



# Framework for Success

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## CONTENTS

SECTION I:	Paradigm Overview
SECTION II:	Strategic Priorities
SECTION III:	Long-term Vision / Strategic Plan
SECTION IV:	Required State & Federal Plans
	School Land Trust
	Early Literacy
	Special Education Program Improvement Plan
	Enhancement for At-Risk
	Targeted Supports & Interventions (ESSA)
	Title I

# SECTION I: PARADIGM

## **OVERVIEW**

Wasatch Charter School operates from a different paradigm than much of the modern, American model of education. In defining success and setting goals, it is critical to understand the basis of this perspective. Such a framework is not exclusive to WCS, our colleagues in other Waldorf and Steiner schools throughout the world (both privately and publicly funded), as well as other educators and schools with a learner-centered approach to education, share our core beliefs.

Our paradigm begins with a belief that education is fundamentally about growing human beings, not teaching material. This basic assumption is critical in how we approach our day to day work, prioritize demands, and define organizational and individual success.

We promote individual and community growth across multiple domains of development, with equal importance and value being given to each. Our school does not prioritize the mastery of academic content (particularly as narrowly defined and measured by standardized assessments) as our only, or as our most important, objective.

Relatedly, we understand and expect individual variation based on maturation, ability, neurological difference, cultural factors, and life circumstances. We focus on tracking growth and progress and promoting this for each learner, rather than attaining pre-defined levels of competency that are not related to any individual's actual development. We do not expect every child to grow at the same pace or master content at the same time based on their age / grade.

We know that children can grow and flourish, in all areas, including academic studies, when they develop meaningful relationship. Thus, the creation of a caring relationships within the classroom, the school, and larger community, including families, is a key area of focus.

## **WCS VISION**

Wasatch Charter School (WCS) provides an innovative, holistic, student-centered, developmentally appropriate education to a community desiring a whole child educational option. Guided by the principles of public Waldorf education, the school nourishes a child's natural curiosity and passion for learning by respecting the unique developmental stages each child experiences. All facets of the school are structured around a comprehensive understanding of human development—an understanding that nurtures a community of self-awareness, respect, and dignity.

## **WCS MISSION**

Wasatch Charter School is a K-8 tuition-free, charter school in the Salt Lake Valley guided by the principles of public Waldorf education that provides a comprehensive education program integrating academics, arts, movement, nature, and social

responsibility into everyday learning. Through a culture of holistic learning and dedication to the optimal development of each individual child, WCS nurtures intellectual, social and emotional, and physical capacities through an artistic, hands-on, interdisciplinary approach to core academic subjects which enables each student to blossom into an imaginative, engaged, competent, life-long learner. Our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and communities.

### **WCS MISSION IN ACTION**

- Graduates will demonstrate creativity, social and emotional awareness, moral reasoning, physical abilities, and academic success in rigorous environments.
- Wasatch Charter School will be recognized by the community as a highly desirable educational option and will be highly sought after by families in the surrounding community who maintain and seek enrollment.
- Our school will cultivate a strong, Waldorf-certified faculty of engaged teachers who, together, develop a full academic curriculum inspired by Waldorf education that includes language arts and reading, writing, mathematics, social studies, science, multiple foreign languages, and character education taught with an emphasis on the natural world, as well as a specialty curriculum including visual and performing arts, speech, vocal and instrumental music, eurythmy and dance, physical education, handwork, woodworking, gardening, and animal husbandry.
- WCS will offer a supportive and accepting environment for students of all abilities and backgrounds. The school community will involve families and reflect the diversity and culture present in the broader community.
- WCS will be supported by strong parent volunteers, dedicated staff, and engaged students who strive together for life-long learning.
- The growth and effectiveness of WCS may lead to an expansion of programming, including arts and parent/family support curriculum, additional K–8 campuses, a high school, and privately-operated, but philosophically aligned, pre-K and parent-toddler classes.

### **KEY ELEMENTS OF WASATCH CHARTER SCHOOL'S DEFINITION OF "SUCCESS"**

- Maintain holistic view of the child, including as a physical, social, emotional, mental, and spiritual being, and foster the development of whole child within school-context, including in approaches to intervention, special education, and student discipline

- Protect childhood & align curriculum and methods with child's developmental stages (as understood through foundation in anthroposophy)
- Understand teaching as an artistic, spiritual endeavor that involves weaving content and competencies together and presenting in a manner that is engaging, inspired and meets the children
- Provide a truly Waldorf educational experience
- Create a safe, rich, caring community of faculty and support for families

### **EVALUATING SUCCESS**

Given the paradigm, mission and definition of success from which Wasatch Charter School operates, there are many aspects of what is essential that is not standardized or measureable. While much of what is described below includes State-mandated measurements that narrowly focus on student proficiency on standardized tests, these do not reflect much of what Wasatch Charter School is seeking to accomplish: authentic human development. Student and community growth involve both the tangible and intangible. But, they can be observed and verified. Methods for evaluating the true heart of what is happening at Wasatch include administrator and teacher observations, portfolio reviews, site visits from colleagues, analysis of student behavior trends, parent and faculty feedback and survey data, among others. Over the coming two years, Wasatch Charter School is seeking to collaborate with colleagues to develop a clearer framework for those within and outside of the school to account for the types of growth that we believe actually indicate success.

