial reports, and providing confidentiality of information. While teaching at Edith Bowen I served on the School Community Council that had the responsibility of administering the School Trust Land Money allocated to each school.

Employment History:

I have taught first or second grade for 28 years. I taught at Mc Kinnley Elementary School in Tremonton, Utah for 1 year (Internship), Wilson Elementary in Logan, Utah for 16 years, Edith Bowen Laboratory School on the campus of USU for 7 years, and Bear River Charter School for 4 years. (1 year substituting)

Education History:

I received a BA in Sociology and Psychology from the Southern Utah University. I returned to school to obtain a BS in Elementary Education with a minor in Social Studies, and then continued on a few years later to receive a M.ED with a Basic Reading Endorsement and an Advanced Reading Endorsement.

Karen Steele

Dr. Kurt W. Johnson
Founding Board Trustee
Expertise in Education and Non-profit

Statement of Intent:

My career has been spent in the educational field, having worked in multiple positions within the K-20 school system in Utah as noted below. Additionally, I served on the founding board of Mountain Heights Academy, formerly Open High School of Utah, an online public charter school available to all Utah students in grades 7 – 12. Founded in 2009, Mountain Heights Academy has become the premiere online high school in Utah for its high standardized test scores, unparalleled teacher interaction and personalized instruction. Since its inception, Mountain Heights Academy, its leadership and faculty have received numerous awards and accolades as an innovative example of a successful charter school.

I have a great deal of experience, in both theory and background, in the topics of place based education, project based learning, STEM Education, and integrated learning practices. I have served as an advisor for the board regarding implementation of these practices at The Center for Creativity, Innovation and Discovery. Additionally, I have extensive proofreading experience that has been applied to the writing of the CCID charter and related publications.

Not-for-Profit History:

- Member, Founding Board, Open High School of Utah Virtual Charter School, 2007-2008 (now called Mountain Heights Academy)
- Treasurer, Utah Coalition for Educational Technology, March 1995 to July 1999
- President, Morgan Education Association, May 1996 to July 1997
- Vice President, Morgan Education Association, May 1995 to May 1996
- Volunteer, Boy Scouts of America, 1992 to present

Employment History:

- Assistant Professor, School of Education, Brigham Young University Hawaii, Laie, Hawaii, September 2014 to Present
- Technology Director, Edith Bowen Laboratory School, Utah State University, Logan, Utah, July 2011 to August 2014
- Adjunct Instructor, School of Teacher Education and Leadership, Utah State University, Logan, Utah, June 2012 to August 2014
- Teacher, 4th grade, Edith Bowen Laboratory School, Utah State University, Logan, Utah, August 2008 to June 2011
- Assistant Director, Center for Open & Sustainable Learning, Utah State University, Logan, Utah, July 2007 to July 2008
- Center Manager, Center for Open & Sustainable Learning (COSL), Utah State University, Logan, Utah, July 2006 to July 2007
- Systems Administrator, Department of Instructional Technology, Utah State University, Logan, Utah, April 2004 to June 2006

- Teacher, 3/4th grade multiage classroom, Edith Bowen Laboratory School, Utah State University, Logan, Utah, June 1998 to April 2004
- Teacher Specialist, Morgan County School District, Morgan, Utah, July 1996 to July 1998
- Teacher, 6th grade, Morgan County School District, Morgan, Utah, July 1993 to July 1996

Education History:

- B.S. 1991, Utah State University, Elementary Education, Minor: Music Teaching
- M.S. 1993, Utah State University, Instructional Technology, Emphasis: Instructional Design in Education
- Ph.D., 2014, Utah State University. Curriculum and Instruction, Dissertation Title: Parental Perceptions Of The Influence Of Digital Media And Technology On Children's Reading Habits At Home

Kurt Johnson

Anitra Jensen
Founding Board Trustee
Expertise in Education and Administration

Statement of Intent:

I am a Trustee on the Founding Board for The Center for Creativity, Innovation and Discovery (CCID). I have extensive knowledge of and experience in project-based and field-based education, Gifted and Talented Education and curriculum writing. I have served as an expert advisor on these subjects.

Over the course of my career I have applied creativity, innovation and discovery to my teaching methods. I believe that students need to be provided with a variety of learning methods to connect with students' different learning styles. With this background experience I bring expert knowledge of how to effectively teach the Core Standards and implement creativity, innovation and discovery across curriculum.

I have worked with gifted and talented students and educators for a large part of my career. The needs of these students require to be successful are often overlooked in most classrooms. While most of these students do well in school, they do not reach their full potential. Some of these students are labeled "behavioral" or "lazy" when they are highly intelligent students. I act as an expert advisor as CCID makes decisions on curriculum, faculty and staff training and professional development.