## SECTION II: Strategic Priorities

<b>Strengthen class teachers and core instruction.</b>	
<b>Related Key Elements from Charter</b>	<p>(A) Be based on a developmental approach to curriculum which uses Waldorf methods and partners with public or private Waldorf associations.</p> <p>(B) Teachers actively participate in a Waldorf teacher training within 2 years of employment and complete training within the expected timeframe for the selected program.</p> <p>(C) Integrate the Utah Core Standards into the existing Waldorf curriculum to seamlessly teach competencies and material.</p> <p>(D) Integrate arts and hands-on activities into curriculum to promote human development and brain development, including all five of the key methods through which children build neural connections: music, art, handwork, movement, and forming personal connections to adults.</p> <p>(E) Use a holistic approach of formative assessment.</p>
<b>Action Items</b>	<p>(1) Support teacher training (Gradalis / Summer Grades), professional development, mentoring &amp; observations.</p> <p>(2) Provide assistants in classrooms.</p> <p>(3) Clearly articulate learning objectives through curriculum frameworks, block guides &amp; resources.</p> <p>(4) Retain existing faculty and recruit strong faculty, improve teacher pay and other benefits.</p> <p>(5) Improve literacy instruction through training (OG) and development of resources and guides for Kindergarten.</p> <p>(6) Improve faculty collaboration and study:</p> <ul style="list-style-type: none"> <li>- Professional development schedule that incorporates key topics and approaches to strengthen teaching and deepen understanding;</li> <li>- Days set aside for PD and PLC work;</li> <li>- More focused breakout sessions with opportunities for study;</li> <li>- Study component to Faculty meetings;</li> <li>- Teacher sharing in faculty meetings;</li> <li>- More mentoring and availability from pedagogical director;</li> <li>- More peer observations / peer mentoring of new teachers;</li> <li>- Moving required trainings to online options to provide more time in full faculty meetings for study of child development and working on communication and community building.</li> </ul> <p>(7) Engage community in shared responsibility and learning to strengthen the roots of our work and the fruits thereof, including better, more collaborative team meetings; Professional Learning Communities for programs within school; and stronger, more consistent committee work (with effective reports in meetings).</p>
<b>Measurable Goals</b>	<p><u>Improve Numeracy Outcomes:</u> By the end of the 2019/20 school year, 90% of students who are on grade level at the beginning of the year will be on grade level by the end of the year and 40% of</p>

	<p>students who are below proficient at the Beginning of the Year will be proficient by the End of Year CBM assessments. (PIP)</p> <p><u>First Grade Reading:</u> By May 31, 2020 Wasatch Charter School will maintain the percentage of first grade students proficient in NWF (both for NWF-CLS and NWF-WWR) by providing teachers with professional development and observing instruction during lessons to provide mentoring on explicit instruction in phonemic awareness and phonics. This goal will help to track and demonstrate student's expanding phonemic awareness which is foundational to all other reading skills. (Early Literacy Plan)</p> <p><u>Third Grade Reading:</u> 90% of students in 3rd grade who are on grade level at the beginning of the year will be on grade level at the end of the year. 40% of those who were not on grade level at the beginning of the year will be on grade level at the end of the year. (PIP)</p> <p><u>Improve Faculty Learning &amp; Collaboration:</u> By a May review of the year, faculty meetings and professional development will be demonstrated to have (1) more intentionally to focused on learning together to deepen our understanding of the anthroposophical foundations of Waldorf education, (2) improved teaching through training and collaborative sharing, and (3) developed a stronger, more connected sense of community. (Faculty Goal)</p>
<b>Related State / Federal Funding Plans</b>	<p>Teacher &amp; Student Success Act: \$77,253 towards teacher training and professional development (\$50,000) and teacher pay increases.</p> <p>Title I: \$10,825 towards Math Interventionist &amp; Support.</p> <p>Early Literacy: \$19,232 towards a portion of the salary for Literacy Coordinator.</p>

<b>Maintain strong enrollment &amp; build community with families.</b>	
<b>Related Key Elements from Charter</b>	<p>(A) Maintain a large enough student population to offer all programmatic elements listed in the approved application.</p> <p>(B) Include a Family Council that meets regularly, typically monthly during the school year, to coordinate efforts to involve families, build school culture, participate in committees, and provide advice to governing board regarding family and student needs.</p> <p>(C) Incorporate sustainable living practices, environmental stewardship, and experiential learning through outdoor experiences and sustainable practices.</p> <p>(D) Involve parents and families in a community of learning, including regular festivals, classes, and activities that connect to the purposes and mission of WCS.</p>
<b>Action Items</b>	<p>(1) Improve website &amp; create consistent presence on social media to help connect existing and new families to quality, virtual experience of the school.</p> <p>(2) Improve method for determining, advertising to parents, and tracking volunteer opportunities and hours.</p> <p>(3) Expand engagement in festivals and events through early, consistent notifications.</p> <p>(4) Engage families more consistently through clean-up days, parent evenings, and information sessions.</p>

	(5) Organize family surveys as part of the re-registration process in order to gather more data on their perceptions of school progress and culture.
<b>Measurable Goals</b>	By May 2020, have system in place to track volunteer hours in order to gather data moving into new year.  By March 2020, implement parent surveys as part of re-registration process. In May, review data with faculty and Board and identify any areas for improvement.
<b>Related State / Federal Funding Plans</b>	N/A

<b>Provide quality interventions in reading and mathematics to Tier 3 Students.</b>	
<b>Related Key Elements from Charter</b>	(A) Integrate the Utah Core Standards into the existing Waldorf curriculum to seamlessly teach competencies and material.  (B) Uses a community-wide approach to discipline, including offering training to teachers, parents, and community members on the “3 streams” (or an equivalent) approach to working with students on discipline, social inclusion, and RtI processes.  (C) Use a holistic approach of formative assessment.
<b>Action Items</b>	(1) Hire reading interventionists and math specialists;  (2) Align schedules to clearly outline times for Tier 3 interventions for all grades in both subjects;  (3) Provide training and professional development to teachers and interventionists;  (4) Clearly develop and implement RTI referral process.
<b>Measurable Goals</b>	<u>Second Grade Reading:</u> By May 31, 2019 Wasatch Charter School will reduce the percentage of 2nd grade students scoring well-below benchmark on the DIBELS composite from BOY to EOY by 25% (meaning that the well-below students will score at below or proficient by the EOY) by providing targeted, evidence-based interventions such as Orton Gillingham and measuring student progress using the Core Phonics Survey and DIBELS assessments to help fill in specific skill gaps and monitor progress and identify other gaps that need to be addressed in order for the students to move closer to benchmark. These students will also receive 60 minutes a week using Lexia as a supplemental instruction to support their literacy needs. (Early Literacy Plan)  <u>Third Grade Reading:</u> By May 31, 2019 Wasatch Charter School will reduce the percentage of 3rd grade students scoring well-below benchmark on the DIBELS composite from BOY to EOY by 35% (meaning that the well-below students will score at below or proficient by the EOY) by providing targeted, evidence-based interventions such as Orton Gillingham and measuring student progress using the Core Phonics Survey and DIBELS assessments to help fill in specific skill gaps and monitor progress and identify other gaps that need to be addressed in order for the students to move closer to benchmark. These students will also receive 60 minutes a week using Lexia as a supplemental instruction to support their literacy needs. (Early Literacy Plan)  <u>Improve Reading Interventions:</u> Provide more Tier 3 students with access to interventions and supports in reading instruction. (School Land Trust)  <u>Improve Math Interventions:</u> Provide Tier 3 math students with access to interventions and supports in math instruction. (School Land Trust)

	<p><u>Increase Capacity of Faculty:</u> By May of 2020, faculty will report having more tools and knowledge to meet the needs of each child and provide supports that will help each to make progress as an individual and for the school to make demonstrable progress towards academic goals, by implementing an MTSS system with consistency, using SSEG to support request process and timely responses, class teacher observation and child study, scheduled times and staff for intervention and support, training for teachers, interventionists, and SPED in literacy, hiring (enough!) SPED teachers and paras who are qualified and able to work effectively with children, and strengthen teachers and staff's ability to teach effectively and work with children. (Faculty Goal)</p>
<b>Related State / Federal Funding Plans</b>	<p>School Land Trust: \$77,341 towards Tier 3 Math and Reading Interventions &amp; Trainings. Salaries for math and reading interventionists, math workbooks, and Orton Gillingham Training for teachers and SPED and reading staff.</p>

**Develop quality, effective, compliant SPED program that meets students' needs, including developing Little Class model and integrating remedial / curative education.**

<b>Related Key Elements from Charter</b>	<p>A) Integrate the Utah Core Standards into the existing Waldorf curriculum to seamlessly teach competencies and material.</p> <p>(B) Uses a community-wide approach to discipline, including offering training to teachers, parents, and community members on the "3 streams" (or an equivalent) approach to working with students on discipline, social inclusion, and RtI processes.</p> <p>(C) Integrate arts and hands-on activities into curriculum to promote human development and brain development, including all five of the key methods through which children build neural connections: music, art, handwork, movement, and forming personal connections to adults.</p> <p>(D) Use a holistic approach of formative assessment.</p>
<b>Action Items</b>	<p>(1) Hire additional SPED teachers to make caseloads more manageable;</p> <p>(2) Realign focus of SPED teachers by grades / content areas for IEPs / instruction;</p> <p>(3) Provide on-going training and professional development for teachers and paras;</p> <p>(4) Improve format and agendas for IEP meetings and process of scheduling by hiring secretary;</p> <p>(5) Engage in training in remedial and curative education;</p> <p>(6) Implement new design for Little Class with additional FT staff.</p>
<b>Measurable Goals</b>	<p><u>Develop new P&amp;P using RTI:</u> Wasatch Charter School will update the Policies and Procedures of the school to reflect the use of the RTI combo method in determining eligibility for students in the special education category of specific learning disability by June 30, 2019. In relation to the policy Wasatch Charter School will have a fully implemented process for teachers to complete math and reading/writing RTI including documentation of progress by June 30, 2020. (PIP)</p> <p><u>Increase SPED Participation in RISE:</u> Together with the Special Education Stakeholder Committee Wasatch Charter school will create a parent to parent communication program related to the benefits of having students take the RISE assessments which will help to increase participation of students in special education by at least 10% from the 68.18% in 2018 as of the 2020 RISE assessment. The target 3 years from now will be to meet or exceed the statewide target for participation by 2022. (PIP)</p>

	<p><u>Improve Para-educator retention with training &amp; pay:</u> Wasatch Charter School will reduce the high number of paraeducators leaving in the 2019-2020 school year, increase their hourly pay, increase training and communication in order to retain as many para educators as possible and maintain them in their positions for the school year with exceptions for outliers who leave for reasons beyond the school's control. (PIP)</p> <p><u>Increase Parent Participation:</u> Wasatch Charter School will increase parent participation in the state's parent survey from 19.7% to at least the state target percent 21.61% (17-18) for the next reporting period of their state survey and will increase the scaled communication score from 73.08% to at least 85%. During the time before that survey is administered, the school will issue its own survey including similar questions to monitor parent satisfaction with communication and participation in the IEP process. Results of the survey will be reported on the next annual PIP in the spring of 2020. (PIP)</p> <p><u>Correct Transition Files:</u> In the 2019-2020 school year at Wasatch Charter School, the transition files for students at Wasatch Charter School will be written correctly and on time when students are 14 upon the new annual IEP date, with dates and goals, courses of study, age appropriate assessments all being in place. (PIP)</p>
<b>Related State / Federal Funding Plans</b>	<p>State Special Education Funds: \$197,000 towards SPED teachers and paras and service providers salaries.</p> <p>IDEA: \$83,981 towards SPED teachers and paras and consultants.</p> <p>Innovative Student Improvement Program: \$59,995 towards training for faculty of Little Class and all of school on Curative education, support for Little Class, and final training for 3 Streams.</p>

<b>Create positive &amp; safe school culture, including 3 Streams, restorative practices, &amp; social and emotional learning.</b>	
<b>Related Key Elements from Charter</b>	(A) Uses a community-wide approach to discipline, including offering training to teachers, parents, and community members on the "3 streams" (or an equivalent) approach to working with students on discipline, social inclusion, and Rtl processes.
<b>Action Items</b>	<p>(1) Further clarify roles in 3 Streams, including new LCSW and interns;</p> <p>(2) Fully implement Support Circles, No Blame Meetings, and Student Action Committee;</p> <p>(3) Improve format and productivity of weekly SSEG meetings;</p> <p>(4) Improve referral process; use regular forms for tracking student discipline and interventions;</p> <p>(5) Implement restorative circles for disciplinary issues;</p> <p>(6) Use systems to more regularly collect data;</p> <p>(7) Improve organization and follow-up with teachers and families through hiring secretary.</p>
<b>Measurable Goals</b>	<p><u>Expand 3 Streams Implementation:</u> By the end of the school year 2018/19 the school will have fully implemented the Three Streams Program/MTSS for Behavior/Discipline. (See "Needs" description for the three-year implementation description of the program.) as demonstrated by a drop of 50% in out of school suspension. (PIP)</p> <p><u>Improve Outcomes for At-Risk:</u> By the end of the 2019-20 school year, 50% of students who were identified as "at-risk" [based on two or more referrals for Level II and III behaviors in the first eight</p>