My experience in administration has assisted in the management areas of writing CCID's proposal. CCID's faculty and staff will be expected to implement a teaching model that is unique. As a founding board, we want to ensure professional development is in place to support faculty and staff as they take on the responsibility of using research supported strategies to create field-based, integrative STEM learning experiences for our students. This is another area where my experience guides the direction of CCID's charter.

Not-for-Profit History:

Founding board member of Edith Bowen Charter School, Logan, UT

Employment History:

Director of Student Services for a PreK-12 Independent School
Educator for 16 years, taught all grades K-8
Educator for higher education courses

Education History:

Master of Elementary Education: School of Teacher Education and Leadership, Gifted Education – Utah State University

Administrative Endorsement – Utah State University

Anitra Jensen

Bryan Morgan
Founding Board, Trustee
Expertise, Parent, Business, Non-profit

Statement of Intent:

I intend to serve CCID from many levels. I was born and raised in Cache Valley and have been educated here. Although I would not speak negatively about my education, I can say that as a person who is passionate about science and engineering, something was missing. I felt there must be a better way to inspire young minds. I have two children ages, 13 and 5, and as I watch them mature in their schools, I struggle with the instruction techniques that leave my children frustrated. These core subjects are taught without hands-on experience or critical thinking. This is what is missing in our education system today. I will be able to assist the development and progress of this STEM-based school with leadership, foresight, and successful business management by upholding the charter and striving for excellence.

Non-for-Profit History:

I have served on the automotive advisory council for BATC for over five years. My role in that position has been to guide curriculum, help determine budget strengths and weakness and student recruitment and retention. I have worked as a guide to instructors on “real world” application of the skills they teach. I have provided professional validation of the automotive program so that it could continue to be accredited by the National Automotive Technicians Education Foundation (NATEF).

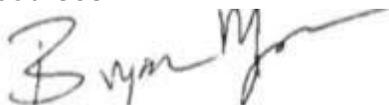
Employment History:

I started in the automotive industry while still in high school at Logan High. I owe that completely to the Schools to Careers program that enabled me to secure an internship with Checker Auto parts. I continued working with Checker from 2000 to 2002. I was offered a position with Carquest Auto parts and flourished with the opportunity. I advanced quickly and after a few years was promoted to store manager. Under my guidance and business strategy, Carquest of Logan’s sales increased dramatically. We were named store of the year multiple times, as well as ranked number one out of 3200 stores nationwide. While at Carquest, my education was continued with many leadership courses, as well as accounting and business administration.

I left Carquest in 2011 to complete my dream of owning my own shop. I have been an owner of Import Auto for over four years. We have doubled our productivity in that time and are growing each year. I have many rolls as a small business owner from secretarial, to marketer and accounting.

Education History:

Graduated from Logan High School in 2000 and went to a variety of trade school courses.



APPENDIX B: Scoring Criteria

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

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

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

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If focusing on gifted education:						
Contain written procedures to systematically identify and serve students identified as academically advanced in all grades	N/A					
Provide a curriculum for the gifted education program that is intellectually and affectively engaging and is taught in a meaningful context	N/A					
If offering early college:						
Present a plan for college or university affiliation that is likely to further the school's mission, vision, and educational program	N/A					
Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation and the college or university has the capacity and commitment to fulfill its anticipated role	N/A					
A response that meets standard will:	SECTION 4: PERFORMANCE MEASURES					
Align with the school's mission and educational program	X					
Define measures, metrics, and targets that are SMART	X					
Set high standards for student learning	X					
Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, subgroups, and the school as a whole, including valid and reliable measures	X					
Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes	X					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If serving educationally disadvantaged students:						
Present performance measures that are a valid and reliable means for determining whether students are meeting performance standards	X					
Ensure that the school will be held to the same performance standards as other public schools	X					
Specify the time frame in which students will be expected to meet the performance standards	X					
Show compliance with all federal accountability standards	X					
SECTION 5: GOVERNANCE						
A response that meets standard will:						
Demonstrate the board has the capacity to found and sustain a quality school	X					
Include background information sheet for each named board member	X					
Establish the governing board's capacity to oversee the successful development and implementation of the education program presented in this proposal	X					
Ensure the governing board is aware and follows Utah's Open & Public Meetings Act in conducting board and committee business	X					
Illustrate the governing board's capacity to oversee the effective and responsible management of public funds	X					
Illustrate the governing board's capacity to be responsible for the school's compliance with its legal obligations	X					
Illustrate the governing board's capacity to represent the community well	X					