	weeks of school] will either maintain proficiency or transition up one level of proficiency (high risk to some risk, some risk to low risk, low risk to grade level) as demonstrated on Fast Bridge (the school's internal academic assessment tool) in reading and/or math (Enhancement for At-Risk)
<b>Related State / Federal Funding Plans</b>	Enhancement for At-Risk: \$34,941 towards salaries for Three Streams Program: Guidance and Social Inclusion Coordinators.  Innovative Student Improvement Program: \$59,995 towards training for faculty of Little Class and all of school on Curative education, support for Little Class, and final training for 3 Streams.

<b>Develop strong specialty programs that create opportunities for developing the whole child: head, heart &amp; hands.</b>	
<b>Related Key Elements from Charter</b>	<p>(A) Integrate arts and hands-on activities into curriculum to promote human development and brain development, including all five of the key methods through which children build neural connections: music, art, handwork, movement, and forming personal connections to adults.</p> <p>(B) Offer specialty classes taught outside Main Lessons and practice periods that further integrate and reinforce curriculum content and holistic development.</p> <p>(C) Use a holistic approach of formative assessment.</p> <p>(D) Has a garden and farming program which partners with local farms and gardens, outdoor education programs, and local natural resource organizations to provide educational experiences to students, including instruction in gardening and cooking.</p> <p>(E) Students receive regular foreign language instruction.</p> <p>(F) Students receive consistent musical instruction through their class activities and specialty classes (in grades 4 – 8).</p> <p>(G) Incorporate movement into Main Lesson activities and into the school day through games and eurythmy classes.</p>
<b>Action Items</b>	<p>(1) Develop Professional Learning Communities (PLC's) to support the various programs within the school -- groups will keep a sense on how programs are developing, where support is needed for teachers, and look for ways to support colleague development.</p> <p>(2) Continue efforts to create quality report cards and processes for portfolio review / holistic student feedback.</p>
<b>Measurable Goals</b>	<p><u>Develop PLCs:</u> By May, PLC's will have met four times and developed a plan for strengthening programs in the coming year.</p> <p><u>Portfolio Review:</u> By May, the process for engaging students in portfolio reviews for grades 4-8 will be outlined and ready to be piloted in the 2020-21 school year.</p>
<b>Related State / Federal Funding Plans</b>	N/A

<b>Implement effective budgeting, governance, and administrative practices to ensure compliance, financial well-being, and sound operations.</b>	
<b>Related Key Elements from Charter</b>	None
<b>Action Items</b>	<p>(A) Improve website, including better organized and more robust sections containing all required information.</p> <p>(B) Clarify roles and set consistent meeting times for Policy Development Committee. Ensure policy updates are being made consistently and latest versions are available on the website.</p> <p>(C) Continue to develop and implement review processes, including Executive Director Evaluation and Board Member Self-Evaluations.</p> <p>(D) Improve training process for incoming Board members.</p> <p>(E) Expand fundraising activity and revenues over previous year, as well as improve accounting for fundraising events.</p>
<b>Measurable Goals</b>	<u>Data Online</u> : By December, complete website updates, including improved Board and compliance sections.
<b>Related State / Federal Funding Plans</b>	N/A

## **SECTION III: Long-term Vision / Strategic Plan**

### Coordinated Plan for Student Progress

This document attempts to coordinate efforts to support students and teachers in helping students across programs and initiatives. It focuses on seven key priority areas for Wasatch Charter School which align with the mission and vision of the school. In addition, it outlines the areas where the greatest need has been identified in order to make progress towards the school's long-term strategic priorities. This document references the annual priorities that align with the near-term strategic vision which is focused on strengthening and establishing the school and its practices.

### Engaging Parents and Community

This document is to be reviewed and approved by the School's Governing Board, but then also made available to parents and the community and correlated to the School's Annual Report. Progress on the strategic vision outlined will require the investment and involvement of all stakeholders, including parents. The intention of the formation of this document, its approval, and its dissemination is to engage the broader community in an on-going conversation about the health and well-being of Wasatch Charter School.

### Long-term Vision & Plan

The long-term strategic plan builds on the current plans by strengthening the existing school and teachers, expanding our offerings to meet the needs of students (such as through a therapeutic program or a high school), and working collaboratively to create environmental conditions that support Wasatch Charter School's on-going work.

#### 1- Stabilize existing school

- Quality Instruction
- Trained, Effective Teachers
- MTSS System and Assessments in Place
- Demonstrable Results
- Strong Community Support & Offerings

#### 2- Establish therapeutic program

- Whether embedded within existing school or independent, create successful program for students needing smaller, more structured classrooms with greater focus on remedial and therapeutic work
- Parent participation requirements in place
- Identification, referral and wait list process in place

#### 3- Increase teacher pay & support

- Increase entire pay scale for full-time employees (\$34,000 - \$46,000 would move to \$54,000 - \$66,000)
- Increase pay rates for PT employees (\$11 - \$15 would move to \$15 - \$20)

- Ensure adequate supports are in place to enable teaching to be balanced lifelong profession: access to gym / health supports, teacher assistants and student supports, parent trust and community support

#### 4- Establish high school program

- Expand lower school to 3 tracks / grade (acquire additional building for 7-8 and yurts for specialties)
- Add 9-12 grade at separate location
- Hire and train quality teachers
- Innovate on structure of schedule and school offerings

#### 5- Work collaboratively with other schools for policy changes

- Charters align with other LEAs to offer continuum of services across public education offerings
- More methods and definitions of success
- Less curriculum requirements (waiver for charters)

#### 6- Work collaboratively with Waldorf schools for support, consistency, training, and advocacy

- Engage in research and writing to support quality Waldorf schools internationally
- Collaborate to simplify duplication of effort
- Identify best practices and share understandings with broader education field

# **SECTION IV: Required State & Federal Plans**

## **School Land Trust Plan**

**Anticipated Funds:** \$75,286

### **Academic Need 1-**

Improve literacy instruction & student performance.

#### **Goals-**

1. Provide more Tier 3 students with access to interventions and supports in reading instruction.

#### **Recommended Course of Action-**

1. Refine the role and responsibilities of the Reading Specialist at WCS (this includes more direct oversight over Tier 3 instruction, rather than working with small groups of students with IEPs).
2. Finalize programmatic plans for Core Instruction on literacy in all grades.
3. Hire Reading Interventionist to work with Grades 5-8.
4. Provide on-site training for all teachers on literacy instruction.
5. Support more robust training for Interventionist, SPED Teacher, SPED and Paras on working with struggling readers.
6. Develop schedule that provides clear, consistent times for pull-out support.
7. Implement Tier 3 Supports throughout the year.
8. Include progress monitoring and weekly data review in Reading Team Meeting.

### **Academic Need 2-**

Improve math instruction & student achievement.

#### **Goals-**

1. Provide Tier 3 math students with access to interventions and supports in math instruction.

#### **Recommended Course of Action-**

1. Provide training in holistic approach to math instruction & mentoring for teachers from Kathy Lambert.
2. Refine the role and responsibilities of the Math Specialists at WCS (this includes more direct oversight over Tier 3 instruction).
3. Finalize programmatic plans for Core Instruction on math in all grades.
4. Hire Math Interventionist to work with Grades 1-4.
5. Support more training for Interventionist, SPED Teacher, SPED and Paras on working with math students.
6. Develop schedule that provides clear, consistent times for pull-out support.

7. Implement Tier 3 Supports throughout the year.
8. Include progress monitoring and regular data review.

## **Early Literacy Plan**

### **1. Describe core instruction in grades K-3 in the following areas:**

<b>Core Area</b>	<b>Duration</b>	<b>Frequency</b>	<b>Grades</b>	<b>Evidence-based Curriculum/Strategies</b>
<b>Phonological Awareness</b>	<b>10-15 minutes</b>	<b>5x week</b>	<b>K-1</b>	<b>Phonemic Based Waldorf Curriculum</b>
<b>Phonics</b>	<b>10-15 minutes</b>	<b>5x week</b>	<b>K-3</b>	<b>Phonemic Based Waldorf Curriculum</b>
<b>Fluency</b>	<b>20-25 Minutes</b>	<b>5x week</b>	<b>1-3</b>	<b>Phonemic Based Waldorf Curriculum</b>
<b>Vocabulary</b>	<b>10-15 minutes</b>	<b>5x week</b>	<b>K-3</b>	<b>Phonemic Based Waldorf Curriculum</b>
<b>Comprehension</b>	<b>20-25 minutes</b>	<b>5x week</b>	<b>K-3</b>	<b>Phonemic Based Waldorf Curriculum</b>
<b>Oral Language</b>	<b>20-25 minutes</b>	<b>5x week</b>	<b>K-3</b>	<b>Phonemic Based Waldorf Curriculum</b>
<b>Writing</b>	<b>20-25 minutes</b>	<b>5x week</b>	<b>K-3</b>	<b>Phonemic Based Waldorf Curriculum</b>

### **1. Explain how assessments are used for core instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.**

Wasatch Charter School administers DIBELS at the Beginning, Middle and End of the Year. DIBELS data is the first assessment point for identifying students in grades 1-3 in need of additional interventions.

Students who score lower than their class cohort on DIBELS will be assessed further by their teacher or the literacy specialist. This helps to identify students who have gaps in phonological awareness, including their ability to hear sounds as well as their ability to segment and delete. In addition, teachers assess students based on observation of abilities within the classroom environment, including writing, reading, speaking, and comprehension using a variety of informal techniques.

Students identified by these measures are grouped for appropriate interventions. Interventions may include working with the literacy specialist or interventionist in small groups and the use of Lexia Core5. Lexia progress is monitored to ensure that students are making growth and to make instructional decisions and offer support. Students receiving interventions are progress monitored every 6-8 weeks using either DIBELS or Fast Bridge (a standardized assessment system used within our school).

Teachers review DIBELS after each assessment and progress monitoring. Lexia data is reviewed weekly.

**1. Describe the tier 2 and 3, evidence-based intervention system available to students struggling to read proficiently.**

The Tiered System is based on the assessment structure outlined above. The details vary based on grade.

Kindergarten – students are taught as a whole group; students demonstrating particular challenges with phonemic awareness (particularly related to speech or hearing) would be referred for additional testing / support

	First Grade
Tier II	Students are assessed using the CORE Assessment. In-class support is provided for students, as needed, by teachers and assistants. Children who are struggling to hear and recognize sounds are referred to Literacy Specialist for additional screening.
Tier III	Literacy Specialist identifies interventions / strategies for students which may include exercises with assistant, small group work, or other interventions. This may occur up to 30 minutes weekly.

	Second Grade
Tier II	Students receive more direct instruction in Tier 2 Reading Groups led by their teachers three days a week for 45 minutes. Students will also use Lexia Core5 twice a week for up to 60 minutes. Students will also be regularly participating in dyad reading.
Tier III	Students in Tier 3 work in a Reading Group with the Literacy Specialist either two to three days a week. They also work on Lexia Core5 during Reading Group Time and with an interventionist. This reading period is 45 minutes five days a week.

	Third Grade
Tier II	Students will receive more direct instruction in Tier 2 Reading Groups with their teachers three days a week. These students work on Lexia for 45 minutes two times a week.
Tier III	Students are in Tier 3 Reading Group and working directly with the Literacy Specialist or Interventionist 3 times a week. They work on Lexia for 45 minutes 2 x a week. Students not making progress and needing even more support will be identified and referred for special education testing.

**1. Describe the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists. *These funds cannot be used for faculty or staff in grades 4-6.***

Teachers in Grades 1-3, interventionists, assistants and literacy specialists will be provided with access to a robust professional development training during the 2019-20 school year based on either Orton Gillingham or Wilson. This training will be provided on-site and be focused on how to explicitly support struggling readers and writers.

**Local Goals**

Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes, including early intervention K-3 software if being used.

**Goal 1 (required)**

By May 31, 2020 Wasatch Charter School will maintain the percentage of first grade students proficient in NWF (both for NWF-CLS and NWF-WWR) by providing teachers with professional development and observing instruction during lessons to provide mentoring on explicit instruction in phonemic awareness and phonics. This goal will help to track and demonstrate student’s expanding phonemic awareness which is foundational to all other reading skills.

BACKGROUND: In September 2018, 20 students 33% of first grade students were proficient in NWF. In May, only 26% of first graders were proficient in NWF. WWCS will maintain this goal and continue efforts to mentor first grade teachers related to explicit phonemic instruction.

**Goal 2 (required)**

By May 31, 2019 Wasatch Charter School will reduce the percentage of 2nd grade students scoring well-below benchmark on the DIBELS composite from BOY to EOY by 25% (meaning that the well-below students will score at below or proficient by the EOY) by providing targeted, evidence-based interventions such as Orton Gillingham and measuring student progress using the Core Phonics Survey and DIBELS

assessments to help fill in specific skill gaps and monitor progress and identify other gaps that need to be addressed in order for the students to move closer to benchmark. These students will also receive 60 minutes a week using Lexia as a supplemental instruction to support their literacy needs.

**BACKGROUND:** In September 2018, 37 students (60% of the total second grade student population) were well below on the DIBELS composite. Of those, 38% scored below or proficient at the end of the year. For the coming year, 72% of the first graders that will be entering second grade next year finished the year well below on their DIBELS composite. Based on looking at the incoming second graders and the progress made with this year's second grade, we are increasing our goal for the coming year from moving 7% of our well-below students up to 25% of our well-below students moving to below or proficient.

**Goal 3** *(optional)*

By May 31, 2019 Wasatch Charter School will reduce the percentage of 3rd grade students scoring well-below benchmark on the DIBELS composite from BOY to EOY by 35% (meaning that the well-below students will score at below or proficient by the EOY) by providing targeted, evidence-based interventions such as Orton Gillingham and measuring student progress using the Core Phonics Survey and DIBELS assessments to help fill in specific skill gaps and monitor progress and identify other gaps that need to be addressed in order for the students to move closer to benchmark. These students will also receive 60 minutes a week using Lexia as a supplemental instruction to support their literacy needs.

In the 2018-19 school year, 34% of students in 3rd grade who were well-below on the DIBELS composite at the beginning of the year moved to below or proficient during the course of school year.

## **Special Education Services Program Improvement Plan**

**Resource Category:** [Policies & Procedures](#), [Referral Process](#),

**SMART-C Goal:** Wasatch Charter School will update the Policies and Procedures of the school to reflect the use of the RTI combo method in determining eligibility for students in the special education category of specific learning disability by June 30, 2019. In relation to the policy Wasatch Charter School will have a fully implemented process for teachers to complete math and reading/writing RTI including documentation of progress by June 30, 2020.

**Progress Monitoring Plan:** The RTI committee will meet monthly (SSEG plus Assessment Coordinator) from August 2019 to review processes and ensure teachers are following the RTI process and have assistance for any questions as needed. RTI Committee will provide an informal report to Special Education Director on implementation challenges monthly beginning September 2019. Special Education Director will monitor referrals to special education through the RTI process and maintain information on students who do not respond to RTI and if they do or do not qualify through a discrepancy analysis. The 2019-2020 Annual Report for the school will include information on the outcomes of the first year of full implementation of RTI/combo method.

**Action Steps:** 1. RTI committee meets to review process and decide what forms will be used to monitor interventions 2. Teacher and staff training on how to move through the RTI process and submit forms and referrals. 3. RTI committee meets monthly to assess how processes are being implemented.

**Resource Category:** [General Supervision](#), [Priority Area 1: High Expectations & Beliefs](#), [Leadership/Administration](#), [Improvement Plan Focus on Student Outcomes](#),

**SMART-C Goal:** Together with the Special Education Stakeholder Committee Wasatch Charter school will create a parent to parent communication program related to the benefits of having students take the RISE assessments which will help to increase participation of students in special education by at least 10% from the 68.18% in 2018 as of the 2020 RISE assessment. The target 3 years from now will be to meet or exceed the statewide target for participation by 2022.

**Progress Monitoring Plan:** Progress monitoring will occur by the special education director checking on the increase in participation for the 2019 RISE tests. This will be

reported to the Stakeholder Committee. The Special Education Director will make sure the Stakeholder Committee fulfills its mission to communicate the importance of testing to parents with students in special education. The Director will also participate in and collaborate with the Assessment Director in the efforts to continue to increase participation school wide.

**Action Steps:** 1. The Special Ed Director reports the percentage increase/decrease of RISE participation in special education to the Stakeholder Committee. 2. The Stakeholder Committee will determine how they want to communicate with parents of students in special education. 3. Communication from the Stakeholder Committee will be distributed to parents of students in special education. 4. The Stakeholder Committee will also find a way to provide a parent resource to help understand why participating in the test will benefit the student, school and educational system.

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**Resource Category:** [Paraprofessionals, Training and Supervision](#),

**SMART-C Goal:** Wasatch Charter School will reduce the high number of paraeducators in the 2019-2020 school year, increase their hourly pay, increase training and communication in order to retain as many para educators as possible and maintain them in their positions for the school year with exceptions for outliers who leave for reasons beyond the school's control.

**Progress Monitoring Plan:** The Special Education Director will meet with para educators monthly to get feedback on how their job is going and if they have needs that aren't being addressed. A final review at the end of the 2019-2020 school year of para educator retention will be provided in next year's PIP.

**Action Steps:** 1. Administration will schedule monthly check-in meetings with para educators at Wasatch Charter School. 2. Administration will connect with all special education staff either privately or in facilitated groups (Restorative Circles) in order to obtain input on what's going well and what's not. 3. More meetings with paras will be scheduled during back to school and the first month to make sure everyone has the training and information they require to do their job well. 4. For next school year, substitutes will have better outlined schedules and sub plans provided to them to ensure we alleviate the confusion that comes with finding students for pull out services. 5. Existing staff who are taking on different roles will receive training for that particular role

before starting if possible. 6. An updated schedule will be provided on Fridays or Monday mornings before school begins. Whenever possible the person providing the schedule should provide it in writing and verbally to the extent possible.

**Resource Category:** [Literacy - Indicator 3](#),

**SMART-C Goal:** 90% of students in 3rd grade who are on grade level at the beginning of the year will be on grade level at the end of the year. 40% of those who were not on grade level at the beginning of the year will be on grade level at the end of the year.

**Progress Monitoring Plan:** The school will monitor progress using DIBELS progress monitoring and classroom based assessments at least monthly.

**Action Steps:** The LEA will provide a full continuum of services to students with intensive reading needs as well as maintaining reading instruction for children who are on grade level beginning with 2nd grade and through 8th as needed.

**Resource Category:** [Numeracy - Indicator 3](#),

**SMART-C Goal:** By the end of the 2018/19 school year, 90% of students who are on grade level at the beginning of the year will be on grade level by the end of the year and 40% of students who are below proficient at the Beginning of the Year will be proficient by the End of Year CBM assessments.

**Progress Monitoring Plan:** The SSEG will monitor data of Beginning of the Year assessments and ensure that teachers are aware of their student data and who needs interventions. Goals will be written and monitored by teachers in 1st-8th grades. The school wide RTI system will be in place for Numeracy by January 2019.

**Action Steps:** 1. A decision will be made by the administration to determine what CBM benchmark system will be used to measure math abilities. 2. Teachers and staff will be trained to use the systems such as ALEKS and MClass for assessing student abilities in math concepts. 3. Teachers will fill out RTI forms to begin interventions and together with the Assessment Coordinator will monitor progress using formative assessments. 4. Staff such as classroom assistants and an RTI coordinator will provide intervention instruction to students in Tier 3 math. 5. Students who do not respond to Tier 2 intervention will be referred to the SSEG and students who do not respond to Tier 3

intervention will be considered for referral to special education for eligibility determination. 6.

**Resource Category:** [Behavior/Discipline Procedures](#),

**SMART-C Goal:** By the end of the school year 2018/19 the school will have fully implemented the Three Streams Program/MTSS for Behavior/Discipline. (See “Needs” description for the three-year implementation description of the program.) as demonstrated by a drop of 50% in out of school suspension.

**Progress Monitoring Plan:** By December 2018 the administration and SSEG (Student Support Executive Group) will receive a report from the discipline staff as to how current data on how things are going with suspensions, physically aggressive incidents and any other behavioral trends. A preliminary analysis will be made in regards to implementation of Three Streams and the action steps listed below. By April 2019 the administration and SSEG will receive an updated report on all the same issues to determine if progress is being made. Progress will be officially reported in the PIP in the spring of 2019.

**Action Steps:** Action Steps: 1. Executive Director will appoint a staff person to be in charge of behavior/discipline. 2. Person in charge will attend training in restorative justice and/or Positive Behavior Intervention Strategies and create a short range and long range plan for implementation of strategies. 3. Create an updated behavior/discipline document for staff, parents and students for school year 18/19. 4. Train staff on new behavior/discipline plan in Summer 2018, 4. Train Student Action Committee. 5. Have Student Action Committee create Code of Conduct and teach it to school by October 2018. 6. Hang Code of Conduct in every classroom and at the front entry of the building. 7. Train staff on No-Blame meetings in August 2018. 8. Train SAC on No-Blame Meetings in Fall 2018.

Progress on Action Steps:

1. Director of Discipline and Guidance for 19-20 school year - Heather Campbell - Complete

2. Heather Campbell and Liz Macdonald are in process of attending the Restorative Practices Training provided through the state and IIRP. An implementation plan has been created and is in process. The Social Inclusion coordinator produced and discussed a "Crossing the line" poster with all students in the school. She met with classes separately and customized the conversation around age and development.

"Crossing the Line" was also used by all teachers as well as discipline staff when processing conflicts. - Continuing

3. Updated Discipline Policy has been created and will be presented to the Board for approval by the end of May. Documentation of the discipline procedures and policies have been created and provided to staff, parents and students. This includes regular updates and reminders prior to special events such as overnight field trips. Completed

4. Student Action Committee - comprised of 7/8 graders. The students were trained this year by the teacher who was solely in charge of the Student Action Committee. The SAC was given one class period per week to address both outreach and inreach. The students performed at assemblies to convey the messages of the code of conduct through skits. The skits are not successful and the SSEG is in the process of determining how best to have 7th and 8th graders present the Code of Conduct in the school while keeping with the school culture and physical environment. Continuing

5 and 6. Code of Conduct has not been completed by the SAC and was not hung in each classroom. This goal will move forward into next school year. Continuing

7. Staff were all trained by Kim John Payne, M ED on how to conduct No Blame meetings in August of 2018. Student Action Committee members were also trained in how to assist in No Blame meetings. The meetings have been successfully established this school year. Completed

**Resource Category:** [Parent Survey - Indicator 8,](#)

**SMART-C Goal:** Wasatch Charter School will increase parent participation in the state's parent survey from 19.7% to at least the state target percent 21.61% (17-18) for the next reporting period of their state survey and will increase the scaled communication score from 73.08% to at least 85%. During the time before that survey is administered, the school will issue its own survey including similar questions to monitor parent satisfaction with communication and participation in the IEP process. Results of the survey will be reported on the next annual PIP in the spring of 2020.

**Progress Monitoring Plan:** Review school based survey results by January 2020. Provide a report on survey results and analysis after Stakeholder committee meeting review and in the final PIP in the Spring of 2020.

**Action Steps:** 1. Develop a special education meeting agenda together with special education teachers by August 2019. 2. Include on the agenda access to a school based survey that is similar to the state's parent survey. 3. Make sure to inform parents via e-mail, school newsletter and Friday Notes when the state survey is being mailed

asking them to please participate. 4. Review school based survey results with special education stakeholder committee by January 2020. 5. Create a web page for school website with resources for parents of students with disabilities.

**Resource Category:** [Complete Secondary Transition Plans - Indicator 13](#),

**SMART-C Goal:** In the 2019-2020 school year at Wasatch Charter School, the transition files for students at Wasatch Charter School will be written correctly and on time when students are 14 upon the new annual IEP date, with dates and goals, courses of study, age appropriate assessments all being in place.

**Progress Monitoring Plan:** Progress monitoring will occur with pre-IEP meetings between special education teacher and special education director to ensure the teacher has all components of the Transition portion of the IEP completed correctly. All transition files will be included in the UPIPS internal file audits either as they are completed or during a file review party both mid-year and in the Spring.

**Action Steps:** 1. Special Education Director will review the state's Transition training materials with the teacher who manages those IEPs in August of 2019. 2. The Special Education Teacher will request pre-meetings with the director to review and ensure all components of the IEP addressing Transition are done correctly including Notice of Meeting. 3. Teacher who manages Transition IEPs will include any transition student files in the internal file audit either as they are completed or during the scheduled file review parties.

### **Data Analysis: Disproportionality Needs**

The school will want to keep an eye on the number of students eligible under the OHI category for special education. The school's percentage of students with OHI eligibility is at 16% in June of 2019 and the state showed 10% in December 2017. This percentage of students with OHI eligibility has decreased at the school while the enrollment and the number of students with IEPs has grown since 2017. Percentage of students with an OHI eligibility in 2017 was 25%, in 2018, 21% and this year it is down to 16%. The Stakeholder Committee and Special Education Director will review percentages again in the 19-20 school year to determine if this category has come more in line with the state percentage but at this time they found that the trend is in a direction that is acceptable and we do not currently need to create a goal.

## **Enhancement for At-Risk**

### **Proposed interventions that help the identified population show growth and/or gain which are directly tied to the goals**

We have provided our Three Streams staff (who are funded with EAR) with training (train the trainer) in restorative practices. Together, they are working with individual students and classes who are at-risk, based on our school's definition. They hold intervention planning meetings with teachers and parents, help with individual plans, and work with classes on positive social and emotional behaviors. These interventions support students in attending class and being able to take-in academic content. They also provide for accommodations in academics, social and emotional areas, and behavioral arenas to promote individual student success.

### **Specific measurable goals, including a baseline measurement, related to increased academic achievement of students at-risk of academic failure**

By the end of the 2019-20 school year, 50% of students who were identified as "at-risk" [based on two or more referrals for Level II and III behaviors in the first eight weeks of school] will either maintain proficiency or transition up one level of proficiency (high risk to some risk, some risk to low risk, low risk to grade level) as demonstrated on Fast Bridge (the school's internal academic assessment tool) in reading and/or math.

## **Targeted Support and Improvement**

### ***Overview***

Wasatch Charter School has two areas of focus under the federal ESSA Program that require forming a plan for “Targeted Support and Improvement” (TSI). In both of these areas, sub-groups at WCS fell in the bottom 5% for the State on state-mandated tests. These two areas for targeted improvement are: Economically Disadvantaged & Special Education.

In reviewing the data, WCS found that Economically Disadvantaged Students performed almost at the same level compared with their peers (see chart below). With Special Education students, these students performed lower than their peers, based on the data, although often the SPED cohort was not of a statistically-significant size.

### ***Budget Review***

Wasatch Charter School has reviewed budget data for resource inequalities. Because our LEA only includes one school and resources are equitably used towards teaching, student support, and special education within the school, there is not a disparity in allocation contributing to the performance.

### ***Interventions Planned***

The interventions planned are detailed above. Since WCS’s performance for Economically Disadvantaged students does not differ substantially from our general population, the interventions for this group are not different from what is being done school-wide. This includes implementing a robust MTSS system, including Orton-Gillingham- based reading instruction for Tier 3 students, the use of Lexia for Tier 2 and Tier 3 reading in grades 2 and 3, and math intervention groups for Tier 3 students.

For special education where there is a performance gap, additional teachers have been hired and training has been provided in literacy instruction. We have also purchased several direct instruction programs to support specially-designed math and literacy instruction: All About Reading and Focus Math will be being used during pull-out services.

### ***Monitoring Plan***

WCS is doing progress monitoring using Acadience Reading or Fast Bridge every 6-8 weeks for all students in Tier 3 or SPED in reading and mathematics.



## **TITLE I**

### **2019-20 School Year Plan**

**Title I Funds To Be Received:** Not Available Yet, likely around \$11,000 again

**Use of Funds:** Title I funds are proposed to still be used towards math interventions and instruction.

**Reporting:** All parents will be provided with notice and an invitation to the Annual Title I meeting.

### **Parent Involvement:**

Parents will be invited to a variety of meetings throughout the year: New Parent Orientation, Back to School, Class Evenings, Parent Enrichment, Family Council Meetings, Parent-Teacher Conferences.

## **Teacher and Student Success Act (TSSA):**

*To qualify for money under this section, an LEA shall submit to the state board a plan that includes:*

*(a) measurable goals approved by the LEA governing board on improving student safety, student engagement, school culture, or academic achievement;*

These are outlined in the larger plan above.

*(b) how the LEA intends to meet the goals described in Subsection (3)(a) through the use of the money;*

This is also described in the plan above.

*(c) how the LEA is meeting the requirements related to parent education described in Section 53G-9-703;*

For the 2019-2020 year, Wasatch Charter School intends to publicize to parents the parent seminars being offered by Granite District, in accordance with this requirement. Wasatch Charter School is also offering a parent seminar that relates to bullying and mental health, specifically helping children to be resilient, on November 5, 2019.

*(d) whether the LEA intends to provide school-based mental health support in collaboration with the local mental health authority of the county in which the LEA is located.*

Wasatch Charter School is open to providing school-based mental health support in collaboration with the local mental health authority of Salt Lake County. At present, this relationship has not been solidified. However, Wasatch Charter School is supporting these needs through the hiring of an LCSW and social work and mental health interns at our school.